

# Higher Education for Rural Nevada

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## DISCLOSURE OF STUDENT EDUCATION RECORDS AND DIRECTORY INFORMATION

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

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

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

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

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

## DISCLOSURE OF STUDENT RECORDS OPT OUT FORM

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

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

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

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

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

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

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Date

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

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# From the President

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## A Message from President Mark. A. Curtis

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



And when talking about rural Nevada, GBC has real bragging rights; the Great Basin College service area is 86,514 square miles, making it larger than 37 States in the U.S. and its two largest counties are individually larger than nine of those States. The main campus in Elko is a comprehensive residential college. Centers are located in Battle Mountain, Ely, Pahrump and Winnemucca. An additional 23 communities across GBC’s 10 county service area are connected via satellite allowing the two-way interactive delivery of college courses along with an ever expanding slate of online offerings.

Those who visit GBC are impressed by many things, the college’s culture of collegiality, its use of technology in serving students throughout rural Nevada, the college’s beautiful and well maintained buildings and grounds and our creative utilization of resources. These common observations provide a vote of confidence in the faculty and staff of Great Basin College and speaks to just how well the institution is fulfilling its stated mission.

Over 3500 students are attending Great Basin College. Each year over 400 of those students earn a degree or certificate. Great Basin College has built strong relationships with employers in the service area. GBC has worked collaboratively with the regional mining industry over many years. With industry support, GBC has developed 48-week accelerated Associate degree programs in five technical areas. Over 90% of graduates from these programs are employed within a year of completion. Bachelor and associate degrees in health sciences and education provide graduates to supply the needs of local health care providers and school districts. “Growing our own” has become a strategy to provide a trained workforce for rural Nevada in jobs for which it is otherwise difficult to recruit and retain quality professionals. These are just a few examples of partnerships GBC has developed over the years.

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

Sincerely,

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

Dr. Mark A. Curtis  
President

# 2014–2015 Academic Calendar

## Fall Term—2014

Consult Class Schedule	Testing/Advisement/ Orientation/Registration
August 4	CTE Faculty Return
August 4-8	CTE Housing Check-Ins Begin
August 7	CTE Orientation
August 11	CTE Instruction Begins
August 14	Faculty Return
August 18-22	Regular Housing Check-Ins Begin
August 18-22	Faculty In-Service
August 25	Instruction Begins
September 1	Labor Day Holiday
October 4	Disclosure of Student Record Opt Out Deadline
October 15	Fall Graduation Application Deadline
October 31	Nevada Day Holiday
October 27*	Official Course Drop Deadline
October 27	Audit/Credit Change Deadline
November 11	Veterans' Day Holiday
November 26	CTE Instruction Ends
November 27-28	Thanksgiving Recess
December 5	Instruction Ends
December 8-12	Final Exam Week
December 12	Fall Graduation
December 16	Grades Due

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

## Spring Term—2015

Consult Class Schedule	Testing/Advisement/ Orientation/Registration
January 1	New Years Day Holiday
January 1-2	CTE Housing Check-Ins Begin
January 5	CTE Faculty Return
January 5	CTE Instruction Begins
January 7	Faculty Return
January 12-16	Regular Housing Check-Ins Begin
January 12-16	Faculty In-Service
January 19	Martin Luther King Holiday
January 20	Instruction Begins
February 16	Presidents' Day Holiday
February 28	Disclosure of Student Record Opt Out Deadline
March 13	Graduation Application Deadline
March 23*	Official Course Drop Deadline
March 23	Audit/Credit Change Deadline
March 23-28	Spring Recess
May 8	Instruction Ends
May 11-15	Final Exam Week
May 16	Graduation
May 19	Grades Due
May 25	Memorial Day Holiday
May 29	CTE Instruction Ends

## Summer Term—2015

July 3	Independence Day Holiday
TBA	Summer Instruction

# Reference Calendar

## 2014

## 2015

JANUARY 2014						
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JANUARY 2015						
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FEBRUARY 2014						
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SEPTEMBER 2015						
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DECEMBER 2014						
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JUNE 2015						
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DECEMBER 2015						
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# NSHE

## The Nevada System of Higher Education

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*Crystal Abba*, Vice Chancellor  
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*Brooke Nielsen*, Vice Chancellor of  
Administrative and Legal Affairs

*Vic Redding*, Vice Chancellor of Finance and Administration

*Larry Eardley*, Vice Chancellor for Budget and Finance

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

*Scott Wasserman*, Chief Executive Officer to the Board of  
Regents

*Steven Zink*, Vice Chancellor for Information Technology

### Great Basin College

*Dr. Mark A. Curtis*, President

*Lynn Mahlberg*, Vice President for Student Services

*Dr. Mike McFarlane*, Vice President for Academic Affairs

*Sonja Sibert*, Vice President for Business Affairs

### Great Basin College Advisory Board

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*Brianne Clark*, Elko

*Dr. Hugh Collett*, Elko

*Susan Davis*, Battle Mountain

*Laura DelRio*, Wells

*Dan Fox*, Pershing County, Ex-Officio

*Gary Gazaway*, Esmeralda County, Ex-Officio

*Nikki Holton*, Lincoln County, Ex-Officio

*Vince Juaristi*, Elko

*Mark Kimball*, Pahrump

*Chuck Knight*, Elko

*Kent McAdoo*, Elko

*Matt McCarty*, Elko, Chairman

*Chris Melville*, West Wendover

*Don Miller*, Elko

*Will Moschetti*, Elko

*Dave Roden*, Winnemucca

*Robert Dolezal*, Ex-Officio, Ely

*David Jensen*, Ex-Officio Winnemucca

*Dr. William Roberts*, Ex-Officio, Pahrump

*Charles Schultz*, Mineral County, Ex-Officio

*Jim Squibb*, Ex-Officio, Battle Mountain

*Jolene Supp*, Wells

*Jeff Zander*, Ex-Officio, Elko

*Bernard Zunino*, Ex-Officio, Eureka



# GBC Degree and Certificate Programs

**Associate of Arts Degree** . . . . . 59, 64, and 75

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

**Associate of Science Degree** . . . . . 61, 71, 72, and 74

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

**Associate of General Studies Degree** . . . . . 62

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** . . . . . 62, 63

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

Business Administration . . . . .	76
Accounting . . . . .	77
Entrepreneurship Emphasis . . . . .	81
General Business Emphasis . . . . .	79
Computer Technologies . . . . .	85
Graphic Communications Emphasis . . . . .	86
Information Specialist Emphasis . . . . .	87
Network Specialist Emphasis . . . . .	88
Office Technology Emphasis . . . . .	89
Criminal Justice . . . . .	
Corrections Emphasis . . . . .	91
Law Enforcement Emphasis . . . . .	92
Diesel Technology . . . . .	93
Early Childhood Education . . . . .	
Early Childhood Emphasis . . . . .	65-66
Infant/Toddler Emphasis . . . . .	68-69
Electrical Systems Technology . . . . .	95-96
Human Services . . . . .	99-100
Industrial Millwright Technology . . . . .	103
Nursing . . . . .	106-108
Radiology Technology . . . . .	109-111
Welding Technology . . . . .	113

**Certificate of Achievement Programs** . . . . . 63

Accounting Technician . . . . .	78
Business Administration . . . . .	80
Diesel Technology . . . . .	94
Early Childhood Education . . . . .	
Early Childhood Emphasis . . . . .	67
Infant/Toddler Emphasis . . . . .	70
Electrical Systems Technology . . . . .	97
Entrepreneurship . . . . .	82
Human Resources . . . . .	83
Human Services . . . . .	101
Industrial Millwright Technology . . . . .	104
Instrumentation Technology . . . . .	98
Medical Coding and Billing . . . . .	105
Office Technology . . . . .	90
Retail Management . . . . .	84
Spanish Interpreter/Translator . . . . .	112
Substance Abuse Counselor Training . . . . .	102
Welding Technology . . . . .	114

**Bachelor of Arts Degrees** . . . . . 116

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 . . . . .	117-122
Post-Baccalaureate Elementary Program . . . . .	
Bachelor of Arts in Secondary Education . . . . .	123-124
Biological Science . . . . .	125-126
Business Education . . . . .	126-127
English . . . . .	128-129
Mathematics . . . . .	129-130
Social Science . . . . .	130-132
Post-Baccalaureate Secondary Program . . . . .	132-133
Bachelor of Arts in Integrative Studies . . . . .	134-135
Natural Resources Emphasis . . . . .	135-136
Social Science Emphasis . . . . .	137-138

**Bachelor of Applied Science Degree** . . . . . 139-140

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

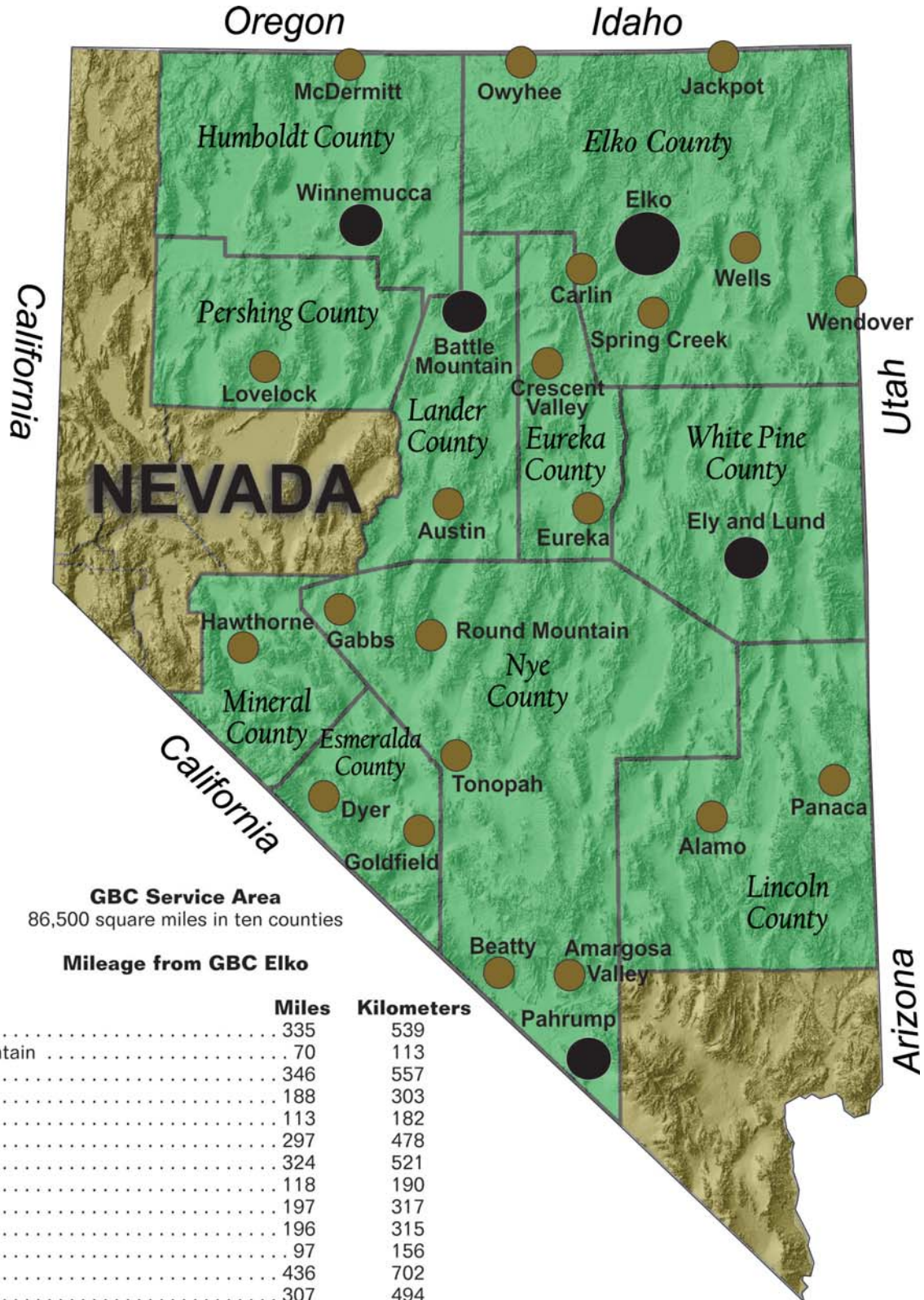
Bachelor of Applied Science . . . . .	
Digital Information Technology . . . . .	141
Graphic Communications . . . . .	142
Instrumentation . . . . .	143
Management in Technology . . . . .	144

**Bachelor of Science in Nursing Degree** . . . . . 145-147

**Bachelor of Social Work (BSW)** . . . . . 148-150

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

# Service Area Map



# Welcome to GBC

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## A Comprehensive Community College

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

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

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

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

## GBC's History at a Glance

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

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

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

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

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

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

The new millennium saw the addition of resident housing and meteoric growth in distance learning technologies. An online campus was established, providing more access and flexibility for GBC students. Baccalaureate programs in several other disciplines were added, including Nursing, Professional Studies, Social Work, and Applied Science. In 2006, the NSHE Board of Regents expanded the GBC service area to include Nye County, and a campus center was opened in Pahrump. Based upon GBC's success in serving Pahrump and several other remote locations throughout rural Nevada, the Board of Regents again in the Spring of 2014 expanded the College's service area. This latest expansion included the counties of Pershing, Mineral, Esmeralda and Lincoln, making the GBC service area of 86,514 square miles the largest in the nation.

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

## **College and Community Profile**

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

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

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

## **Centers**

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

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

### ***Ely Center***

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

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

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

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



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

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

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

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

### **Winnemucca Center**

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

For more information call the Winnemucca Center at 775.623.4824.

## **Who Accredits Us?**

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

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

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

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

The Associate of Applied Science Degree in Nursing and the Bachelor of Science Degree in Nursing programs are both accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN, formerly NLNAC).

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

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

## **Who Teaches at GBC?**

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

## **Who Are the Classified Staff?**

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

## **Who Attends GBC?**

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

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

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

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

# GBC Mission and Core Themes

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## GBC Mission

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

## Core Themes

### Core Theme 1: Provide Student Enrichment

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

### Core Theme 2: Build Bridges and Create Partnerships

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

### Core Theme 3: Serve Rural Nevada

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

## General Education

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

## Career and Technical Education

The courses and programs of career and technical education at Great Basin College are aimed at training students for entry-level employment or to upgrade skills for positions they already hold. Great Basin College offers customized training to meet local business and industry workforce development needs. The College has also developed many short courses designed to meet the ever-changing demands of local business and industry.

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

## Developmental Education

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

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

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

## Continuing Education and Community Outreach

The mission of GBC Continuing Education is to provide lifelong learning opportunities for residents in GBC communities through diverse educational courses. These courses are often only a few sessions in length and reflect a variety of topics for people of various ages. The majority of such courses are for personal development and participants enjoy developing their interests in subjects as digital photography, canoeing, foreign language, guitar and more. The current schedule of GBC Continuing Education courses for all GBC communities can be viewed online at [www.gbcnv.edu/community.html](http://www.gbcnv.edu/community.html).

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

Educational travel opportunities for college students and community members are offered by Continuing Education. Recent GBC educational tours include England and France, China, and Italy and Switzerland. For more information go to <http://www.gbcnv.edu/travel/>.

Great Basin College hosts many community events each year that are often organized through the Continuing Education office and the GBC Arts and Cultural Enrichment (ACE) committee. Events include the annual GBC Film Festival, Nevada Humanities speakers, performing arts, concerts, and book signings. Visit [www.gbcnv.edu/ACE/](http://www.gbcnv.edu/ACE/) for details.

# Getting Started

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## The College Year

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

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

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

### Admissions and Records Office or Recruitment Department

1500 College Parkway  
Elko, Nevada, 89801

775.753.2102 (Admissions and Records Office)

775.753.2201 (Recruitment Department)

775.753.2311 (FAX)

[www.gbcnv.edu/admissions](http://www.gbcnv.edu/admissions)  
[recruitment@gbcnv.edu](mailto:recruitment@gbcnv.edu)

## Admission to Our “Open Door” College

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

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

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

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

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

## Your Responsibilities as a GBC Student

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

It is your responsibility to officially withdraw from courses you are not attending. See pages 52 through 54 for the GBC withdrawal policy.

## How to Apply for Admission

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

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



All of the bachelor's degrees and several of the Associate of Applied Science degrees have special admission requirements and require an additional application. Admission to these programs is not guaranteed upon acceptance to GBC. Consult Degrees Offered (pages 59-150) for details or visit [www.gbcnv.edu/academics](http://www.gbcnv.edu/academics)

## Use of Social Security Numbers

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

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

## Taxpayer Relief Act

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

## International Student Admission

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

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

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

### Director of Admissions and Registrar

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

## Non-degree Students

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

As a non-degree student, you may take classes for credit or choose to audit classes for personal enrichment. Many non-degree students discover eventually that they have completed enough credits for GBC's Associate in General Studies Degree, which is described on page 62.

## High School Students

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

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

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

### **Great Basin College Dual Credit Statement**

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

- Courses will be taught by Great Basin College; faculty members will be full-time or 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 Controller's Office.
- Dual credit students are college students, and for the purposes of the dual credit class(es), there will be a strict adherence to Right-to-Know policies and procedures of the Family Educational Right to Privacy Act (FERPA) as defined by regulations binding Great Basin College and all its students.
- Great Basin College complies with FERPA. As such, parents will not have access to student grades, financial records, etc. Information regarding student performance is not available through participating school district websites such as "Power School."

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

### **Tech Prep Credit**

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

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

### **Placement Tests to Validate Your Mathematics and English Skills**

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

Great Basin College provides assistance to its students as follows:

### **Placement in Writing Classes**

GBC conducts the following five courses in writing:

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

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

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

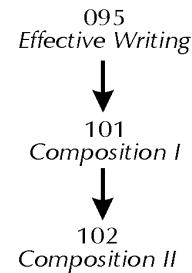
**How to Select an English Course**

ACT*	SAT*	ACCUPLACER**		CLASS
		Sentence Skills	Writing	
17 or below	439 or below	85 or below	1-4	ENG 095 or ENG 103
18-29	440-670	86-114	5-8	ENG 101 and ENG 107
30-36	680-800	115 or above	N/A	ENG 102

\*Refers to the English/Writing section of the test only.  
 \*\*Accuplacer tests are available free at the Academic Success Center in Elko, and at all the GBC Centers. Call 775.753.2144 for information.

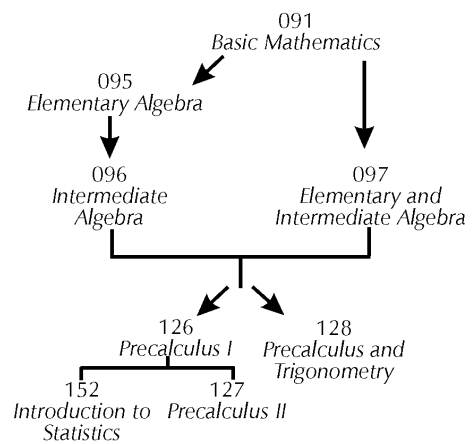
**ENGLISH SEQUENCE**

**Associate of Arts**  
**Associate of Science**



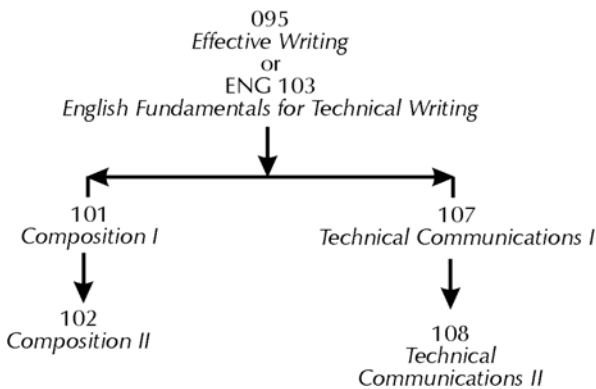
**MATHEMATICS SEQUENCE**

**Associate of Science**



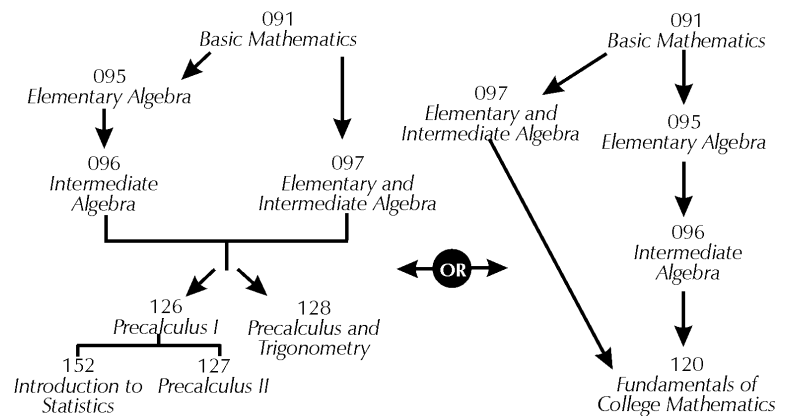
**ENGLISH SEQUENCE**

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



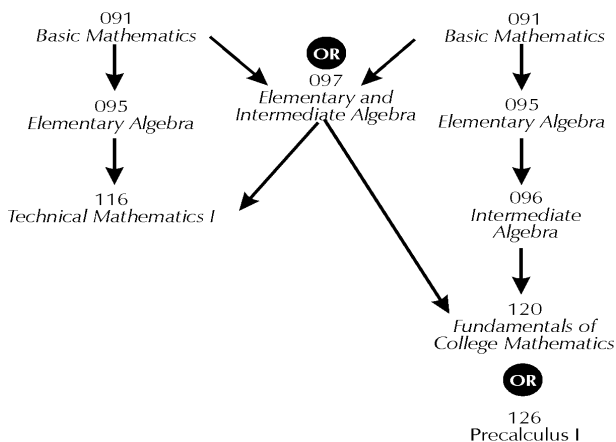
**MATHEMATICS SEQUENCE**

**Associate of Arts**



## MATHEMATICS SEQUENCE

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



### Placement in Mathematics Classes

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

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

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

### How to Select a Mathematics Course

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

≥25	≥560				MATH 127 or higher requires discussion with mathematics faculty.
<b>MINIMUM MATH REQUIREMENT FOR GRADUATION:</b> Three credits MATH 120 or five credits at the level of MATH 126 or higher for AA degrees. Five credits of MATH 126 or higher for AS degrees; three credits of MATH 116 or higher for AAS.					
*Students who complete ENG 101 AND MATH 095 with a grade of C or better are eligible to enroll in MATH 120.					
Rev. 4/1/14					

**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 30 college-level credits unless otherwise authorized by the institution. (Example: 45 credits for accelerated degrees.) Postponing completion of developmental classes may significantly delay your education.**

### High School Equivalency/ Adult High School Diploma

The Nevada Department of Education and the American Council on Education have authorized GBC in Elko as an official testing agency for the High School Equivalency Tests. These five-battery tests are administered one to two times per month. You may make an appointment to take the test upon payment of the test fee of \$65.00. To schedule a test, call the Academic Success Center at 775.753.2149. If you aren't sure you're ready to take the test, the staff in the Adult Learning Center can help you to prepare for the tests. The Center is well-equipped with basic skills study materials and with highly trained tutors in mathematics, reading and English.

Satisfactory test results earn you (Nevada residents 18 years old or older or 16 and 17 years old under certain circumstances) the Certificate of High School Equivalency. Satisfactory scores on the HSE tests may also be used to satisfy certain requirements for an Adult High School Diploma. GBC is authorized to issue the Certificate of High School Equivalency; Adult High School Diplomas are issued by the Elko, Humboldt, Lander, and White Pine County School Districts.

In 2014, GBC and the Elko County School District will no longer offer the GED test. In its place, we will offer two other tests: the HiSET and the TASC (Testing Assessing Secondary Completion). These tests will be offered in paper and computer formats. If you are not sure which test or which version is right for you, staff at the Adult Learning Center (775.753.2230) or the Academic Success Center (775.753.2149) can help you choose the right test. For more information, contact Academic Success Center Director at 775.753.2144 or visit <http://www.gbcnv.edu/asc/> for additional details.

## Cooperative Education/Work Experience

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

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

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

## How to Obtain Credit for Your Knowledge and Experience

### **Non-traditional Credit**

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

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

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

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

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

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

## College Credit by Examination

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

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

The College-Level Examination Program (CLEP) helps you gain recognition for what you know and can do, no matter how or where you learned it. You may test in numerous subject areas which require a minimum score of 50 for three credits. Normally CLEP exams should be completed prior to the second semester. Each test is \$80.00 and all tests are computer generated. For more information, contact 775.753.2144. Refer to CLEP grid on page 197.

### **College Board Advanced Placement Examination (AP)**

Great Basin College credit may be granted to students who have achieved appropriate scores on one or more of the College Board Advanced Placement Examinations. These tests are administered each year in May and are available to high school students who have taken Advanced Placement courses in high school. Please contact Admissions and Records for more information. Refer to page 195 for the College Board Advanced Placement Examination course grid.

### **Challenge Examinations**

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

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

- Successful challenge examinations are posted as an S (Satisfactory) on the student's transcript. An S signifies that the student earned a C- or above on the required exam.
- Students must complete the challenge during the same semester in which the request was made.
- Great Basin College reserves the right to deny any petition for credit by examination.

## You and Your Faculty Advisor

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

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

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

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

## Orientation to GBC

Who needs to take Orientation (INT 100)?

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

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

- What programs are available.
- What requirements are needed to enter courses and programs.
- What requirements are needed to complete courses and programs.
- How to get academic advisement.
- What general education means.
- How to get help for a variety of needs (study skills, personal, financial, etc.).

- What resources are available (library, Retention and Student Life, etc.).
- How to transfer to another program.
- How to gain access to personal information.
- Where facilities are located on campus.
- How to read the catalog and the schedule.
- How to complete the necessary steps for graduation.

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

## Transfer Center

The Transfer Center of Great Basin College assists students who plan to continue their education at a bachelor granting college or university. The Center, located in the Admission Advising and Career Center, offers transfer agreements in certain programs for specified universities. Visit the center for career exploration leading to a major, for transfer to a university, and for professional goal and educational plan guidance. For more information visit the Transfer Center in Berg Hall or call 775.753.2180.

## Transferring Your Credits to GBC

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

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

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

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

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



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

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

### Transferring Your Credits from GBC

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

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

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

## Transferring within the Nevada System of Higher Education

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

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

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

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

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

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

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

For more information regarding how your GBC courses can be applied to degrees at Nevada universities, search for "transfer agreements" at the University of Nevada Reno and University of Nevada, Las Vegas websites: [www.unr.edu](http://www.unr.edu), [www.unlv.edu](http://www.unlv.edu).

## Reverse Transfer Agreement

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

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

## Transferring with an Associate's Degree

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

## Student Rights

### *Students have the right to:*

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

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

## Student Responsibilities

### *Students have the responsibility to:*

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

## NSHE Institution Responsibilities

### *NSHE institutions will:*

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



# You Should Know...

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## Non-Discrimination Notice

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

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

### Affirmative Action Officer or Administrative Officer

Great Basin College  
1500 College Parkway  
Elko, NV 89801

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

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

## Family Educational Rights and Privacy Act

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

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

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

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

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

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

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

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

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

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

## Retention and Disposition of Student Records

The following records are retained permanently:

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

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

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

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

- Correspondence
- Refund exceptions

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

- Transcript requests
- Enrollment verifications
- Registration source documents

#### **Retention of Student Disciplinary Records:**

Records of disciplinary actions resulting in a disciplinary sanction, as defined in TITLE 2, Nevada System of Higher Education CODE, CHAPTER 10, RULES OF CONDUCT AND PROCEDURES FOR STUDENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION, Section 10.4.9 Sanctions, are retained in the Student Conduct Officer's office files for a period of six (6) years from the date of the most recent disciplinary action unless pursuant to a written request, an official order to expunge a specific disciplinary record is issued by the president or designee (Section 10.4.8). This would include removing from the student's transcript, if applicable.

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

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

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

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

While reviewing this information please note:

- Graduation rates are based on attendance that equates to 150 percent of the degree or certificate program.

- Graduation rates do not include students who left the school to serve in the armed forces, or official church missions, or in the foreign services of the federal government. Students who died or were totally permanently disabled are also excluded.

#### **Missing Student Policy**

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

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

#### **Use of College Facilities**

GBC's facilities, including campus grounds, are provided for the support of the regular educational functions of the College and the activities necessary for the support of these functions. College functions take precedence over other activities. Sometimes community groups not affiliated with GBC conduct workshops and seminars in college facilities. If you want to reserve a meeting room, please complete the room request form online at [www.gbcnv.edu/community.html](http://www.gbcnv.edu/community.html). For additional information, please contact the Facilities Scheduler at 775.753.2227 or your center administrative office.

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

## Publicity Regulations

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

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

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

## GBC Cares — A Guide to Engaged Learning

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

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

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

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

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

## Children on Campus

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

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

## Mandatory Reporting

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

If any person; faculty, staff, student or member of the campus community, has knowledge of a child (anyone under the age of 18 years) who appears to be the victim of abuse or neglect, that has occurred at a GBC facility or during GBC programs or activities, the Center Director or Director of Environmental Health, Safety and Security should be notified immediately. Once the Director has determined the basic facts of the situation they will notify the Vice President for Student Services, Vice President for Academic Affairs or the Vice President for Business Affairs and the President. Notification must be made to the local Police agency or the Division of Child and Family Services as soon as reasonably practicable but not later than twenty-four (24) hours after the person knows or has reasonable cause to believe that the child has been abused or neglected (NRS 432B.220, I, (b)).

## Student Grievance Procedure

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

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

Refer to page 54 concerning grade appeals or professional conduct of teaching faculty.

## Student Conduct Policy

Great Basin College (GBC) is a System institution of the Nevada System of Higher Education (NSHE) and encourages all students to pursue academic studies and other college

sponsored activities that promote intellectual growth and personal development. Students are responsible for complying with NSHE and college guidelines and meeting the appropriate college requirements. In joining the academic community, the student enjoys the right of freedom to learn and shares responsibility in exercising that freedom. A student is expected to conduct him or herself in accordance with college standards.

When a complaint or charge of student misconduct is brought forth, it shall be processed in accordance with the policies and procedures prescribed in the NSHE Board of Regents Code Title 2, Chapter 10, which is outlined in this document. The complete document may be found in the annual Great Basin College Catalog(s) and at the GBC website: [gbcnv.edu](http://gbcnv.edu). For purposes of this document, the term "student" means any person who is or was enrolled in courses, either full-time or part-time, including correspondence study, electronic means, Study Abroad, or auditing, or courses offered through any institution satellite campuses or auxiliary means.

## Prohibited Conduct

Prohibited Conduct, as defined and established in NSHE Code, Title 2, Chapter 10. Section 10.2.1:

- (a) Acts of dishonesty, including but not limited to the following:
  - (1) Cheating, plagiarism, fraudulently obtaining grades, falsifying research data or results, assisting others to do the same, or other forms of academic or research dishonesty;
  - (2) Furnishing false information to any institution or System official, faculty member, or office;
  - (3) Forgery, alteration, misuse, theft, or using without permission, any institutional document, or record.
- (b) Disorderly, lewd or indecent conduct, including the disruption, obstruction, or unauthorized interruption of teaching, convocations, recruiting interviews, social events, research, meetings, business and administration, disciplinary proceedings, or other institutional or System activities, including public service functions and outreach activities on or off campus, or other activities when the conduct occurs on institutional premises.
- (c) Conduct that endangers the health or safety of any member or guest of the System community.
- (d) Physical abuse, verbal abuse, threats, intimidation, coercion, and/or conduct that threatens or endangers the health or safety of any person.
- (e) Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on institutional premise.
- (f) Resisting or obstructing institutional or other public officials in the performance of their duties.
- (g) Failure to comply with the directions of institutional officials acting in accordance with their duties and/or failure to identify oneself to these persons when requested to do so.
- (h) Acts of physical force or disruptive acts which interfere with institutional activities, freedom of movement on the campuses, freedom for students to pursue their studies, freedom of speech, freedom to be heard, and freedom to pursue research of their own choosing.
- (i) Failure of the student to present proper credentials, student identification card, driver's license, or parking registration, to institutional officials upon their request.
- (j) Forgery, alteration, falsification or destruction of System documents or furnishing false information in documents submitted to the System.
- (k) Willful damage, destruction, defacement, theft or misappropriation of equipment or property belonging to, in the possession of, or on premises occupied by the System.
- (l) Knowing possession on any premises of the System of any firearms, explosives, dangerous chemicals or other instruments of destruction, or other dangerous weapons as defined by the laws of the State of Nevada, without the written authorization of institutional president or the president's authorized agent.
- (m) Continued occupation of buildings, structures, grounds or premises belonging to or occupied by, the System after having been ordered to leave by the institution's president, the president's designee, or chancellor.
- (n) False reporting of any emergency situation, including but not limited to, misuse of campus or System emergency notification equipment. Unauthorized tampering with, and/or accessing of, safety, security, or fire protection equipment or devices. Setting off a fire alarm for reasons other than actual fire or emergency, involvement in setting or causing any unauthorized fire in or on institution property.
- (o) The unauthorized possession, loan, modification, or distribution of keys, pass cards or institutional identification cards. Unauthorized or unlawful entry or access to institutional or System facilities, including buildings and grounds. The reproduction, manufacture or duplication of any key, pass card, institutional or System identification card or unlocking device for use on institution or System facilities or locks without proper authorization.
- (p) Abuse, unauthorized use, or theft of institutional or System computer facilities and resources, including but not limited to:

- (1) unauthorized entry into or transfer of, a file to use, read, or change the contents or for any other purpose; and/or a violation of copyright laws;
  - (2) use of another individual's identification and/or password;
  - (3) interfering with the work of another student, faculty member or institution or System official, or with the normal operation of the institution or System computing System; or,
  - (4) violating the institution's Standards of Conduct for the Use of institution's Computers.
- (q) Willfully destroying, damaging, tampering, altering, stealing, misappropriating or using without permission any System, program or file of the System.
  - (r) Violation of the institution's policies and regulations governing residence in institution owned or controlled property, and access to and use of all institutional facilities, including responsibility for the conduct of guests.
  - (s) Use, possession, or distribution of alcoholic beverages without authorization (except as expressly permitted by System or Institutional regulations, such as the —Alcoholic Beverage Policy), or public intoxication. Alcoholic beverages may not, in any circumstances, be used by, possessed by, or provided to, any person under twenty-one years of age.
  - (t) Use, possession, manufacturing or distribution of marijuana, heroin, narcotics, or other controlled substances, use or possession of any illegal and/or unauthorized drugs, prescription drugs, and drug paraphernalia or being under the influence of illegal drugs except as expressly permitted by law.
  - (u) Contempt of student disciplinary proceedings including impairing or interrupting any proceeding or providing false information to institution or System officials and student hearing board members during the course of the conduct resolution process. Failure to comply with the terms of any sanction imposed in accordance with the rules of conduct
  - (v) The repeated use of obscene or abusive language in a classroom or public meeting of the System and which, if occurring in a class is not significantly related to the teaching of the subject matter.
  - (w) The use of threats or violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment, or other service or privilege accorded by the System.
  - (x) Any act of unlawful discrimination based on race, creed, color, sex, age, sexual orientation, disability or national origin, gender identity, or genetic information, or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.
- (y) 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. Sexual harassment includes sexual violence.
  - (z) Sexual assault, which is the use of, or threat to use, force or violence of a sexual nature, defined as sexual assault, against any member or guest of the institutional community on institution-owned or institution controlled property or at any institution sponsored program.
  - (aa) Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university, college or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual.
  - (bb) Intentionally making an accusation that is false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under the rules of conduct or under any applicable established complaint or grievance procedures in the System.
  - (cc) Willful incitement of individuals to commit any of the acts herein prohibited.
  - (dd) Any other conduct that violates applicable stated prohibitions, policies, procedures, rules, or regulations of the institution or Board of Regents.  
  
In addition, "Messages, attitudes, or any other form of communication deemed to be outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined, as they would be in regular classroom, by the instructor) will not be tolerated."
  - (ee) Any act prohibited by local, state or federal law that occurs on System premises or at a System-sponsored function on or off such premises.

### **Institutions May Prohibit Other Conduct**

By Code, an institution may adopt policies which prohibit other conduct not included above which are approved by the President and institution's general counsel.

Great Basin College policy states messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated. All complaints of alleged misconduct (Section 2.1 above) made against a GBC student by any person should be submitted to the Student Conduct Officer (Administrative Officer) who is the Vice President

for Student Services, Berg Hall—Elko Campus 775.753.2282 or lynn.mahlberg@gbcnv.edu.

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. 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.

### **Complaints**

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

### **Investigations**

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

### **Informal Resolution**

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

### **Failure to Reach Resolution**

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

## **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.

## **Hearings & Appeals**

Hearings & Appeals shall be conducted in accordance with this section. A copy may be found at [gbcnv.edu](http://gbcnv.edu) . . . or [nevada.edu](http://nevada.edu) . . .

## **Sanctions and Expunging the Record**

The student conduct officer or designee will be responsible for monitoring the student in successfully carrying out the sanctions imposed as the result of a hearing or the final determination of the informal resolution process. Unless the student conduct officer otherwise states in writing, any final action resulting from a disciplinary hearing or the informal resolution process shall become part of the student's disciplinary record. Other than institutional expulsion or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, institution suspension, institution expulsion, or withholding of a degree, upon application to the student conduct officer and approval by the president. A student may request that his or her disciplinary record be expunged and any such notation be removed from the student's transcript during the student's last semester before graduation or any time following graduation. The burden demonstrating reasonable cause for considering the expunging of a disciplinary record lies with the student. In considering such requests, the institution may consider the:

- (a) Stated reason for request and circumstances surrounding request;
- (b) Date and seriousness of the violation;
- (c) Student's behavior and disciplinary record since the violation, including successful completion of any imposed sanctions;
- (d) The impact, if any, on the public that failure to give such notice may cause; and
- (e) Consequences of denying request.

The grant or denial of a request to expunge a student's disciplinary record shall rest solely within the discretion of the institution, and the enumeration of the foregoing factors shall not in any way imply a duty on the institution to grant such a request by means of a balancing or other test. If a request is not granted, the student at yearly intervals thereafter may request that his or her disciplinary record be expunged. The denial of a request to expunge is not appealable.

### **Sanctions**

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

**Warning**

A notice, oral or written, that the student has violated the rules of Conduct.

**Reprimand**

A written reprimand for violation of specified regulations.

**Restitution**

Compensation for loss, damage, theft or misappropriation of property, or injuries sustained in an incident of student misconduct. This may take the form of appropriate service, monetary, or material replacement or combination of these.

**Probation**

Probation consists of a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to have violated any institutional regulation(s) during the probationary period.

**Loss of Privileges**

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

**Discretionary and Educational Sanctions**

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

**Residence Hall Suspension**

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

**Residence Hall Permanent License Cancellation**

Permanent separation of the student from the residence halls.

**Withholding of a Degree**

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

**Institutional Suspension**

Exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked —DISCIPLINARY SUSPENSION EFFECTIVE \_\_\_\_ TO \_\_\_\_\_. The parents or legal guardians of minor students shall be notified of the action.

A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student's suspension. Such request must be submitted in writing to the president or his designee. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

**Deferred Institutional Suspension**

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

**Institutional Expulsion**

Termination of student registration and status for an indefinite period of time. Permission of the president shall be required for readmission. The official transcript of the student shall be marked —DISCIPLINARY EXPULSION EFFECTIVE \_\_\_\_\_. The parents or legal guardians of minor students shall be notified of the action.

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

A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary expulsion be removed from the official transcript when four years have elapsed since the expiration of the student's expulsion or termination. Such request must be submitted in writing to the President or designee. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

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

**Emergency Removal**

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

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

## Conditions of Emergency Removal and Hearing

When an emergency removal is imposed, the charged student shall be denied access to the institution, including classes and all other institutional activities or privileges for which the student might otherwise be eligible, as the President or the student conduct officer may determine to be appropriate. During the time of the removal from the institution, the student may not come onto institutional property for any reason other than meeting with the appropriate officials) regarding resolution of the emergency removal and the student conduct violation. The student conduct officer may permit the student to participate in distance learning classes that do not include entering onto institutional property and provide adequate protections to prevent any of the conditions of (a), (b), (c) or (d), above, from occurring. Any student so removed shall be afforded an opportunity to a hearing on the emergency removal no later than fourteen calendar days following the removal unless the student agrees to delay the hearing to a later time. A hearing officer shall hold the hearing under the hearing procedures of the rules of conduct where those may be applicable. The student conduct hearing officer shall make a recommendation to the President. The president's decision upon the hearing officer's recommendation shall be final. The removal does not replace the regular disciplinary process, which shall proceed under this chapter.

## Procedures Available when Sexual Harassment is alleged: NSHE Code, Title 2, Chapter 10.4.12

The following additional procedures are available in proceedings alleging sexual harassment:

- (a) An alleged victim of sexual harassment shall have the opportunity to select an independent advisor for assistance, support and advice. The alleged victim shall be advised at the beginning of the complaint process that he or she may select an independent advisor and it shall become the choice of the alleged victim to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The institutional affirmative action officer or the student conduct officer shall advise the alleged victim of this right. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit
- (b) the complainant may choose to not permit the matter to be resolved by the informal resolution process or may terminate the informal resolution process at any time prior to a written determination being signed. If sexual assault is alleged, the informal resolution process may not be used;

- (c) the complainant must agree to the charge being heard by a hearing officer if the student conduct officer and student agree;
- (d) the complainant must be given the opportunity to participate in any pre hearing procedures;
- (e) if a hearing involving more than one charged student, the hearing officer or hearing board may require a charged student to be absent from any testimony that is not relevant to that charged student;
- (f) the complainant must receive a list of all witnesses at the same time it is received by the student conduct officer and charged student;
- (g) the complainant must be permitted an advisor during the hearing who shall have the same duties as the advisor for the charged student;
- (h) the complainant may present witnesses and other evidence at the hearing;
- (i) the complainant shall be served a copy of the decision of the student conduct hearing board or hearing officer and of the vice president, if an appeal is filed, except for the discipline imposed upon the student unless the discipline directly relates to the complainant.
- (j) if the complainant is aggrieved by the decision of the student conduct hearing board or hearing officer, the complainant has the right to appeal the decision to the appropriate vice president in the same manner as the student;
- (k) in a complaint alleging sexual violence or non-forcible sex offense, the complete decision of the student conduct hearing board or officer and the decision on appeal shall be given to the complainant and may be released to anyone upon request.

**If you have any questions about the NSHE Great Basin College Rules and Disciplinary Procedures for Members of the University Community, please contact the Student Conduct Officer (Administrative Officer): Lynn Mahlberg, Vice President for Student Services, GBC Elko Campus, room 160, 775.753.2282, [lynn.mahlberg@gbcnv.edu](mailto:lynn.mahlberg@gbcnv.edu).**

*GBC is guided by the principle that there shall be no difference in the treatment of persons because of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race or religion and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination, participate in a discrimination proceeding, or otherwise oppose discrimination. It is our policy to comply fully with the non-discrimination provision of all state and federal regulations with regard to recruitment, admission, financial aid, activities, hiring, promotions, training, terminations, benefits, and compensation. Rev. 9/25/13*



## Sex Offender Notification

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

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

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

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

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

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

For additional information refer to page 202, visit the Administrative Officer, who is the Vice President for Student Services, 775.753.2282, Berg Hall 160 or the Affirmative Action Officer located in Berg Hall.

## Hate Crime Policy

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

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

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

for Student Services must be notified when it is safe to do so. The safety and security website provides directions on how and when to report a crime including calling 911 to contact the police department or county sheriff in order to file a criminal report. It is the policy of the Great Basin College security department that all major crimes including hate crimes should be reported to the local police department to file a complaint.

## Hazing

Hazing has no place within a community of scholars. The NSHE affirms its opposition to any form of hazing, NSHE Code, Title 2, Chapter 10, Section 10.2.1(00). NSHE institutions advocate civility in society and an adherence to the fundamental principles of honesty, integrity, respect, fairness, development of individual character, and sensitivity to the dignity of all persons. These principles should be fostered and nurtured in a broad spectrum of activities that yield social, intellectual, and physical benefits. Therefore, hazing of any nature is unacceptable at any public institution of higher education in the State of Nevada. For more information and reporting procedure, call 775.753.2282.

## Bullying

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

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

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

## Title IX

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

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

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

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

### Vice President for Student Services

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

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

### Office for Civil Rights

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

## Assistance with Substance Abuse

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

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

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

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

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

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

**Standards of Conduct**

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

**Legal Sanctions**

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

**Campus Disciplinary Sanctions**

**Alcohol:**

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

**Drugs:**

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

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

**Campus Security Act**

**Campus Security Policies and Campus Crime Statistics Act**

In compliance with the crime awareness provisions of the Campus Security Act of 1990 including amendments through 2008, each year by October 1 or before October, Great Basin College files a crime report with the U. S. Department of Education. This report may be reviewed by anyone seeking this information on file at the following website:

[www.gbcnv.edu/security/crime.html](http://www.gbcnv.edu/security/crime.html)

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

[www.gbcnv.edu/security/index.html](http://www.gbcnv.edu/security/index.html) or by contacting the Director of Environmental, Health, Safety and Security by email at [patricia.anderson@gbcnv.edu](mailto:patricia.anderson@gbcnv.edu) or by telephone at 775.753.2115.

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

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

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

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

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

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

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

**Admission Advising and Career Center . . . . . Faculty Advisor**  
. . . . . 775.753.2180

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

**Residency appeal . . . . . Admissions and Records Office**  
775.753.2361

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

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

**Appeal of late fees . . . . . Controller’s Office**  
775.753.2110

**Reinstatement fees . . . . . Director, Disability Support and**  
Related Resources  
775.753.2271

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

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

**Payments** . . . . . Controller's Office  
775.753.2110

**ADA classroom . . . . .** Director, Disability Support and  
**accommodations** Related Resources  
775.753.2271

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

**Security** . . . . . 775.934.4923

# Resources and Services

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## What Student Services Does for You

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

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

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

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

## Services for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

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

Great Basin College asks that each student requesting services submit documentation of the presence of a disability and documentation that supports the need for requested accommodations. However, it is our goal to ensure that the burden of providing documentation of a disability not be unnecessarily burdensome or unnecessarily discourage individuals with disabilities from establishing the need for a reasonable accommodation. The Director of Disability Support and Related Resources will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

## Safety Services

If you study late or leave evening classes, it is a good idea to walk with friends and classmates. There is always more safety in groups than a single person walking at night alone. If you feel uncomfortable and would like an escort to your vehicle or dorm

room, please feel free to contact your faculty member, the Center Director, or, in Elko, the Security Department at 775.934.4923. If you have concerns, please contact the Center Director or the Director of Environmental Health Safety and Security, or Vice President for Student Services to discuss the situation.

## When You Need an Official Transcript

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

## Unofficial Transcripts

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

## Degree Audits

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

## **Student Support and Retention Services**

Whether your goal as a student is to graduate with a degree or certificate, complete core credits for transfer to other higher education institutions, improve skills for employment or personal growth, or if you are returning to college, the Student Support and Retention Office looks forward to helping you reach your goals. We strive to help all students achieve their academic and personal goals, also acting as a support system when students are struggling academically or personally. Our staff consists of trusted, experienced professionals and peer mentors available to provide individualized coaching to help students reach their academic goals, as well as resource referrals to appropriate services at GBC and in the community when necessary. Students are encouraged to visit with a student support professional or peer mentor by stopping by the office in the Leonard Center for Student Life, or contacting 775.753.2271. Please visit our webpage at [www.gbcnv.edu/retention](http://www.gbcnv.edu/retention) for more information.

## **The Admission Advising and Career Center**

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

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

### **Career and Academic Advising**

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

### **Career Resources**

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

Two computerized assessments are also available through the 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](http://www.gbcnv.edu/career/employment.html).

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

## **Distance Education**

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



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

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

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

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

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

## Self-Directed Learning

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

## The GBC Library

Study and browse in the friendly atmosphere of the College library. The library collections include over 100,000 books, videos, and maps. Government information is provided through the Federal Depository System and includes print, microfiche, and electronic products. Most items are often available online as well. Electronic subscriptions provide over 10,000 journal titles with tens of thousands of full text articles. The online catalog and the electronic databases are available to students throughout the service area. The library has inviting student study space, an electronic classroom for library instruction, a quiet reading room,

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

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

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

## Academic Computing

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

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

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

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

## Computer Lab Policies for Establishing an Account

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

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

### **Open Computer Lab**

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

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

### **Student Email Accounts**

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

### **Academic Success Center (ASC)**

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

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

### **GBC's Adult Learning Centers**

GBC's Adult Learning Centers in Elko, Owyhee, Pahrump, Wendover, and Winnemucca help people in their respective communities to improve basic skills. Free tutoring is offered to adults who are 18 years of age or older and who have an interest in improving their reading, writing, mathematics, and English skills. English as a Second Language is also addressed in all of these learning centers. Students may study for their own personal satisfaction, to improve their daily survival skills, or simply to be able to read to their children and grandchildren. Students can also improve their job-related skills through small group and individualized tutoring. Individualized learning materials, tapes, videos, and computer-assisted instruction help students learn or re-learn at their own speed.

The Adult Learning Centers in Elko, Winnemucca, and Owyhee are also the focal point for High School Equivalency (HSE) test preparation and for the Adult High School Diploma Program, which the College supports in cooperation with local county school districts. See pages 18-21 and 43 for fee and test information.

Learning Centers are housed at the following locations:  
Elko: 1020 Elm Street, (directly across from the Greenhaw Technical Arts Building, adjacent to High Tech Center)  
Owyhee: Community Education Center  
Pahrump; 551 E. Calvada Blvd.  
Wendover: 21<sup>ST</sup> Century Program, P. O. Box 2400, 2000 Elko Avenue, West Wendover, NV 89883  
Winnemucca Center: 5490 Kluncy Canyon Road

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

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

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

### **Classes for Business and Industry**

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

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

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

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



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

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

### Small Business Development Center

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

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

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

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

### The GBC Foundation

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

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

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

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

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

### Fitness Center

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

### Student Government Association

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

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

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

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

# Fees and Financial Aid

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## Nevada Residency Status

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

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

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

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

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

## WUE/WICHE

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

## Distance Education

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

## Fee Schedule

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

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

### **Technology Fee**

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

### **In-state Fees**

\$84.50 per credit for lower-division courses.

(Course numbers of 299 and below)

\$138.25 per credit for upper-division courses.

(Course numbers of 300 or above)

### **Distance Education for High School Students**

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

### **Non-resident Tuition**

#### **Students enrolling in less than seven credits:**

\$93.00 per credit tuition charge plus the

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

\$152.00 per credit tuition charge plus the

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

**Enrollment in seven or more credits:**

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

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

**Good Neighbor Tuition**

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

**Distance Education Tuition**

Non-resident Students Only

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

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

**WUE/WICHE Tuition Fee**

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

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

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

**Excess Credit Fee**

A 50 percent Excess Credit Fee on the per-credit registration fee will be charged to a student who has attempted credits equal to 150 percent of the credits required for the student’s program of study.

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

\$69.13 per credit plus the \$138.25 per credit fee for upper-division courses.

(NSHE Code, Title 4, Chapter 17, Section 4.) Details for the Excess Credit Fee can be found at [www.gbcnv.edu/admissions/excesscreditfee.html](http://www.gbcnv.edu/admissions/excesscreditfee.html)

**Other Fees**

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

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

**Lab Fees**

See Class Schedule for applicable course lab fees.

**Past Due Balances**

**Enrollment Cancellation and Reinstatement**

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

**Late Fees**

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

**Account Holds**

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

**Collections**

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

**Continuing Education/Community Education Course Fees**

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

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

## Payment Plans

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

### Regular Payment Plan:

- One-fourth (1/4) of the total amount is due the Tuesday before semester classes start.
- Each of the three remaining payments is due monthly within the semester.
- Deadline to register for Regular Payment Plan is the day before the second payment is due.

### Late Start Payment Plan:

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

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

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

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

## Refund Policy

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

- 100% if initiated by the end of the first week of the term.
- 50% if initiated by the end of the second week of the term. For information concerning Course Level/Course Section Exchanges, see page 53.
- No refund after the second week of the term.
- No refund will be given for the application for admission fee.

The refund policy for one or two day courses:

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

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

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

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

The refund policy for community education courses:

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

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

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

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

Exceptions require the approval of the President or his designee.

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

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

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

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

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

**Refund for financial aid recipients:**

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

**Student Housing**

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

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

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

**Resident Suites/Apartments**

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

**Single Student Resident Suites**

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

**COST — Non Refundable per Semester Contract**

**Regular Semester**

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

Private Room . . . . . \$2,000.00 per semester

**Extended Semester: Career and Technical Students**

Private Room . . . . . \$2,334.00 per semester

**Payment Plans:**

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

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

**Griswold Hall — Dorms**

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

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

**Non Refundable per Semester Contract :**

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

**Extended Semester: Career and Technical Students —**

**Non Refundable per Semester Contract**

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

**Married and Family Housing Apartments (monthly)**

**Students can choose from two- and three-bedroom apartments—depending upon availability.**

Costs (utilities are not included):

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

**On-Campus Housing Application Process**

Step 1:

Download the appropriate agreement from the GBC website: [www.gbcnv.edu/housing](http://www.gbcnv.edu/housing)

Step 2:

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

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

**Housing Coordinator**

Great Basin College  
1500 College Parkway  
Elko, NV 89801  
775.753.2360  
[stacie.combs@gbcnv.edu](mailto:stacie.combs@gbcnv.edu)



## Scholarships

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

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

### Available Scholarships

AAUW Mildred McBride  
CCA of Tennessee (5)  
Daniel and William Ahern Memorial  
Joyce Allison Memorial  
Anonymous Family (4)  
Barrick Gold of North America  
Beta Sigma Phi  
Bighorn  
Helen Close  
Jessie Dewar Art  
Valerie Caccese Easterly Memorial  
Warde Dixon (2)  
Elko Citizens Patrol  
Elko County Bar Association  
Elko County Chapter of the Nevada Archaeological Association  
Elko County Retired School Employees  
Elko Kiwanis Club  
Elko Lions Club (2)  
Elko Police Officers  
Dorothy S. Gallagher Nursing  
GBC Foundation/Winnemucca (4)  
GBCF BSN  
Raymond and Sally Gardner Memorial  
Vera and Arthur Gaufin  
Barbara J. Giles Memorial  
Bessie Gilmer Endowment  
Elizabeth Griswold (20)  
Paul Hanna Memorial  
Hanington Corporation  
Insurance Agents and Brokers of Nevada  
Peter Klem Memorial  
Knights of Pythias  
Ladies Auxillary VFW  
Ted Laibly Memorial  
Theodore Laibly Student Teacher Education Award  
Lamoille Women's Club  
Paul Laxalt  
James Lynch Memorial  
Robert L. Mecum Endowment

Margaret MacBeth Endowment  
Richard "Mac" McNally Memorial (2)  
Glen McDaniel Memorial  
Hugh McMullen Memorial  
Samuel and Joyce McMullen Memorial  
Mt. Wheeler Power  
Joseph W. Murray Memorial (four-year scholarship)  
Nevada Energy  
Nevada State Society of CPAs  
Newmont Mining Corporation (16)  
Newmont Mining Corporation "Full-Ride"  
Stan Popeck Memorial  
Mary Raduziner Memorial  
John Ross Memorial  
Tony Jo Salvatierra Memorial Academic  
Lee Smith Memorial  
Student Government Association  
Louis Tempel Memorial Endowment  
Tricon (2)  
Tomera Brothers  
Grace vanDalfsen  
Robert Vaughn Endowment  
Veterans of Foreign Wars/Women's Auxiliary  
David White Memorial  
Ann and Orville Wilson (6)  
Esther Winch Memorial (2)

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

### Millennium Scholarship

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

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

Tuition and Fees for 2014-2015

### Resident

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

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

### Non-resident

\$6,645.00 per year plus

\$90.00 lower division (per credit)

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

\$143.75 upper division (per credit)

Plus any associated lab fees.

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

### Books and Supplies

\$1,400.00 (approximate)

For more information call the Bookstore, 775.753.2270.

## Financial Aid

### What is Financial Aid?

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

### How Do You Apply for Federal Financial Aid?

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

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

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

### Eligibility Criteria

In general, to receive federal financial aid you must:

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

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

### Student Financial Services Office

Great Basin College

1500 College Parkway

Elko, Nevada, NV 89801

775.753.2399

[gbcfinaid@gbcnv.edu](mailto:gbcfinaid@gbcnv.edu) or [www.gbcnv.edu/financial](http://www.gbcnv.edu/financial)



## What Type of Aid Is Available?

### **Federal Programs**

#### **Grants**

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

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

#### **Loans**

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

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

#### **Work Study**

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

## Financial Aid Programs

### **Regents Services Program—RSP**

RSP is a state-funded program created to provide paid internship or employment placements which emphasize service through learning in the workplace. It also provides eligible students with the opportunity to perform work or service in on- or off-campus placements that are consistent with the student’s major, career or service objective, degree objective, or academic area of interest. Examples might include research assistant, peer counselor, tutor, mentor, literacy program assistant, and advisor. Placements may not be instructional positions. Eligible students include those who are Nevada residents, enrolled in at least six credits, pursuing a degree or certificate, and who meet at least one of the following criteria:

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

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

### **Student Access/One-Time Monies**

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

### **Grants-in-Aid**

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

### **GBC Emergency Loan and 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 percent of a family’s tuition expenses, up to \$10,000, for virtually any postsecondary education and training, including subsequent undergraduate years, graduate and professional schools, and even less-than-half-time study.

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

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

## Financial Aid Satisfactory Progress Policy (SAP)

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

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

- **Qualitative Component (GPA)**  
In order to meet the qualitative standard for SAP, the student must maintain a cumulative GPA of 2.0
- **Quantitative Component (Completion Ratio)**  
Students must receive passing grades in a minimum of 67 percent of all attempted courses.

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

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

- **Time Frame Component** (Maximum number of credit hours attempted)  
Students may attempt no more than 150 percent of credits hours required for the program.

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

### Repeated Course Work

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

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

- A through D, P and S grades shall be considered completed.
- F, W, I (Incomplete), AD (audit) and NR (not recorded) grades shall not be considered as completed.

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

### Return to Title IV

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

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

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

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

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

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

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

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

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

### Reinstatement of Financial Aid

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

### Financial Aid Appeal Procedure

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

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

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

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

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

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

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

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

### Millennium Scholarship

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

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

GBC Scholarships and outside scholarships also have different GPA requirements.

### Student Financial Services Office Contacts

Student Financial Services Office  
1500 College Parkway  
Elko, NV 89801

775.753.2399 FAX  
775.753.2390

Financial Aid web site: [www.gbcnv.edu/financial](http://www.gbcnv.edu/financial)  
Email: [gbcfinaid@gbcnv.edu](mailto:gbcfinaid@gbcnv.edu)

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

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

### Information for Veterans

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

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

## **Veterans' Standard Progress**

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

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

# Academic Standards

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## United States and Nevada Constitutions Requirement

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

## Late Enrollment and Excessive Absences

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

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

## Student Absences from Classes to Observe Religious Holidays

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

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

## Maximum Course Load

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

## Auditing a Course

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

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

## Withdrawing from College

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

If you are considering withdrawing from GBC, please contact the Student Support and Retention Office first at 775.753.2271 to discuss alternatives and support available to help you remain at GBC and stay on track to degree completion. For more information, visit [www.gbcnv.edu/retention](http://www.gbcnv.edu/retention).

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

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

## Dropping a Course

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

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

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

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

## Course Level/Course Section Exchange

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

## Personal Information

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

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

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

## Grading

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

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

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

## Repeating a Course

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

## Grade Report Policy

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

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

## Academic Standing and Your GPA

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

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

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

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

## 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. Students may consult with the Office of the Vice President for Student Services in Berg Hall for assistance with the procedures and policies for appeal. Failure to initiate these procedures within 30 calendar days of the end of the semester will result in the forfeiture of the right to challenge a grade or lodge a complaint against an instructor.



## These are the steps that must be taken:

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

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

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

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

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

## Making the Dean's List

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

## Graduation Requirements

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

## **Graduating With Honors**

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

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

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

## **GBC General Education Objectives**

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

# General Education

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## General Education Objectives

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

### COMMUNICATION SKILLS

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

### CRITICAL THINKING

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

#### Quantitative Ability

Understand mathematical principles and integrate quantitative methods into problem solving.

#### Reasoning and Independent Thought

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

#### Scientific Understanding

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

## PERSONAL/CULTURAL AWARENESS

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

### Sense of the Individual in Society

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

### Sense of the Past

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

### Sense of Accountability

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

### Appreciation of Fine Arts

Recognize and value creative human expression.

## PERSONAL WELLNESS

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

## TECHNOLOGICAL UNDERSTANDING

Function effectively in modern society through the use of technology

# GENERAL EDUCATION REQUIREMENTS

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

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

# Associate's Degrees

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## Associate's Degree/Certificate of Achievement Requirements at GBC

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

### Graduation Requirements

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

- You must complete all courses in a prescribed associate's degree or certificate of achievement program. You may select the program described in the catalog year in which you were initially enrolled, the catalog year in which you officially declare a program of study, or the catalog year in which you will complete the requirements for the associate's degree or certificate of achievement. For programs that require a separate application process, such as the associate's in nursing or radiology, the catalog year is determined by the year of acceptance, rather than the year you declare your major. Whichever catalog is used, it cannot be more than six years old at the time of graduation. If you have had major interruptions in completing your program, you should follow the current catalog.
- You must have a cumulative grade-point average of at least 2.0 on a 4.0 scale. Your GPA is based on the total credits you have taken at Great Basin College. Your grade-point average can be determined by combining the points received for all your GBC courses and dividing that total by the total number of credits.
- You must complete at least 15 semester credits at GBC. Thus, if you transfer to GBC and are pursuing a degree or a certificate of achievement, you must complete 15 semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, or developmental courses (courses numbered below 100) as a part of the residency requirement. 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.
- College credit by examination and/or non-traditional credit may be applicable to a particular degree or certificate, but there are restrictions. See page 20 for an in-depth explanation of GBC policy.
- You must file an application for graduation by October 15 or March 15 of the semester in which you wish to graduate. See page 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 Multiple Associate's Degrees

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

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

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

### Suggested Course Sequence

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

## Associate of Arts Degree

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

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

## Courses Having a Z Affix

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

### Important Note:

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

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

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

*Non-transferable for an NSHE baccalaureate degree.*

## Associate of Arts Requirements Summary

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

## Associate of Science Degree

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

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

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

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

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

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

### Courses Having a Z Affix

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

#### Important Note:

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

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

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

*Non-transferable for an NSHE baccalaureate degree.*

## Associate of Science Requirements Summary

	Credits
GBC Orientation . . . . .	0.5
INT 100	
English/Communications . . . . .	6
ENG 102 (prerequisite: ENG 101 or equivalent)	
Mathematics . . . . .	5
At the level of MATH 126 or higher (Includes STAT 152)	

Science . . . . .	13
At least 3 credits from: BIOL 190; CHEM 100, 121; GEOL 101; PHYS 100, 151	

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

Select additional courses for a total of at least 13 credits and 4 courses. These courses can be selected from the science options above or from any 3- or 4-credit BIOL, CHEM, GEOL, or PHYS courses (with a lab component).

Social Science . . . . .	9
Select from the following, with at least 3 credits from U.S. and Nevada Constitutions: U.S. and Nevada Constitutions: PSC 101, or HIST 101 and 102	

**And:** ANTH 101, 201, 202; CRJ 104; ECON 102, 103;  
 GEOG 106; HIST 101, 102; HMS 200; PSC 101; PSC 210;  
 PSY 101; SOC 101

Humanities . . . . .	3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 121, 125; PHIL 102; PHIL 129; SPAN 111, 112, 211; or THTR 100	

Fine Arts . . . . .	3
ART 100, 101, 107; MUS 101; or THTR 105	

Technology . . . . .	3
CS 135, EDU 214, GIS 109, GRC 119, or IS 101	

Electives  
 A minimum of 60 total credits is required. See an advisor to select appropriate courses.



## Associate of General Studies Degree

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

### Associate of General Studies Requirements Summary

	Credits
GBC Orientation .....	0.5
English/Communications .....	6
ENG 101 or 107 and ENG 102, ENG 108 or COM 101 (ENG 101 and ENG 102 is the recommended sequence)	
Mathematics .....	3
MATH 116 or higher (Includes STAT 152)	
Science .....	3
AGSC 100; ANTH 102; AST 101; BIOL 100, 190; ENV 190; CHEM 100, 121; ENV 100; GEOG 103; GEOL 101, 132; NRES 150; NUTR 121; PHYS 100, 107, 151	
Social Sciences .....	6
U.S. and Nevada Constitutions HIST 101 and HIST 102 or PSC 101 and one of the following:  ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101; PSC 210; PSY 101; SOC 101	
Humanities/Fine Arts .....	3
ART 100, 101, 107, 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 101, 121, 125; PHIL 102, 129; SPAN 111, 112, 211; THTR 100, 105	
Emphasis/Additional Program Requirements .....	39
Minimum Credits .....	60

## Associate of Applied Science Degree

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

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

### Career and Technical Education Admission

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

#### Application Deadline: April 1

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

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

#### Admission Criteria

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

## Associate of Applied Science Requirements Summary

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

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

### Suggested Course Sequence

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

# Early Childhood Education

## Associate of Arts (Pattern of Study)

### Student Learning Outcomes

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

- Demonstrate knowledge of the major concepts in the areas of reading, writing, math, science, and social studies.
- Recognize that learners' cognitive, social, emotional, language, and physical development influences learning.
- Identify instruction that meets learners' current needs (developmentally appropriate practice).
- Create a learning community in which individual differences are respected.
- Utilize strategies, techniques, and delivery methods of instruction including technology.
- Use proactive management strategies to engage learners.
- Model effective verbal, nonverbal, and written communication.
- Utilize reflection and feedback to continually refine professional practices.

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

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

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications (ENG 101 and ENG 102) . . . .	6
<input type="checkbox"/> Mathematics — MATH 120 or 5 credits of . . . . . MATH 126 or higher	3-5
<input type="checkbox"/> Science . . . . . (PHYS 100, BIOL 190 or GEOL 101)	7-8
<input type="checkbox"/> Social Science (HDFS 201, HIST 101 and HIST 102 [required] and PSY 101 [recommended] ) . . . . .	12
<input type="checkbox"/> Humanities (ENG 250 recommended) . . . . .	6
<input type="checkbox"/> Fine Arts . . . . .	3
<input type="checkbox"/> Technology (EDU 214) . . . . .	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> ECE 190 Professionalism in Early Care and Education . . . . .	3
<input type="checkbox"/> ECE 200 The Exceptional Child . . . . .	3
<input type="checkbox"/> ECE 204 Principles of Child Guidance . . . . .	3
<input type="checkbox"/> ECE 250 Introduction to Early Childhood Education . . . . .	3
<input type="checkbox"/> ECE 251 Curriculum in Early Childhood Education . . . . .	3
<input type="checkbox"/> ECE 262 Early Language and Literacy Development . . . . .	3

<input type="checkbox"/> ECE 231 Preschool Practicum: Early Childhood Lab (Field Experience) . . . . .	6
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Nevada Highway Patrol and FBI background check required.

### SUGGESTED COURSE SEQUENCE\*\*\* AA—Early Childhood Education

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ECE 250	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
MATH 120	3	<input type="checkbox"/>
SOCIAL SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	✓
ECE 251	3	<input type="checkbox"/>
ECE 262	3	<input type="checkbox"/>
EDU 214	3	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
HDFS 201	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18</b>	
FALL—3rd Semester	Credits	✓
BIOL 190	4	<input type="checkbox"/>
ECE 190	3	<input type="checkbox"/>
ECE 200	3	<input type="checkbox"/>
ENG 250	3	<input type="checkbox"/>
HIST 101	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	
SPRING—4th Semester	Credits	✓
ECE 204	3	<input type="checkbox"/>
ECE 231	6	<input type="checkbox"/>
HIST 102	3	<input type="checkbox"/>
PHYS 100	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 58. \*\*Select with advisor. **Minimum Credits: 64.5**  
\*\*\*See page 59.

# Early Childhood Education

## Associate of Applied Science—Early Childhood Education

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### 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.
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# Early Childhood Education

## Associate of Applied Science—Early Childhood Emphasis

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation .....	0.5
<input type="checkbox"/> English/Communications (ENG 101 and ENG 102) ....	6
<input type="checkbox"/> Mathematics .....	3
MATH 116, 120, 126 or higher (MATH 120 preferred)	
<input type="checkbox"/> Science (Not PHYS 107) .....	3
<input type="checkbox"/> Social Science .....	3-6
HIST 101 and HIST 102 or PSC 101	
<input type="checkbox"/> Human Relations (PSY 208) .....	3
<input type="checkbox"/> Humanities or Fine Arts .....	3
<input type="checkbox"/> Technology (EDU 214) .....	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> Select two of the following Infant/Toddler courses: ECE 126, 127, 130 or 252 with advisor** .....	6
<input type="checkbox"/> ECE 200 The Exceptional Child .....	3
<input type="checkbox"/> ECE 204 Principles of Child Guidance .....	3
<input type="checkbox"/> ECE 231 Preschool Practicum: Early Childhood Lab (Field Experience) .....	6
<input type="checkbox"/> ECE 190 Professionalism in Early Care and Education .....	3
<input type="checkbox"/> ECE 250 Introduction to Early Childhood Education .....	3
<input type="checkbox"/> ECE 251 Curriculum in Early Childhood Education .....	3
<input type="checkbox"/> ECE 262 Early Language and Literacy Development .....	3

Additional Program Requirements	
<input type="checkbox"/> HDFS 232 Diversity in Children .....	3
<input type="checkbox"/> Electives .....	3
Choose with advisor from the following one credit courses: ECE 121, ECE 123, ECE 167, ECE 168	

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AAS—Early Childhood Education Early Childhood Emphasis

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

\*Select from page 58.    \*\*Select with advisor.    **Minimum Credits: 60.5**  
 \*\*\*See page 62.

# Early Childhood Education

## Certificate of Achievement— Early Childhood Emphasis

### Student Learning Outcomes

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

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

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

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

<b>Certificate of Achievement Emphasis</b>			<b>Credits</b>
<input type="checkbox"/>	INT 100	Orientation (recommended) . . . . .	0.5
<input type="checkbox"/>	ECE 200	The Exceptional Child . . . . .	3
<input type="checkbox"/>	ECE 204	Principles of Child Guidance . . . . .	3
<input type="checkbox"/>	ECE 231	Preschool Practicum: Early Childhood Lab (Field Experience) . . . . .	6
<input type="checkbox"/>	ECE 250	Introduction to Early Childhood Education . . . . .	3
<input type="checkbox"/>	ECE 251	Curriculum in Early Childhood Education . . . . .	3
<input type="checkbox"/>	ECE 262	Early Language and Literacy Development . . . . .	3
<b>Communications</b>			
<input type="checkbox"/>	ENG 101	Composition I . . . . .	3
<b>Computation</b>			
<input type="checkbox"/>	MATH	Any course with a MATH prefix . . . . .	3
<b>Human Relations</b>			
<input type="checkbox"/>	ECE 190	Professionalism in Early Care and Education . . . . .	3
<b>Technology</b>			
<input type="checkbox"/>	EDU 214	Preparing Teachers to Use Technology . . . . .	3

### SUGGESTED COURSE SEQUENCE\*\*\*

#### Certificate of Achievement Early Childhood Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
INT	100	0.5	<input type="checkbox"/>
ECE	204	3	<input type="checkbox"/>
ECE	250	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
EDU	214	3	<input type="checkbox"/>
MATH		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ECE	190	3	<input type="checkbox"/>
ECE	200	3	<input type="checkbox"/>
ECE	251	3	<input type="checkbox"/>
ECE	231	6	<input type="checkbox"/>
ECE	262	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	

\*Select from page 58.    \*\*Select with advisor.    **Minimum Credits: 33.5**  
 \*\*\*See page 63.

# Early Childhood Education

## Associate of Applied Science—Infant/Toddler Education

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### Student Learning Outcomes

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

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

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

#### Human Growth and Development

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

#### Positive Interaction and Guidance

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

#### Observation and Assessment

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

#### Environment and Curriculum

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

#### Health, Safety, and Nutrition

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

#### Family and Community Relationships

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

#### Leadership and Professional Development

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

#### Management and Administration

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



# Early Childhood Education

## Associate of Applied Science—Infant/Toddler Emphasis

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications (ENG 101 and ENG 102)	6
<input type="checkbox"/> Mathematics	3
MATH 116, 120, 126 or higher (MATH 120 preferred)	
<input type="checkbox"/> Science (Not PHYS 107)	3
<input type="checkbox"/> Social Science HIST 101 and HIST 102 or PSC 101	3-6
<input type="checkbox"/> Human Relations (PSY 208)	3
<input type="checkbox"/> Humanities or Fine Arts	3
<input type="checkbox"/> Technology (EDU 214)	3

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> ECE 126 Social/Emotional Development for Infants and Toddlers	3
<input type="checkbox"/> ECE 127 Role of Play for Infants and Toddlers	3
<input type="checkbox"/> ECE 130 Infancy	3
<input type="checkbox"/> ECE 190 Professionalism in Early Care and Education	3
<input type="checkbox"/> ECE 200 The Exceptional Child	3
<input type="checkbox"/> ECE 204 Principles of Child Guidance	3
<input type="checkbox"/> ECE 250 Introduction to Early Childhood Education	3
<input type="checkbox"/> ECE 252 Infant/Toddler Curriculum	3
<input type="checkbox"/> ECE 262 Early Language and Literacy Development	3

Additional Program Requirements	
<input type="checkbox"/> HDFS 232 Diversity in Children	3
<input type="checkbox"/> Elective	3
<input type="checkbox"/> ECE Elective	3

Choose with advisor from the following courses:

ECE 121, ECE 123, ECE 167, ECE 168

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AAS—Early Childhood Education Infant/Toddler Emphasis

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

\*Select from page 58.

\*\*Select with advisor.

**Minimum Credits: 60.5**

\*\*\*See page 62.

# Early Childhood Education

## Certificate of Achievement—Infant/Toddler Emphasis

<b>Certificate of Achievement Emphasis</b>		<b>Credits</b>
<input type="checkbox"/>	GBC Orientation .....	0.5
<input type="checkbox"/>	ECE 126 Social/Emotional Development for Infants and Toddlers .....	3
<input type="checkbox"/>	ECE 127 Role of Play for Infants and Toddlers ...	3
<input type="checkbox"/>	ECE 130 Infancy .....	3
<input type="checkbox"/>	ECE 200 The Exceptional Child .....	3
<input type="checkbox"/>	ECE 204 Principles of Child Guidance .....	3
<input type="checkbox"/>	ECE 252 Infant/Toddler Curriculum .....	3
<input type="checkbox"/>	ECE 262 Early Language and Literacy Development .....	3

**Communications**

<input type="checkbox"/>	English/Communications (ENG 101) .....	3
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**Computation**

<input type="checkbox"/>	MATH Any course with a MATH prefix .....	3
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**Human Relations**

<input type="checkbox"/>	ECE 190 Professionalism in Early Care and Education .....	3
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**Technology**

<input type="checkbox"/>	EDU 214 Preparing Teachers to Use Technology .	3
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**SUGGESTED COURSE SEQUENCE\*\*\***

**Certificate of Achievement  
Infant/Toddler Emphasis**

<b>FALL—1st Semester</b>		<b>Credits</b>	
INT	100	0.5	<input checked="" type="checkbox"/>
ECE	126	3	<input type="checkbox"/>
ECE	127	3	<input type="checkbox"/>
ECE	190	3	<input type="checkbox"/>
ECE	200	3	<input type="checkbox"/>
MATHEMATICS*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	
ECE	130	3	<input checked="" type="checkbox"/>
ECE	204	3	<input type="checkbox"/>
ECE	252	3	<input type="checkbox"/>
ECE	262	3	<input type="checkbox"/>
EDU	214	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	

\*Select from page 58.  
\*\*\*See page 63.

\*\*Select with advisor.

**Minimum Credits: 33.5**

# Engineering Science

## Associate of Science (Pattern of Study)

### Student Learning Outcomes

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

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

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

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

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

List of courses fulfilling general education requirements is on page 58.

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

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

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

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AS—Engineering Science (Beginning with Calculus)

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

\*Select from page 58.

\*\*Select with advisor.

**Minimum Credits: 60.5**

\*\*\*See page 61.

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

# Engineering Science

## Associate of Science (Pattern of Study)

### Student Learning Outcomes

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

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

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

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

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

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

List of courses fulfilling general education requirements is on page 58.

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

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

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

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AS—Engineering Science (Beginning with Precalculus)

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

\*Select from page 58.      \*\*Select with advisor.  
\*\*\*See page 61.

**Minimum Credits: 60.5**

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

# Geosciences

## Associate of Science (Pattern of Study)

### Student Learning Outcomes

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

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

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

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

List of courses fulfilling general education requirements is on page 58.

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

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

### SUGGESTED COURSE SEQUENCE\*\*

#### AS—Geosciences

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

\*Select from page 58. \*\*Select with advisor. **Minimum Credits: 63.5-65.5**

# Natural Resources

## Associate of Science (Pattern of Study)

### Student Learning Outcomes

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

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

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

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

List of courses fulfilling general education requirements is on page 58.

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

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

### SUGGESTED COURSE SEQUENCE

#### AS—Natural Resources\*\*\*

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

\*Select from page 58.

\*\*\*See page 61.

**Minimum Credits: 62.5**

# Teaching

## Associate of Arts (Pattern of Study)

### Student Learning Outcomes

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

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

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

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

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

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

List of courses fulfilling general education requirements is on page 58.

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

\*Nevada Highway Patrol and FBI background check required.

### SUGGESTED COURSE SEQUENCE\*\*\* AA—Teaching

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

\*Select from page 58.

\*\*Select with advisor.

**Minimum Credits: 60.5**

\*\*\*See page 59.



# Business Administration

## Associate of Applied Science

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You have a choice of two tracks in GBC's two-year Business Administration Program. First, you can choose a traditional two-year transfer program in business and pursue an Associate of Arts degree. The AA degree provides a combination of introductory courses in business as well as courses in the arts and sciences, and it leads to a four-year degree in one or more of the BAIS concentration areas at GBC. Or, if you transfer to a university, you could then specialize in a variety of areas within business, such as accounting, economics, finance, management, or marketing. Whether you stay at GBC or transfer to a university, this AA transfer option will get you well underway toward a career as a well-rounded business professional. (See the BAIS Natural Resources and Social Science section, page 132 and page 138, 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 139, of this catalog for details on the program.)

# Business Administration

## Associate of Applied Science—Accounting Emphasis

### Student Learning Outcomes

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

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

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

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

List of courses fulfilling general education requirements is on page 58.

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

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

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AAS—Business Administration Accounting Emphasis

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

\*Select from page 58.

\*\* Select with advisor

\*\*\*See page 62.

**Minimum Credits: 60.5**

# Accounting Technician

## Certificate of Achievement

### Student Learning Outcomes

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

- Grasp the importance of financial information as a key ingredient in effective and ethical business decision making.
- Differentiate between the major financial statements with respect to their content and use.
- Understand the rules and conventions in accounting and use journals and ledgers in tracking the financial activity of a business enterprise.
- Be aware of the limitations of historical accounting information for decision making.

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

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

**Communications**

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

**Computations**

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

**Human Relations**

Choose one of the following:

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

SUGGESTED COURSE SEQUENCE***			
Accounting Technician Certificate of Achievement Program			
<b>FALL—1st Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
INT 100		0.5	<input type="checkbox"/>
ACC 201		3	<input type="checkbox"/>
BUS 101, HMS 200, or MGT 103		3	<input type="checkbox"/>
ENG 101 or ENG 107		3	<input type="checkbox"/>
HUMAN RELATIONS**		3	<input type="checkbox"/>
MATH 126		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ACC 202		3	<input type="checkbox"/>
ECON 102 or BUS 273		3	<input type="checkbox"/>
ENG 102 or ENG 108 or COM 101		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>9</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ACC 220		3	<input type="checkbox"/>
ECON 104		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>9</b>	

\*Select from page 58.    \*\*Select with advisor.    **Minimum Credits: 33.5**  
 \*\*\*See page 63.

# Business Administration

## Associate of Applied Science—General Business Emphasis

### Student Learning Outcomes

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

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

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

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

List of courses fulfilling general education requirements is on page 58.

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

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AAS—Business Administration

#### General Business Emphasis

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

\*Select from page 58. \*\*Select with advisor.  
\*\*\*See page 62.

**Minimum Credits: 60.5**

# Business Administration

## Certificate of Achievement

### Student Learning Outcomes

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

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

- Determine the wants and needs of customers, and understand how to take action to fill those needs within the constraints of the business organization and of the broader society.

This certificate of achievement is the first step toward award of the AAS degree in Business Administration.

Great Basin College offers a certificate program that is an abbreviated form of the associate's degree. Students, with the assistance of their advisor, select from business and marketing electives, focusing on specific interest areas.

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

#### Electives

- Business, Management, Finance, Economics, or Marketing Electives ..... 15
- General Electives (select with advisor) ..... 6

#### Communications

- ENG 101 Composition I, or
- ENG 107 Technical Communications I ..... 3
- ENG 102 Composition II, or
- ENG 108 Technical Communications II, or
- COM 101 Oral Communication ..... 3

#### Computation

- Mathematics or STAT 152 ..... 3  
(MATH 126 preferred)

#### Human Relations

Choose one of the following:

- BUS 110 Human Relations for Employment ..... 3
- HMS 200 Ethics in Human Services ..... 3
- MGT 283 Introduction to Human Resource Management ..... 3
- PSY 208 Psychology of Human Relations ..... 3

### SUGGESTED COURSE SEQUENCE\*\*\*

#### Certificate of Achievement—Business Administration

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
BUSINESS ELECTIVE**	9	<input type="checkbox"/>
ENG 101 or ENG 107	3	<input type="checkbox"/>
HUMAN RELATIONS**	3	<input type="checkbox"/>
MATH 126	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>18.5</b>	
SPRING—2nd Semester	Credits	✓
ENG 102, or ENG 108, or COM 101	3	<input type="checkbox"/>
BUSINESS ELECTIVE**	6	<input type="checkbox"/>
GENERAL ELECTIVE**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 58.

\*\*Select with advisor.

**Minimum Credits: 33.5**

\*\*\*See page 63.

# Business Administration

## Associate of Applied Science—Entrepreneurship Emphasis

### Student Learning Outcomes

Starting and operating a new business takes effort and often involves considerable risk. This emphasis provides any potential entrepreneur with an understanding of the startup process and the stages of growing a new venture. Coupled with practical tools, such as the development of business and marketing plans, this knowledge will reduce many of the possible risks. The program is designed to provide business students with mentoring and “real world” experiences of running a business.

Particular attention is paid to providing managerial skills that are important for the successful performance and growth of a new venture. Entrepreneurs will become aware of legal issues, financing difficulties, and organizational issues faced when developing a business. Faculty will provide students with research abilities/experiences that will allow them to develop a network of professionals who can provide capital sources and mentoring services. In fact, this curriculum has three levels: 1) individualized assistance in deciding on a

specific venture, 2) an opportunity to “try” the business in a virtual small business world environment, and 3) a cooperative education experience working with a small business manager/consultant. This AAS degree is intended to deliver to the students the excitement and fulfillment that goes with starting a new venture while providing them with the tools for its success.

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

- Apply effective human relations and communications skills.
- Develop an idea for a small business into a quality, workable business plan.
- Understand venture capitalization, management issues, and marketing problems related to starting a small business.
- Experience first-hand running a business in a virtual environment.

Graduates may receive business consulting services from GBC's Small Business Development Center.

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

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> ACC 201 Financial Accounting . . . . .	3
<input type="checkbox"/> BUS 101 Introduction to Business . . . . .	3
<input type="checkbox"/> BUS 102 Introduction to Entrepreneurship . . . . .	3
<input type="checkbox"/> BUS 201 Entrepreneurship II . . . . .	3
<input type="checkbox"/> MGT 201 Principles of Management . . . . .	3
<input type="checkbox"/> BUS 273 Business Law I . . . . .	3
<input type="checkbox"/> ECON 102 Principles of Microeconomics . . . . .	3
<input type="checkbox"/> FIN 101 Personal Finance . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3
<input type="checkbox"/> MGT 103 Introduction to Small Business Management . . . . .	3
<input type="checkbox"/> MKT 210 Marketing Principles . . . . .	3
<input type="checkbox"/> BUSINESS ELECTIVE (Select with advisor) . . . . .	3
(Prefixes are: ACC, BUS, ECON, FIN, MGT, MKT, and RE)	

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AAS—Business Administration Entrepreneurship Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
INT 100	0.5		<input type="checkbox"/>
BUS 101	3		<input type="checkbox"/>
ENG 101 or ENG 107	3		<input type="checkbox"/>
MGT 103	3		<input type="checkbox"/>
PSC 101	3		<input type="checkbox"/>
SCIENCE*	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>		
<b>SPRING—2nd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
BUS 102	3		<input type="checkbox"/>
ECON 102	3		<input type="checkbox"/>
ENG 102, or ENG 108	3		<input type="checkbox"/>
FIN 101	3		<input type="checkbox"/>
MATH 126	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		
<b>FALL—3rd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ACC 201	3		<input type="checkbox"/>
BUS 201	3		<input type="checkbox"/>
IS 101	3		<input type="checkbox"/>
MGT 283	3		<input type="checkbox"/>
BUSINESS ELECTIVE**	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		
<b>SPRING—4th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
BUS 273	3		<input type="checkbox"/>
MGT 201	3		<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3		<input type="checkbox"/>
IS 201	3		<input type="checkbox"/>
MKT 210	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>		

\*Select from page 58. \*\*Select with advisor.  
\*\*\*See page 62.

**Minimum Credits: 60.5**

# Entrepreneurship

## Certificate of Achievement

### Student Learning Outcomes

Recipients of the certificate of achievement program in Entrepreneurship will have the knowledge of:

- Business fundamentals
- Market research and analysis
- Marketing strategies

and skills to:

- Create a workable business, marketing, and organizational plan
- Understand budgets and financial statements
- Raise venture capital
- Start and grow a new venture

This certificate of achievement is the first step toward award of the AAS degree in Business Administration—Entrepreneurship Emphasis.

Core Requirements	Credits
<input type="checkbox"/> COM 101 Oral Communication . . . . .	3
<input type="checkbox"/> Mathematics or STAT 152 (MATH 126 preferred) . . . . .	3
<input type="checkbox"/> ENG 107 Technical Communications I, or	
<input type="checkbox"/> ENG 101 Composition I . . . . .	3
<input type="checkbox"/> IS 101 Introduction to Information Systems, or	
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> BUS 101 Introduction to Business, or	
<input type="checkbox"/> FIN 101 Personal Finance . . . . .	3
<input type="checkbox"/> BUS 102 Introduction to Entrepreneurship . . . . .	3
<input type="checkbox"/> BUS 201 Entrepreneurship II . . . . .	3
<input type="checkbox"/> MGT 201 Principles of Management . . . . .	3
<input type="checkbox"/> MGT 283 Introduction to Human Resource Management, or	
<input type="checkbox"/> PSY 208 Psychology of Human Relations . . . . .	3
<input type="checkbox"/> MGT 103 Introduction to Small Business Management . . . . .	3
<input type="checkbox"/> MKT 210 Marketing Principles . . . . .	3

SUGGESTED COURSE SEQUENCE***			
Certificate of Achievement—Entrepreneurship			
<b>FALL—1st Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
BUS 102		3	<input type="checkbox"/>
ENG 107 or ENG 101		3	<input type="checkbox"/>
IS 101 or IS 201		3	<input type="checkbox"/>
MGT 103		3	<input type="checkbox"/>
MGT 283 or PSY 208		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
BUS 101 or FIN 101		3	<input type="checkbox"/>
COM 101		3	<input type="checkbox"/>
MATH 126		3	<input type="checkbox"/>
BUS 201		3	<input type="checkbox"/>
MKT 210		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SUMMER—3rd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
MGT 201		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>3</b>	
*Select from page 58.    **Select with advisor.		<b>Minimum Credits: 33</b>	
See page 63.			



# Human Resources

## Certificate of Achievement

### Student Learning Outcomes

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

- Be aware of the voluntary nature of business activity, and develop an appreciation for the reality that choices affect profitability and success in a business enterprise.
- Effectively apply appropriate human resource and relations skills in employment situations.
- Recognize the importance of ethical perspectives in human resource decision making.
- Determine the wants and needs of internal customers, and understand how to take action to fill those needs within the constraints of business organization and of the broader society.

This certificate of achievement is the first step toward award of the AAS degree in Business Administration.

Core Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> Business, Management, Finance, Economics, or Marketing Electives . . . . .	6
<input type="checkbox"/> ENG 101 Composition 1, or	
<input type="checkbox"/> ENG 107 Technical Communications I . . . . .	3
<input type="checkbox"/> ENG 102 Composition II, or	
<input type="checkbox"/> ENG 108 Technical Communications II, or	
<input type="checkbox"/> COM 101 Oral Communication . . . . .	3
<input type="checkbox"/> MATH 120 or higher or STAT 152 . . . . .	3
<input type="checkbox"/> General Elective (Select with Advisor) . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> MGT 103 Introduction to Small Business Management . . . . .	3
<input type="checkbox"/> MGT 201 Principles of Management . . . . .	3
<input type="checkbox"/> MGT 283 Introduction to Human Resource Management . . . . .	3
<input type="checkbox"/> PSY 208 Psychology of Human Relations . . . . .	3

### SUGGESTED COURSE SEQUENCE\*\*\* Certificate of Achievement—Human Resources

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
BUSINESS ELECTIVE**	3	<input type="checkbox"/>
ENG 101 or ENG 107	3	<input type="checkbox"/>
MATH 120 or higher	3	<input type="checkbox"/>
MGT 103	3	<input type="checkbox"/>
PSY 208	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	
ENG 102, ENG 108, or COM 101	3	<input checked="" type="checkbox"/>
MGT 201	3	<input type="checkbox"/>
MGT 283	3	<input type="checkbox"/>
BUSINESS ELECTIVE	3	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 58      \*\*Select with advisor.      **Minimum Credits: 30.5**  
See page 63.

# Retail Management

## Certificate of Achievement

### Student Learning Outcomes

This Western Association of Food Chains certificate of achievement's curriculum was developed out of a collaborative effort between several food industry and college professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail industry. GBC's program is fully endorsed by the WAFC.

Graduates of this certificate program will have the knowledge and technical skills of competence in several areas related to retail management. This program has three general levels of training and will assist in the development of retail clerks by:

- Helping prepare current and future food industry employees for the fast-paced challenges prevalent in the retail industry.
- Helping students develop a sense of the scope of the retail manager's job and an understanding of the basic requirements for success in the future.

- Allowing students to complete the certificate of achievement program while working part- or full-time, with courses offered during the day and evening through traditional or distance education methods (interactive video or Internet).

**LEVEL ONE**

Business Essentials, Business Writing, Business Calculations, Microcomputer Applications, Business Speech/Communication

**LEVEL TWO**

Intermediate Skills, Supervisory Management, Bookkeeping/Accounting, Introduction to Marketing Principles

**LEVEL THREE**

Advanced Knowledge/Skills, Introduction to Retailing Human Relations/Leadership, Personnel Administration

Core Requirements	Credits
<input type="checkbox"/> ACC 201 Financial Accounting . . . . .	3
<input type="checkbox"/> BUS 110 Human Relations for Employment, or	
<input type="checkbox"/> PSY 208 Psychology of Human Relations . . . . .	3
<input type="checkbox"/> BUS 117 Business Calculations and Methods . . .	3
<input type="checkbox"/> ENG 107 Technical Communications I . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications, or	
<input type="checkbox"/> IS 101 Introduction to Information Systems . . .	3
<input type="checkbox"/> MGT 201 Principles of Management . . . . .	3
<input type="checkbox"/> MKT 210 Marketing Principles . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> COM 101 Oral Communication . . . . .	3
<input type="checkbox"/> MGT 283 Introduction to Human Resource Management . . . . .	3
<input type="checkbox"/> MKT 127 Introduction to Retailing . . . . .	3

#### SUGGESTED COURSE SEQUENCE\*\*\* Certificate of Achievement—Retail Management

FALL—1st Semester	Credits	
BUS 110 or PSY 208	3	<input checked="" type="checkbox"/>
BUS 117	3	<input type="checkbox"/>
ENG 107	3	<input type="checkbox"/>
MGT 201	3	<input type="checkbox"/>
MKT 127	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—2nd Semester	Credits	
ACC 201	3	<input type="checkbox"/>
COM 101	3	<input type="checkbox"/>
MGT 283	3	<input type="checkbox"/>
IS 201 or IS 101	3	<input type="checkbox"/>
MKT 210	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 58.      \*\*Select with advisor.      **Minimum Credits: 30**  
 \*\*\*See page 63.

# Computer Technologies

## Associate of Applied Science

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### Mission Statement

The Computer Technologies Department implements Great Basin College's mission by delivering computer technology education to a diverse, far-flung, and changing population. To focus curriculum on current and future needs and employment opportunities, the department develops courses and programs by collaborating with students, the community we serve, industry, and other GBC departments.

We believe our responsibility spans all levels from developmental to expert. We offer initial training, retraining, job enhancement, national certifications, and an Associate of Applied Science with several areas of emphasis. We believe that technical education requires good communication, mathematics, science, and social foundation. Our certificates and degrees require courses in English, mathematics, science, social science, and human relations.

The department believes that in order for all students to become more productive citizens, they need to understand that today most computers function within the context of technically networked environments. The department offers all GBC degree-seeking students several core technology choices to increase employment success and to enhance life skills. The Bachelor of Applied Science program offers emphases in Digital Information Technology and Graphic Communications (pending approval). For students continuing beyond the associate's degree level, several upper-division courses offer additional skills.

The department believes that through this rigorous mission statement and implementation thereof, we contribute significantly to economic growth and better lives in rural Nevada.

### Degree Outcomes

The recipient will be able to:

- Use computers efficiently and ethically in the workplace.
- Solve business-oriented problems using MS Office products.
- Efficiently work with a PC operating system.
- Add interactivity and efficiency to completed activities using programming concepts.
- Demonstrate completion of a course of study in a CT emphasis area of choice.

# Computer Technologies

## Associate of Applied Science—Graphic Communications Emphasis

### Student Learning Outcomes

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

- Efficiently and ethically use computers and relevant software in the workplace.
- Effectively utilize the PC operating system.
- Add interactivity and efficiency to projects using programming skills.
- Identify, discuss, and apply elements and principles of design using tools ranging from traditional pen-and-paper to cutting-edge technology.
- Design professional-quality graphic communications products for use in print and online applications.
- Seek entry-level employment in the field of graphic communications.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation .....	0.5
<input type="checkbox"/> English/Communications .....	6
ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics .....	3
MATH 126 or higher recommended	
<input type="checkbox"/> Science .....	3
<input type="checkbox"/> Social Science (PSC 101) .....	3
<input type="checkbox"/> Human Relations .....	3
<input type="checkbox"/> Humanities or Fine Arts .....	3
ART 100 (recommended)	
<input type="checkbox"/> Technology .....	3
GRC 119	

List of courses fulfilling general education requirements is on page 58.

Core Courses	Credits
<input type="checkbox"/> COT 204 Using Windows .....	3
<input type="checkbox"/> COT 151 Introduction to Microsoft Word .....	3
<input type="checkbox"/> GRC 103 Introduction to Computer Graphics .....	3
<input type="checkbox"/> GRC 156 Computer Illustration .....	3

Emphasis Courses	Credits
<input type="checkbox"/> ART 107 Design Fundamentals .....	3
<input type="checkbox"/> ART 141 Introduction to Digital Photography .....	3
<input type="checkbox"/> CIT 151 Beginning Web Development .....	3
<input type="checkbox"/> GRC 101 Introduction to Graphic Communications .....	3
<input type="checkbox"/> GRC 183 Electronic Imaging .....	3
<input type="checkbox"/> GRC 188 Web Animation and Interactivity I .....	3
<input type="checkbox"/> GRC 256 Computer Illustration II .....	3

Elective	Credits
<input type="checkbox"/> ELECTIVE .....	3
Select with advisor: CS 135 recommended (MATH 127 is the recommended prerequisite for CS 135).	

#### SUGGESTED COURSE SEQUENCE\*\*\*

##### AAS—Computer Technologies Graphic Communications Emphasis

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ART 100	3	<input type="checkbox"/>
COT 204	3	<input type="checkbox"/>
ENG 101 or ENG 107	3	<input type="checkbox"/>
GRC 103	3	<input type="checkbox"/>
GRC 101	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	

SPRING—2nd Semester	Credits	✓
ART 107	3	<input type="checkbox"/>
ART 141	3	<input type="checkbox"/>
ENG 102 or ENG 108	3	<input type="checkbox"/>
GRC 119	3	<input type="checkbox"/>
GRC 183	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

FALL—3rd Semester	Credits	✓
CIT 151	3	<input type="checkbox"/>
COT 151	3	<input type="checkbox"/>
GRC 156	3	<input type="checkbox"/>
MATH 126 or higher	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

SPRING—4th Semester	Credits	✓
GRC 188	3	<input type="checkbox"/>
GRC 256	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
PSC 101 or HIST 101 and HIST 102	3	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 58.

\*\*Select with advisor.

**Minimum Credits: 60.5**

\*\*\*See page 62.

# Computer Technologies

## Associate of Applied Science—Information Specialist Emphasis

### Student Learning Outcomes

The Information Specialist emphasis provides students with entry level programming skills. Computer programming professionals must also have a broad knowledge of computer systems and technologies, as well as strong problem solving and analysis skills. They must be able to think logically and have strong verbal and written communications skills.

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

- Design, implement and test a computer program to meet a desired specification for a problem.
- Ability to apply knowledge of computing and logical reasoning necessary to analyze a problem and identify, formulate and use the appropriate analytical skills to obtain a solution.
- Use JavaScript for applications to build effective programs to handle data.
- Build effective databases to solve business-oriented problems.
- Build effective workbooks to solve business-oriented problems.
- Use computer networks and operating systems to full advantage in a business setting.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 126 or higher (MATH 127 recommended)	
<input type="checkbox"/> Science . . . . .	3
<input type="checkbox"/> Social Science (PSC 101) . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
GIS 109 or GRC 119	

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> CIT 110 A+ Hardware . . . . .	3
<input type="checkbox"/> CIT 112 Network + . . . . .	3
<input type="checkbox"/> CIT 151 Beginning Web Development . . . . .	3
<input type="checkbox"/> CS 135 Computer Science I . . . . .	3
<input type="checkbox"/> CIT 174 Linux Systems Administration . . . . .	3
<input type="checkbox"/> CIT 180 Database Concepts & SQL . . . . .	3
<input type="checkbox"/> CIT 201 Word Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 202 Excel Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 252 Web Database Development . . . . .	3
<input type="checkbox"/> COT 204 Using Windows . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3
<input type="checkbox"/> GRC 188 Web Animation and Interactivity . . . . .	3

### SUGGESTED COURSE SEQUENCE\*\*\*

#### AAS—Computer Technologies Information Specialist Emphasis

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
GIS 109 or GRC 119	3	<input type="checkbox"/>
IS 201	3	<input type="checkbox"/>
CIT 202	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
MATH 126	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	✓
CIT 201	3	<input type="checkbox"/>
COT 204	3	<input type="checkbox"/>
CS 135	3	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
FALL—3rd Semester	Credits	✓
CIT 151	3	<input type="checkbox"/>
CIT 112	3	<input type="checkbox"/>
CIT 180	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING—4th Semester	Credits	✓
CIT 110	3	<input type="checkbox"/>
CIT 174	3	<input type="checkbox"/>
CIT 252	3	<input type="checkbox"/>
GRC 188	3	<input type="checkbox"/>
PSC 101 or HIST 101 and HIST 102	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 58.

\*\*\*See page 62.

**Minimum Credits: 60.5**

# Computer Technologies

## Associate of Applied Science—Network Specialist Emphasis

### Student Learning Outcomes

Upon completion of the Associate of Applied Science (AAS) Degree with an emphasis in Networking, a successful student will have acquired the knowledge and technical skills needed to be employed and productive in the computer technology field in positions such as Network Administrator, Help Desk Technician, Technical and Network Support Technician, Network Security Technician, Computer Hardware Technician, Network Design Specialist, Computer Service Engineer, and Network Analyst.

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

- Create and maintain a computer network.
- Install and configure network services.
- Maintain availability of network resources to authorized users.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 126 or higher	
<input type="checkbox"/> Science . . . . .	3
PHYS 100 (recommended)	
<input type="checkbox"/> Social Science (PSC 101) . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
BUS 110 (recommended)	
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
MUS 121 (recommended)	
<input type="checkbox"/> Technology . . . . .	3
GIS 109 or GRC 119	

List of courses fulfilling general education requirements is on page 58.

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

\*To be taken twice with different topics.

### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Computer Technologies Network Specialist Emphasis

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

\*Select from page 58.  
\*\*\*See page 62.

\*\*Select with advisor.

**Minimum Credits: 60.5**

# Computer Technologies

## Associate of Applied Science—Office Technology Emphasis

### Student Learning Outcomes

Job Titles: Office Administrator, Bookkeeper, Receptionist, Data Entry Clerk, Secretary, Clerk, and Word Processor.

- Understand bookkeeping and accounting principles.
- Confidently run an office.
- Be fluent in current technology and computer software programs.

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

- Use word processing, spreadsheets, and databases fluently.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 101 and ENG 102	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120 or higher, or STAT 152	
<input type="checkbox"/> Science . . . . .	3
<input type="checkbox"/> Social Science (PSC 101) . . . . .	3
<input type="checkbox"/> Human Relations . . . . .	3
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
IS 101	

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> ACC 201 Financial Accounting . . . . .	3
<input type="checkbox"/> BUS 117 Business Calculations and Methods . . .	3
<input type="checkbox"/> CIT 201 Word Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 202 Excel Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 203 Access Certification Preparation . . . . .	3
<input type="checkbox"/> CIT 151 Beginning Web Development . . . . .	3
<input type="checkbox"/> COT 151 Introduction to Microsoft Word . . . . .	3
<input type="checkbox"/> COT 204 Using Windows . . . . .	3
COT 240 Executive Office Procedures, or	
COT 241 Medical Office Procedures . . . . .	3
<input type="checkbox"/> GRC 103 Introduction to Computer Graphics . . . . .	3
<input type="checkbox"/> GRC 183 Electronic Imagery . . . . .	3
<input type="checkbox"/> IS 201 Computer Applications . . . . .	3

### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Computer Technologies Office Technology

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT 100		0.5	<input type="checkbox"/>
BUS 117		3	<input type="checkbox"/>
COT 151		3	<input type="checkbox"/>
COT 204		3	<input type="checkbox"/>
IS 101		3	<input type="checkbox"/>
IS 201		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
ACC 201		3	<input type="checkbox"/>
CIT 202		3	<input type="checkbox"/>
COT 240 or COT 241		3	<input type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
HUMAN RELATIONS*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
CIT 151		3	<input type="checkbox"/>
CIT 201		3	<input type="checkbox"/>
CIT 203		3	<input type="checkbox"/>
GRC 103		3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
ENG 102		3	<input type="checkbox"/>
GRC 183		3	<input type="checkbox"/>
MATH 116, or MATH 120, or higher		3	<input type="checkbox"/>
PSC 101		3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*Select from page 58.      \*\*Select with advisor.      **Minimum Credits: 60.5**  
 \*\*\*See page 62.



# Computer Technologies

## Certificate of Achievement—Office Technology Emphasis

### Student Learning Outcomes

Job Titles: Office Administrator, Bookkeeper, Receptionist, Data Entry Clerk, Secretary, Clerk, and Word Processor.

- Confidently run an office.
- Be fluent in current technology and computer software programs.

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

- Use word processing, spreadsheets, and databases fluently.
- Understand bookkeeping and accounting principles.

#### Certificate of Achievement Requirements Credits

<input type="checkbox"/>	INT	100	GBC Orientation . . . . .	0.5
<input type="checkbox"/>	ACC	201	Financial Accounting . . . . .	3
<input type="checkbox"/>	COT	151	Introduction to Microsoft Word . . . . .	3
<input type="checkbox"/>	COT	204	Using Windows . . . . .	3
<input type="checkbox"/>	CIT	202	Excel Certification Preparation . . . . .	3
<input type="checkbox"/>	COT	240	Executive Office Procedures, or	
<input type="checkbox"/>	COT	241	Medical Office Procedures . . . . .	3
<input type="checkbox"/>	IS	101	Introduction to Information Systems . . .	3
<input type="checkbox"/>	IS	201	Computer Applications . . . . .	3

#### Communication

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

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

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

### SUGGESTED COURSE SEQUENCE\*\*

#### Certificate of Achievement—Computer Technologies Office Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
BUS 117	3	<input type="checkbox"/>
COT 151	3	<input type="checkbox"/>
COT 204	3	<input type="checkbox"/>
IS 101	3	<input type="checkbox"/>
IS 201	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	✓
ACC 201	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
CIT 202	3	<input type="checkbox"/>
COT 240 or COT 241	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select from page 58.  
\*\*See page 63.

**Minimum Credits: 30.5**

# Criminal Justice

## Associate of Applied Science—Corrections Emphasis

### Student Learning Outcomes

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice Corrections degree program will have the knowledge and skills to:

- Identify and analyze the major components of the American criminal justice system.
- Describe and analyze the legal framework within which the criminal justice system is embedded.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.
- Describe and evaluate the historical factors affecting the structure of the criminal justice system.
- Understand supervision theories of rehabilitation and retribution and their application to offenders.
- Understand and apply state and federal law to corrections situations.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120, or higher, or STAT 152	
<input type="checkbox"/> Science . . . . .	3
<input type="checkbox"/> Social Science . . . . .	3-6
PSC 101, or HIST 101 and HIST 102	
<input type="checkbox"/> Human Relations . . . . .	3
PSY 208 or MGT 283 (recommended)	
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
GIS 109, GRC 119, or IS 101	

List of courses fulfilling general education requirements is on page 58.

Core Courses	Credits
<input type="checkbox"/> CRJ 104 Introduction to Administration of Justice . . . . .	3
<input type="checkbox"/> CRJ 164 Introduction to Criminal Investigation . . .	3
<input type="checkbox"/> CRJ 220 Criminal Procedures . . . . .	3
<input type="checkbox"/> CRJ 230 Criminal Law . . . . .	3
<input type="checkbox"/> CRJ 270 Introduction to Criminology . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> CRJ 106 Introduction to Corrections . . . . .	3
<input type="checkbox"/> CRJ 155 The Juvenile Justice System . . . . .	3
<input type="checkbox"/> CRJ 215 Probation and Parole . . . . .	3
<input type="checkbox"/> CRJ 226 Prevention and Control of Delinquency .	3
<input type="checkbox"/> Related Area Electives (select with advisor) . . . . .	9

Corrections Emphasis: ANTH 102, BIOL 223, INT 301, ECON 311, PSY 101, PSY 241, PSY 460, SOC 101 (or higher), SPAN 112 (or higher)

#### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Criminal Justice, Corrections Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT 100		0.5	<input type="checkbox"/>
SCIENCE*		3-4	<input type="checkbox"/>
CRJ 104		3	<input type="checkbox"/>
CRJ 164		3	<input type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
MATH 116, or MATH 120, or higher		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5-16.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
CRJ 106		3	<input type="checkbox"/>
CRJ 155		3	<input type="checkbox"/>
ENG 102		3	<input type="checkbox"/>
TECHNOLOGY*		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
CRJ 215		3	<input type="checkbox"/>
CRJ 226		3	<input type="checkbox"/>
CRJ 230		3	<input type="checkbox"/>
PSY 208 or MGT 283		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
CRJ 220		3	<input type="checkbox"/>
CRJ 270		3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*		3	<input type="checkbox"/>
PSC 101		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*Select from page 58.    \*\*Select with advisor.    **Minimum Credits: 60.5**  
\*\*\*See page 62.

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

# Criminal Justice

## Associate of Applied Science—Law Enforcement Emphasis

### Student Learning Outcomes

The purpose of GBC's Criminal Justice Program is to assist students in the understanding of the intersection of biography and history within social structures related to the criminal justice system, as well as how to be a reflective, proficient, and active agent within these systems.

Graduates of the AAS in Criminal Justice Law Enforcement degree program will have the knowledge and skills to:

- Critically analyze factors involved in the causation of crime.
- Describe and demonstrate proficiency in basic investigative techniques.
- Understand the application of state and federal law to law enforcement situations.
- Describe the application of state proficiency in basic policing skills.
- Identify and analyze the major components of the American criminal justice system.
- Analyze the relationships between biology, the physical environment, and anti-social human behavior.
- Critically analyze factors involved in the relationships among justice system professionals, the clientele of the justice system, and the public.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
ENG 101 and ENG 102 (recommended)	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120, or higher, or STAT 152	
<input type="checkbox"/> Science . . . . .	3
<input type="checkbox"/> Social Science . . . . .	3-6
PSC 101, or HIST 101 and HIST 102	
<input type="checkbox"/> Human Relations . . . . .	3
PSY 208 or MGT 283 (recommended)	
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
<input type="checkbox"/> Technology . . . . .	3
GIS 109, GRC 119, or IS 101	

List of courses fulfilling general education requirements is on page 58.

Core Courses	Credits
<input type="checkbox"/> CRJ 104 Introduction to Administration of Justice . . . . .	3
<input type="checkbox"/> CRJ 164 Introduction to Criminal Investigation . . .	3
<input type="checkbox"/> CRJ 220 Criminal Procedures . . . . .	3
<input type="checkbox"/> CRJ 230 Criminal Law . . . . .	3
<input type="checkbox"/> CRJ 270 Introduction to Criminology . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> CRJ 120 Community Relations . . . . .	3
<input type="checkbox"/> CRJ 211 Police in America . . . . .	3
<input type="checkbox"/> CRJ 214 Principles of Police Patrol Techniques . .	3
<input type="checkbox"/> CRJ 265 Introduction to Physical Evidence . . . . .	3
<input type="checkbox"/> Related Area Electives (select with advisor) . . . . .	9

Any two of the following courses (if NOT used to satisfy other requirements for the AAS degree) may be used to satisfy six semester credit hours of area related electives for the Law Enforcement Emphasis: ANTH 102, BIOL 223, INT 301, ECON 311, PSY 101, PSY 241, SOC 101 or higher, SPAN 112 or higher

#### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Criminal Justice, Law Enforcement Emphasis

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT 100		0.5	<input type="checkbox"/>
CRJ 104		3	<input type="checkbox"/>
CRJ 164		3	<input type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher		3	<input type="checkbox"/>
SCIENCE*		3-4	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5-16.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
CRJ 120		3	<input type="checkbox"/>
CRJ 220		3	<input type="checkbox"/>
ENG 102		3	<input type="checkbox"/>
TECHNOLOGY*		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
CRJ 211		3	<input type="checkbox"/>
CRJ 214		3	<input type="checkbox"/>
CRJ 230		3	<input type="checkbox"/>
PSY 208 or MGT 283		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
CRJ 265		3	<input type="checkbox"/>
CRJ 270		3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*		3	<input type="checkbox"/>
PSC 101		3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*Select from page 58.      \*\*Select with advisor.      **Minimum Credits: 60.5**  
 \*\*\*See page 62.

# Diesel Technology

## Associate of Applied Science

### Student Learning Outcomes

Diesel Technology is a complex field and demands highly skilled technicians. Completion of the program prepares students with specialized training in the repairing, maintaining, troubleshooting, reconditioning, and rebuilding of diesel vehicles and equipment. GBC's program includes extensive classroom lecture and laboratory training on state-of-the-art equipment, as well as training in customer service and report writing.

Graduates of the AAS in Diesel Technology Program will have the knowledge and skills to:

- Analyze and solve problems related to heavy equipment operation.
- Identify diesel engine design and maintain, repair, and troubleshoot them.
- Demonstrate proper use of tools related to the repair and maintenance of heavy equipment.
- Identify, repair, and maintain mobile equipment with hydraulic systems.

Formal admission to this program is required. Refer to page 62 for an outline of admission standards.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120, or higher, or STAT 152	
<input type="checkbox"/> Science (PHYS 107 recommended) . . . . .	3
<input type="checkbox"/> Social Science (PSC 101) . . . . .	3
<input type="checkbox"/> Human Relations (BUS 110 recommended) . . . . .	3
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
(ART 107 or MUS 125 recommended)	
<input type="checkbox"/> Technology . . . . .	3
DT 101, WELD 211, or WELD 221	

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> DT 100 Shop Practices . . . . .	2
<input type="checkbox"/> DT 101 Basic Diesel Engines . . . . .	4
<input type="checkbox"/> DT 102 Basic Vehicle Electronics . . . . .	8
<input type="checkbox"/> DT 105 Mobile Air Conditioning . . . . .	2
<input type="checkbox"/> DT 106 Heavy Duty Transmission and Power Train . . . . .	5.5
<input type="checkbox"/> DT 201 Diesel Brakes and Pneumatics . . . . .	2.5
<input type="checkbox"/> DT 210 Advanced Diesel Engines . . . . .	2.5
<input type="checkbox"/> DT 215 Electronic Diesel Engines . . . . .	8
<input type="checkbox"/> IT 208 Fluid Power . . . . .	8
<input type="checkbox"/> WELD 211 Welding I . . . . .	3
<input type="checkbox"/> WELD 221 Welding II . . . . .	3

#### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Diesel Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
DT 100	2	<input type="checkbox"/>
DT 101	4	<input type="checkbox"/>
DT 102	8	<input type="checkbox"/>
DT 215	8	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
WELD 211	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>40.5</b>	
SPRING—2nd Semester	Credits	✓
DT 105	2	<input type="checkbox"/>
DT 106	5.5	<input type="checkbox"/>
DT 201	2.5	<input type="checkbox"/>
DT 210	2.5	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
IT 208	8	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
WELD 221	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>29.5</b>	

\*Select from page 58.    \*\*Select with advisor.    **Minimum Credits: 70**  
\*\*\*See page 62.

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2014 through June, 2015

# Diesel Technology

## Certificate of Achievement Program

### Student Learning Outcomes

The Diesel Technology Certificate of Achievement Program is designed for the student who desires a highly technical and challenging field.

Because of the intensity of the program, students will be very close to AAS degree completion and are encouraged to pursue the degree.

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

- Analyze and solve problems related to heavy equipment operation.
- Identify diesel engine design and maintain, repair, and troubleshoot them.
- Demonstrate proper use of tools related to the repair and maintenance of heavy equipment.
- Identify, repair, and maintain mobile equipment with hydraulic systems.

Formal admission to this program is required. Refer to page 62 for an outline of admission standards.

#### SUGGESTED COURSE SEQUENCE\*\*\* Certificate of Achievement —Diesel Technology

Certificate of Achievement Requirements			Credits
<input type="checkbox"/>	INT	100 Orientation .....	0.5
<input type="checkbox"/>	DT	100 Shop Practices .....	2
<input type="checkbox"/>	DT	101 Basic Diesel Engines .....	4
<input type="checkbox"/>	DT	102 Basic Vehicle Electronics .....	8
<input type="checkbox"/>	DT	105 Mobile Air Conditioning .....	2
<input type="checkbox"/>	DT	106 Heavy Equipment Transmission and Power Train .....	5.5
<input type="checkbox"/>	DT	201 Diesel Brakes and Pneumatics .....	2.5
<input type="checkbox"/>	DT	210 Advanced Diesel Engines .....	2.5
<input type="checkbox"/>	DT	215 Electronic Diesel Engines .....	8
<input type="checkbox"/>	IT	208 Fluid Power .....	8
<input type="checkbox"/>	WELD	211 Welding I .....	3
<input type="checkbox"/>	WELD	221 Welding II .....	3

FALL—1st Semester		Credits	✓
INT	100	0.5	<input type="checkbox"/>
DT	100	2	<input type="checkbox"/>
DT	101	4	<input type="checkbox"/>
DT	102	8	<input type="checkbox"/>
DT	215	8	<input type="checkbox"/>
WELD	211	3	<input type="checkbox"/>
COMPUTATION**		3	<input type="checkbox"/>
ENGLISH*		3	<input type="checkbox"/>
HUMAN RELATIONS*		1-3	<input type="checkbox"/>
<b>TOTAL</b>		<b>32.5-34.5</b>	
SPRING—2nd Semester		Credits	✓
DT	105	2	<input type="checkbox"/>
DT	106	5.5	<input type="checkbox"/>
DT	201	2.5	<input type="checkbox"/>
DT	210	2.5	<input type="checkbox"/>
IT	208	8	<input type="checkbox"/>
WELD	221	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>23.5</b>	

\*Select from page 58.  
\*\*\*See page 63.

\*\*Select with advisor.

**Minimum Credits: 56**

#### Communications

- English-Communications. Determined by placement testing ..... 3  
ENG 103, ENG 107, or ENG 101.

#### Computation

- Any course with a MATH prefix ..... 3

#### Human Relations

Choose one of the following:

- BUS 110 Human Relations for Employment,  
HMS 200 Ethics in Human Services,  
PSY 208 Psychology of Human Relations, or  
 MGT 283 Introduction to Human Resource  
Management ..... 1-3

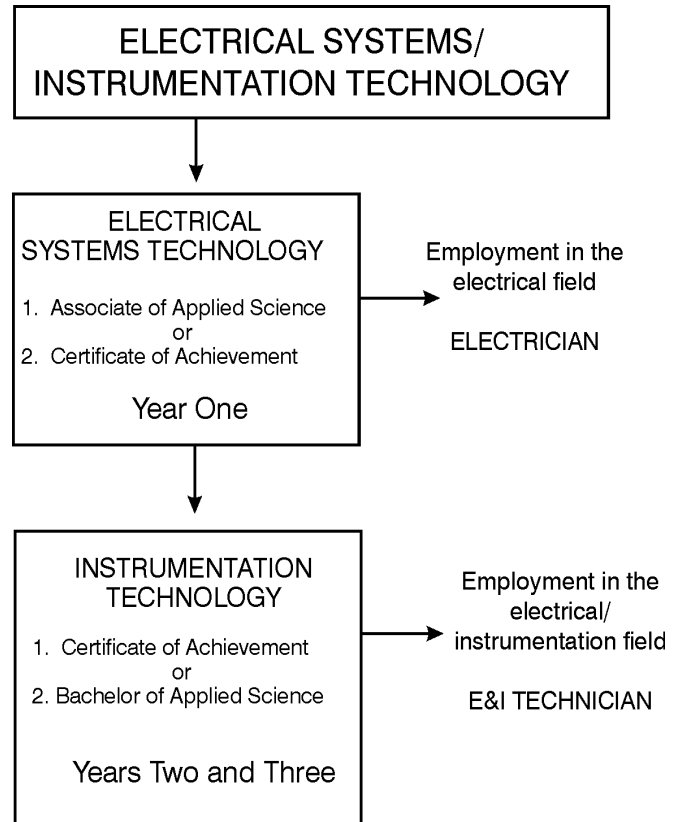
# Electrical Systems/Instrumentation Technology Programs

Great Basin College has programs that specialize in training students for entry-level employment in Electrical Systems and Instrumentation fields. Each program by itself meets important industry demands. However, the unique combination—E&I, Electrical and Instrumentation Technology—provides entry into one of the most promising and least crowded fields in technology today.

Preparation of learning outcomes in our department include a thorough study of industry requirements for the trade (particularly with ISA, Instrumentation Systems and Process Automation). This organization is the default standard in instrumentation for the country and most of the industrialized world. Additionally, we listened to our advisory board, including members of local industries, mines, and government agencies. Proposed learning outcomes were reviewed and modified by this group to adapt more closely to their requirements.

Note: Entry into the Instrumentation program requires an Associate of Applied Science Degree or Certificate in Electrical Systems Technology (or equivalency in a related field, based upon department approval). If students enter the program with appropriate technical skills but lack an official Associate of Applied Science or Certificate of Achievement from an accredited institution, they must complete one course in each of the following areas:

1. MATH 116
2. BUS 110 or PSY 208 or MGT 283
3. ENG 101, ENG 107, or ENG 108  
determined by placement testing



# Electrical Systems Technology

## Associate of Applied Science

### Student Learning Outcomes

This program prepares graduates to work in diverse industries including mining, manufacturing, power plants, power distribution, construction, sales, machine control, water resource management, and gaming.

Graduates of the Electrical Systems Technology AAS Degree Program will have the knowledge and skills to:

- Analyze and interpret graphical information found on schematics, blueprints, and diagrams.
- Identify, use, and maintain motor and computer-based control systems.
- Have a firm understanding of theories that apply to the electrical trade.
- Interpret and apply the National Electrical Code to electrical installations.
- Demonstrate the proper use of tools used in the electrical field and industry.
- Design, construct, and troubleshoot various electrical systems used in commercial and industrial settings.

Formal admission to this program is required. Refer to page 62 for an outline of admission standards.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120 or higher, or STAT 152	
<input type="checkbox"/> Science (PHYS 107 recommended) . . . . .	3
<input type="checkbox"/> Social Science (PSC 101) . . . . .	3
<input type="checkbox"/> Human Relations (BUS 110 recommended) . . . . .	3
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
(ART 107 or MUS 125 recommended)	
<input type="checkbox"/> Technology (ELM 120) . . . . .	3

List of courses fulfilling general education requirements is on page 56.

Emphasis Courses	Credits
<input type="checkbox"/> ELM 112 Electrical Theory, DC . . . . .	3.5
<input type="checkbox"/> ELM 120 Low Voltage Systems . . . . .	3
<input type="checkbox"/> ELM 121 Circuit Design . . . . .	2
<input type="checkbox"/> ELM 122 AC Theory . . . . .	4
<input type="checkbox"/> ELM 123 Solid State . . . . .	2
<input type="checkbox"/> ELM 124 DC Generators, Motors, and Controls . . . . .	2
<input type="checkbox"/> ELM 125 AC Motors and Alternators . . . . .	2
<input type="checkbox"/> ELM 126 Motor Maintenance . . . . .	2
<input type="checkbox"/> ELM 127 Introduction to AC Controls . . . . .	2.5
<input type="checkbox"/> ELM 128 Transformers and Industrial Lighting . . . . .	4
<input type="checkbox"/> ELM 131 National Electric Code . . . . .	2.5
<input type="checkbox"/> ELM 132 Digital Concepts . . . . .	2
<input type="checkbox"/> ELM 133 Advanced AC Controls . . . . .	4
<input type="checkbox"/> ELM 134 Introduction to Programmable Logic Controller's . . . . .	2.5
<input type="checkbox"/> ELM 135 National Electric Code 430 . . . . .	1

<input type="checkbox"/> ELM 136 Programmable Controller's Applications . . . . .	2.5
<input type="checkbox"/> ELM 141 Blueprint Reading . . . . .	2
<input type="checkbox"/> ELM 142 Raceways . . . . .	2.5
<input type="checkbox"/> ELM 143 Wiring Techniques . . . . .	3

### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Electrical Systems Technology

FALL—1st Semester	Credits	✓
INT 100	.5	<input type="checkbox"/>
ELM 112	3.5	<input type="checkbox"/>
ELM 121	2	<input type="checkbox"/>
ELM 122	4	<input type="checkbox"/>
ELM 142	2.5	<input type="checkbox"/>
ELM 120	3	<input type="checkbox"/>
ELM 123	2	<input type="checkbox"/>
ELM 128	4	<input type="checkbox"/>
ELM 141	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
MATH 116 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>38.5</b>	
SPRING—2nd Semester	Credits	✓
ELM 131	2.5	<input type="checkbox"/>
ELM 127	2.5	<input type="checkbox"/>
ELM 124	2	<input type="checkbox"/>
ELM 133	4	<input type="checkbox"/>
ELM 125	2	<input type="checkbox"/>
ELM 132	2	<input type="checkbox"/>
ELM 135	1	<input type="checkbox"/>
ELM 134	2.5	<input type="checkbox"/>
ELM 136	2.5	<input type="checkbox"/>
ELM 143	3	<input type="checkbox"/>
ELM 126	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
SCIENCE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>32</b>	

\*Select from page 58.  
\*\*\*See page 62.

\*\*Select with advisor.

**Minimum Credits: 70.5**

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2014 through June 2015.



# Electrical Systems Technology

## Certificate of Achievement

### Student Learning Outcomes

The Electrical Systems Technology Certificate of Achievement Program is designed for students who desire employment in electrical work and the opportunity to develop their electrical skills through on-the-job training. Electrical courses are on a non-traditional schedule. Because of the intensity of the program, students will be very close to AAS degree completion and are encouraged to pursue the degree.

This program prepares students to work in diverse industries including mining, manufacturing, power plants, power distribution, construction, sales, machine control, water resource management, and gaming. Graduates of the Electrical Systems Technology Certificate program will have the knowledge to:

- Analyze and interpret graphical information found on schematics, blueprints, and diagrams.
- Identify, use, and maintain motor and computer-based control systems.
- Have a firm understanding of theories that apply to the electrical trade.
- Interpret and properly apply the National Electrical Code to electrical installations.
- Demonstrate the proper use of tools used in the electrical field/industry.
- Design, construct, and troubleshoot various electrical systems used in commercial and industrial settings.

Formal admission to this program is required. Refer to page 62 for an outline of admission standards.

<b>Certificate of Achievement Requirements</b>			<b>Credits</b>
<input type="checkbox"/>	ELM 112	Electrical Theory, DC .....	3.5
<input type="checkbox"/>	ELM 120	Low Voltage Systems .....	3
<input type="checkbox"/>	ELM 121	Circuit Design .....	2
<input type="checkbox"/>	ELM 122	AC Theory .....	4
<input type="checkbox"/>	ELM 123	Solid State .....	2
<input type="checkbox"/>	ELM 124	DC Generators, Motors, and Controls ..	2
<input type="checkbox"/>	ELM 125	AC Motors and Alternators .....	2
<input type="checkbox"/>	ELM 126	Motor Maintenance .....	2
<input type="checkbox"/>	ELM 127	Introduction to AC Controls .....	2.5
<input type="checkbox"/>	ELM 128	Transformers and Industrial Lighting ...	4
<input type="checkbox"/>	ELM 131	National Electric Code .....	2.5
<input type="checkbox"/>	ELM 132	Digital Concepts .....	2
<input type="checkbox"/>	ELM 133	Advanced AC Controls .....	4
<input type="checkbox"/>	ELM 134	Introduction to Programmable Logic Controller's .....	2.5
<input type="checkbox"/>	ELM 135	National Electric Code 430 .....	1
<input type="checkbox"/>	ELM 136	Programmable Controller's Applications .....	2.5
<input type="checkbox"/>	ELM 141	Blueprint Reading .....	2
<input type="checkbox"/>	ELM 142	Raceways .....	2.5
<input type="checkbox"/>	ELM 143	Wiring Techniques .....	3
<input type="checkbox"/>	INT 100	GBC Orientation .....	0.5

#### Communications

- English-Communications. .... 3  
 Determined by placement testing.  
 ENG 103, ENG 107, or ENG 101.

#### Computation

- Any course with a MATH prefix ..... 3

#### Human Relations

Choose one of the following:

- |                          |         |  |
|--------------------------|---------|--|
| <input type="checkbox"/> | BUS 110 | Human Relations for Employment,                        |
|                          | HMS 200 | Ethics in Human Services,                              |
|                          | PSY 208 | Psychology for Human Relations, or                     |
| <input type="checkbox"/> | MGT 283 | Introduction to Human Resource<br>Management ..... 1-3 |

### SUGGESTED COURSE SEQUENCE\*\*\*

#### Certificate of Achievement Electrical Systems Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ELM 112	3.5	<input type="checkbox"/>
ELM 120	3	<input type="checkbox"/>
ELM 121	2	<input type="checkbox"/>
ELM 122	4	<input type="checkbox"/>
ELM 142	2.5	<input type="checkbox"/>
ELM 123	2	<input type="checkbox"/>
ELM 128	4	<input type="checkbox"/>
ELM 141	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
COMPUTATION**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>29.5</b>	
SPRING—2nd Semester	Credits	✓
ELM 124	2	<input type="checkbox"/>
ELM 125	2	<input type="checkbox"/>
ELM 126	2	<input type="checkbox"/>
ELM 127	2.5	<input type="checkbox"/>
ELM 131	2.5	<input type="checkbox"/>
ELM 132	2	<input type="checkbox"/>
ELM 133	4	<input type="checkbox"/>
ELM 134	2.5	<input type="checkbox"/>
ELM 135	1	<input type="checkbox"/>
ELM 136	2.5	<input type="checkbox"/>
ELM 143	3	<input type="checkbox"/>
HUMAN RELATIONS**	1-3	<input type="checkbox"/>
<b>TOTAL</b>	<b>27-29</b>	

\*Select from page 58.  
 \*\*\*See page 63.

\*\*Select with advisor.

**Minimum Credits: 56.5**

# Instrumentation Technology

## Certificate of Achievement

### Student Learning Outcomes

The knowledge and skills taught in the Instrumentation Technology Certificate of Achievement Program were developed through a study of industry requirements for the trade, particularly with the association, Instrumentation Systems and Process Automation. Additional input was given by the advisory board, and members of local industries, mines, and government agencies.

Graduates of the Instrumentation Certificate Program will have the knowledge and skills to:

- Understand the role of measurement and control in industrial processes.
- Interpret measurement and control terminology.

- Compare the methods of devices used in temperature, pressure, level, flow, and analytical measurement.
- Understand the operation and components of a feedback control loop.
- Apply ISA standards to interpret symbols and documentation.
- Connect, calibrate, and operate various measurement and testing devices.
- Interpret manufacturer's instructions to correctly install and maintain pneumatic instruments.
- Build and tune a feedback control loop and apply the concepts of PID control.
- Calibrate and align pressure and temperature transmitters, calculating span and range values for various applications.

Formal admission to this program is required. Refer to page 62 for an outline of admission standards. The following one-year program leads to a certificate in Instrumentation Technology.

Prerequisite: AAS or Certification in Electrical Systems Technology (or equivalency, based upon instructor approval). If students enter the program with appropriate technical skills but lack an official AAS or CA from an accredited institution, they will be required to complete one course in each of the following three areas:

1. MATH 116
2. BUS 110 or PSY 208 or MGT 283
3. ENG 101, ENG 107, ENG 108, or COM 101, determined by placement testing.

Non-traditional credit or credit by examination may be possible. See an advisor for more information.

#### Communications

- English-Communications. . . . . 3  
Determined by placement testing.  
ENG 107, ENG 108, or ENG 101, or COM 101.

#### Computation

- MATH 116, MATH 120, or higher, or STAT 152 . . . . . 3

#### Human Relations

- Choose one of the following:
- BUS 110 Human Relations for Employment,
  - HMS 200 Ethics in Human Services,
  - PSY 208 Psychology for Human Relations, or
  - MGT 283 Introduction to Human Resource Management . . . . . 1-3

### SUGGESTED COURSE SEQUENCE\*\*\*

#### Certificate of Achievement Instrumentation Technology

Certificate of Achievement Requirements	Credits
BUS 102 Introduction to Entrepreneurship, or	
<input type="checkbox"/> MGT 103 Introduction to Small Business Management . . . . .	3
<input type="checkbox"/> EIT 233 Introduction to Instrumentation . . . . .	4
<input type="checkbox"/> EIT 240 Advanced Topics in Instrumentation . . . . .	2
<input type="checkbox"/> EIT 315 Pressure, Level, Flow Measurement . . . . .	4
<input type="checkbox"/> EIT 323 Installation and Configuration . . . . .	3
<input type="checkbox"/> EIT 333 Process (Piping) and Instrument Diagrams (P&IDs) . . . . .	2
<input type="checkbox"/> EIT 336 Control Valves and Regulators . . . . .	4
<input type="checkbox"/> EIT 348 Temperature Measurement and Control . . . . .	3
<input type="checkbox"/> EIT 368 Measurement Systems Analysis . . . . .	2
<input type="checkbox"/> EIT 437 Computer Analog Control . . . . .	3
<input type="checkbox"/> EIT 468 Advanced Control Systems . . . . .	3

<b>FALL—1st Semester</b>	<b>Credits</b>	✓
EIT 233	4	<input type="checkbox"/>
EIT 315	4	<input type="checkbox"/>
EIT 323	3	<input type="checkbox"/>
EIT 333	2	<input type="checkbox"/>
EIT 368	2	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
COMPUTATION**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-21</b>	
<b>SPRING—2nd Semester</b>	<b>Credits</b>	✓
EIT 240	2	<input type="checkbox"/>
EIT 336	4	<input type="checkbox"/>
EIT 348	3	<input type="checkbox"/>
EIT 437	3	<input type="checkbox"/>
EIT 468	3	<input type="checkbox"/>
BUS 102 or MGT 103	3	<input type="checkbox"/>
HUMAN RELATIONS*	1-3	<input type="checkbox"/>
<b>TOTAL</b>	<b>19-21</b>	

\*Select from page 58.  
\*\*\*See page 63.

\*\*Select with advisor.

**Minimum Credits: 34-42**

# Human Services

## Associate of Applied Science

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### Student Learning Outcomes

The Human Services AAS degree and certificate of achievement programs share a common core, so that students may easily complete course requirements for certificate and degree pathways. Human services programs offer a generalist overview of human services work, an opportunity for personal enrichment, and practical opportunities for human relationship skills development. The substance abuse counselor training certificate program contains academic coursework in specific counseling and communication skills necessary for students preparing for work in the education, prevention, and treatment of addictions.

The human services programs are designed to prepare students for employment in social service agencies, mental health centers, correctional institutions, substance abuse treatment facilities, community health education organizations, and other work settings where effective, client interactions are essential.

The Human Services AAS degree program courses offer opportunities for the practical application of learning through job shadowing, and intensive community field experiences within human services organizations.

Coursework may be used as electives, or for continuing education by students or professionals in areas such as education, social work, substance abuse treatment, counseling, nursing, radiology, emergency medical care, and business.

Entry-level courses have no prerequisites. Students may begin at any time by registering for classes. Students must successfully complete an application process and the practicum course prerequisite requirements in order to register for the human services practicum courses. Academic advising prior to starting any course of study is highly encouraged. Most coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the Human Services AAS degree program students will:

- Perform client-centered, social services assessments and interventions.
- Provide client services which reflect cultural competence, respect for social diversity, and the application of the principles of the Human Services Code of Ethics.
- Demonstrate leadership, collaborative, and problem-solving skills.
- Apply the principals of human services based on knowledge of human development and functioning throughout the lifespan.
- Identify current trends, topics, and issues in human services professions.
- Engage in personal reflection as related to human services skills, professional effectiveness, and stress management.

# Human Services

## Associate of Applied Science

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation .....	0.5
<input type="checkbox"/> English/Communications .....	6
ENG 101 and ENG 102	
<input type="checkbox"/> Mathematics .....	3
MATH 116, MATH 120 or higher**	
<input type="checkbox"/> Science .....	3
BIOL 100 (recommended)	
<input type="checkbox"/> Social Science .....	3-6
PSC 101 or HIST 101 and HIST 102	
<input type="checkbox"/> Human Relations .....	3
HMS 200 (required)	
<input type="checkbox"/> Humanities or Fine Arts .....	3
<input type="checkbox"/> Technology .....	3
IS 101 (required)	

\*\*MATH 120 is recommended, as it is required for the social work, nursing, radiology, and other degree programs. Credit for prior coursework at other institutions may be considered per GBC policy and guidelines.

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> HMS 101 Introduction to Human Services .....	3
<input type="checkbox"/> HMS 102 Introduction to Counseling .....	3
<input type="checkbox"/> HMS 205 Human Services Practicum I .....	5
<input type="checkbox"/> HMS 206 Human Services Practicum II .....	5
<input type="checkbox"/> HMS 107 Small Group Interaction Techniques ...	3
<input type="checkbox"/> HMS 250 Human Services Seminar .....	3

Additional Program Requirements	Credits
<input type="checkbox"/> CPD 116 Substance Abuse: Fundamental Facts and Insights .....	3
<input type="checkbox"/> HDFS 201 Lifespan Human Development .....	3
<input type="checkbox"/> PSY 101 General Psychology .....	3
<input type="checkbox"/> PSY 208 Psychology of Human Relations .....	3
<input type="checkbox"/> SOC 101 Principles of Sociology .....	3

### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Human Services

<b>FALL—1st Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
INT	100	0.5	<input type="checkbox"/>
CPD	116	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
MATH	116 or MATH 120 or higher**	3	<input type="checkbox"/>
HMS	101	3	<input type="checkbox"/>
HMS	102	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
HMS	200	3	<input type="checkbox"/>
HMS	205	5	<input type="checkbox"/>
PHIL	102	3	<input type="checkbox"/>
PSY	101	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
BIOL	100	3	<input type="checkbox"/>
HMS	107	3	<input type="checkbox"/>
HMS	206	5	<input type="checkbox"/>
IS	101	3	<input type="checkbox"/>
SOC	101	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
HDFS	201	3	<input type="checkbox"/>
HMS	250	3	<input type="checkbox"/>
PSC	101	3	<input type="checkbox"/>
PSY	208	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>12</b>	

\*Select from page 58.    \*\*Select with advisor.    **Minimum Credits: 61.5**  
\*\*\*See page 63.

# Human Services

## Certificate of Achievement

### Student Learning Outcomes

The certificate program in Human Services is designed to prepare students for employment in social service agencies, mental health centers, correctional institutions, community health education organizations, and other work settings where effective, ethical client interaction are essential.

Coursework may be used as electives, or for continuing education by students or professionals, in such areas as education, social work, counseling, nursing, radiology, emergency medical care, or business.

The Human Services programs share a common core, so that students may easily complete AAS degree requirements. The certificate program offers a generalist overview of human services work, and an opportunity for personal enrichment, and hands-on opportunities for human relationship skills development. The human services certificate program offers practical opportunities for job-shadowing in preceptorships within community human services organizations.

Entry-level courses have no prerequisites. However, academic advising prior to beginning any course of study is highly encouraged. Some coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the Certificate of Achievement in Human Services program students will:

- Plan client-centered, social services assessments and interventions.
- Provide client services which reflect cultural competence, respect for social diversity, and the application of the principles of the Human Services Code of Ethics.
- Demonstrate interpersonal collaboration and problem-solving skills.
- Apply the principals of human services based on knowledge of human development and functioning throughout the lifespan.
- Engage in personal reflection as related to human services skills, professional effectiveness, and stress management.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	3
ENG 101	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120 or higher*	
<input type="checkbox"/> Human Relations . . . . .	3
HMS 200 (required)	
<input type="checkbox"/> Technology . . . . .	3
IS 101 (required)	

Emphasis Courses	Credits
<input type="checkbox"/> HMS 101 Introduction to Human Services . . . . .	3
<input type="checkbox"/> HMS 102 Introduction to Counseling . . . . .	3
<input type="checkbox"/> HMS 205 Human Services Practicum I . . . . .	5

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

\*MATH 120 is recommended, as it is required for the social work, nursing, radiology, and other degree programs.

#### SUGGESTED COURSE SEQUENCE\*\*

##### Certificate of Achievement—Human Services

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
CPD 116	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
HMS 101	3	<input type="checkbox"/>
HMS 102	3	<input type="checkbox"/>
PSY 101	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	
HMS 200	3	<input checked="" type="checkbox"/>
HMS 205	5	<input type="checkbox"/>
IS 101	3	<input type="checkbox"/>
MATH 116 or MATH 120 or higher**	3	<input type="checkbox"/>
SOC 101	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

\*Select with advisor.  
\*\*See page 63.

**Minimum Credits: 32.5**

# Substance Abuse Counselor Training

## Certificate of Achievement

### Student Learning Outcomes

The substance abuse counselor training certificate program is designed to prepare students for employment in social services agencies, mental health centers, correctional institutions, rehabilitation facilities, community health education organizations, and other settings which involve substance abuse/addiction education, prevention, and/or intervention and treatment. Coursework may be used as electives or for continuing education by students or professionals in education, corrections, law enforcement, and the justice system, addictions counseling and treatment, social work, nursing, radiology, or emergency medical care.

Each of the human services programs share a common core, so that students may easily complete the AAS degree in human services. Entry-level courses have no prerequisites. Students may begin at any time by registering for courses. However, academic advising prior to beginning any course of study is highly encouraged. Most coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the degree program students will:

- Perform client-centered, social services assessments and interventions.
- Provide client services that reflect cultural competence, respect for social diversity, and the application of the principles of the Human Services Code of Ethics, and standards of practice for substance abuse counselors.
- Demonstrate problem-solving skills.
- Apply the principals of human services and addiction treatment based on knowledge of human development and functioning throughout the lifespan.
- Engage in personal reflection as related to skills, professional effectiveness, and stress management.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	3
ENG 101	
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120 or higher*	
<input type="checkbox"/> Human Relations . . . . .	3
HMS 200 (required)	
<input type="checkbox"/> Technology . . . . .	3
IS 101 (required)	

Emphasis Courses	Credits
<input type="checkbox"/> CPD 116 Substance Abuse: Fundamental Facts and Insights . . . . .	3
<input type="checkbox"/> HMS 101 Introduction to Human Services . . . . .	3
<input type="checkbox"/> HMS 102 Introduction to Counseling . . . . .	3
<input type="checkbox"/> HMS 105 Substance Abuse Counseling Methods . . . . .	3
<input type="checkbox"/> HMS 107 Small Group Interaction Techniques . . . . .	3
<input type="checkbox"/> PSY 101 General Psychology . . . . .	3

\*MATH 120 is recommended, as it is required for the social work, nursing, radiology, and other degree programs.

**Important Notice:** Please check with the Nevada Board of Examiners for Alcohol, Drug, and Gambling Counselors or counselor licensing/certificate boards in Nevada, or in other states, if applicable, about the acceptability of academic courses **prior** to beginning any course, as individual, or state licensing and/or certification requirements may vary.

#### SUGGESTED COURSE SEQUENCE\*\* Certificate of Achievement— Substance Abuse Counselor Training

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
CPD 116	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
HMS 101	3	<input type="checkbox"/>
HMS 102	3	<input type="checkbox"/>
PSY 101	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	✓
HMS 105	3	<input type="checkbox"/>
HMS 107	3	<input type="checkbox"/>
HMS 200	3	<input type="checkbox"/>
IS 101	3	<input type="checkbox"/>
MATH 116, MATH 120 or higher	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*Select with advisor.  
\*\*See page 63.

**Minimum Credits: 30.5**

# 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 Millwright Program is currently changing their course curriculum to the National Center for Construction Education and Research (NCCER) so some of the information in this catalog may not be current. Prospective students must see a Millwright advisor before registering.**

*Formal admission to this program is required. Refer to page 62 for an outline of admission standards.* The Industrial Millwright Technology Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventive/ predictive maintenance, electrical theory, welding processes, and industrial heating and cooling. Upon successful completion of the Industrial Millwright Technology Program the student will possess the skills necessary to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry facilities, and office buildings/complexes.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation . . . . .	0.5
<input type="checkbox"/> English/Communications . . . . .	6
<input type="checkbox"/> Mathematics . . . . .	3
MATH 116, MATH 120 or higher, or STAT 152	
<input type="checkbox"/> Science (PHYS 107 recommended) . . . . .	3
<input type="checkbox"/> Social Science (PSC 101) . . . . .	3
<input type="checkbox"/> Human Relations (BUS 110 recommended) . . . . .	3
<input type="checkbox"/> Humanities or Fine Arts . . . . .	3
(ART 107 or MUS 125 recommended)	
<input type="checkbox"/> Technology — IT 210 . . . . .	4

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> IT 103 Industrial Pump Technology . . . . .	4
<input type="checkbox"/> IT 105 Mechanical Power Transmission . . . . .	4
<input type="checkbox"/> IT 201 Blueprint Reading and Measurement Fundamentals . . . . .	3
<input type="checkbox"/> IT 207 Boiler, Conveyor, and Pneumatic Systems . . . . .	3
<input type="checkbox"/> IT 208 Fluid Power . . . . .	5.5

<input type="checkbox"/> IT 210	Failure Analysis and Predictive/ Preventive Maintenance . . . . .	4
<input type="checkbox"/> IT 212	Inventory and Planning . . . . .	2
<input type="checkbox"/> IT 214	Basic Electrical Theory for Industrial Mechanics . . . . .	4
<input type="checkbox"/> IT 216	Basic Metallurgy . . . . .	4
<input type="checkbox"/> IT 220	Alignment Principles . . . . .	4
<input type="checkbox"/> WELD 211	Welding I . . . . .	3
<input type="checkbox"/> WELD 221	Welding II . . . . .	3

#### Additional Program Requirements

<input type="checkbox"/> TA 100	Shop Practices . . . . .	4
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### SUGGESTED COURSE SEQUENCE\*\*\* AAS—Industrial Millwright Technology

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
TA 100	4	<input type="checkbox"/>
IT 103	4	<input type="checkbox"/>
IT 105	4	<input type="checkbox"/>
IT 201	3	<input type="checkbox"/>
IT 216	4	<input type="checkbox"/>
ENGLISH*	3	<input type="checkbox"/>
MATHEMATICS*	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
WELD 211	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>34.5</b>	
SPRING—2nd Semester	Credit	
IT 207	3	<input checked="" type="checkbox"/>
IT 208	5.5	<input type="checkbox"/>
IT 210	4	<input type="checkbox"/>
IT 212	2	<input type="checkbox"/>
IT 214	4	<input type="checkbox"/>
IT 220	4	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
SCIENCE**	3	<input type="checkbox"/>
BUS 110	3	<input type="checkbox"/>
WELD 221	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>34.5</b>	

\*Select from page 58. \*\*Select with advisor.  
\*\*\*See page 62.

**Minimum Credits: 69**



# Industrial Millwright Technology

## Certificate of Achievement

### Student Learning Outcomes

Upon successful completion of the Industrial Millwright Technology Program, the student will have the skills to:

- Read and interpret standard blueprints and drawings of industrial equipment.
- Align shafts to within + or - 0.001" using three different methods of alignment.
- Identify and correct cavitation in fluid handling pumps.
- Set up a preventative maintenance schedule for industrial equipment.
- Rebuild and replace components in fluid and air handling systems.
- Replace bearings and seals in a non-destructive manner.

- Take electrical measurements on single- and three-phase power equipment.
- Replace defective components in a fluid power system.
- Identify failure causes in industrial equipment using vibration analysis and the root cause analysis tree.
- Identify and correct unbalance in rotating equipment.
- Rebuild industrial gear trains.
- Remove and replace standard industrial couplings.
- Identify metals according to standard hardness test.
- Complete precision hole location using hand layout and DRO methods.

**The Millwright Program is currently changing their course curriculum to the National Center for Construction Education and Research (NCCER) so some of the information in this catalog may not be current. Prospective students must see a Millwright advisor before registering.**

*Formal admission to this program is required. Refer to page 62 for an outline of admission standards.* The Industrial Millwright Technology Program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. The student receives technical training in mechanical operations, fluid power, machine tool operation, preventive/ predictive maintenance, electrical theory, welding processes, and industrial heating and cooling. Upon successful completion of the program the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, fluid and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, shipyards, power plants, hospitals, aerospace industry facilities, and office buildings/complexes.

Emphasis Courses		Credits
<input type="checkbox"/>	INT 100 Orientation . . . . .	0.5
<input type="checkbox"/>	IT 103 Industrial Pump Technology . . . . .	4
<input type="checkbox"/>	IT 105 Mechanical Power Transmission . . . . .	4
<input type="checkbox"/>	IT 201 Blueprint Reading and Measurement Fundamentals . . . . .	3
<input type="checkbox"/>	IT 207 Boiler, Conveyor, and Pneumatic Systems . . . . .	3
<input type="checkbox"/>	IT 208 Fluid Power . . . . .	5.5
<input type="checkbox"/>	IT 210 Failure Analysis and Predictive/ Preventative Maintenance . . . . .	4
<input type="checkbox"/>	IT 212 Inventory and Planning . . . . .	2
<input type="checkbox"/>	IT 214 Basic Electrical Theory for Industrial Mechanics . . . . .	4
<input type="checkbox"/>	IT 216 Basic Metallurgy . . . . .	4
<input type="checkbox"/>	IT 220 Alignment Principles . . . . .	4
<input type="checkbox"/>	TA 100 Shop Practices . . . . .	4
<input type="checkbox"/>	WELD 211 Welding I . . . . .	3
<input type="checkbox"/>	WELD 221 Welding II . . . . .	3

- Communications**
- English-Communications . . . . . 3  
Determined by placement testing, ENG 103, ENG 107, or ENG 101.
- Computation**
- Any course with a MATH prefix . . . . . 3
- Human Relations**
- Choose one of the following:
- BUS 110 Human Relations for Employment,  
HMS 200 Ethics in Human Services  
PSY 208 Psychology for Human Relations, or  
 MGT 283 Introduction to Human Resource Management . . . . . 1-3

SUGGESTED COURSE SEQUENCE***			
Certificate of Achievement			
Industrial Millwright Technology			
<b>FALL—1st Semester</b>		<b>Credits</b>	✓
ENGLISH**		3	<input type="checkbox"/>
INT 100	0.5		<input type="checkbox"/>
IT 103	4		<input type="checkbox"/>
IT 105	4		<input type="checkbox"/>
IT 201	3		<input type="checkbox"/>
IT 216	4		<input type="checkbox"/>
TA 100	4		<input type="checkbox"/>
COMPUTATION**		3	<input type="checkbox"/>
WELD 211	3		<input type="checkbox"/>
<b>TOTAL</b>		<b>28.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
IT 207	3		<input type="checkbox"/>
IT 208	5.5		<input type="checkbox"/>
IT 210	4		<input type="checkbox"/>
IT 212	2		<input type="checkbox"/>
IT 214	4		<input type="checkbox"/>
IT 220	4		<input type="checkbox"/>
HUMAN RELATIONS**		1-3	<input type="checkbox"/>
WELD 221	3		<input type="checkbox"/>
<b>TOTAL</b>		<b>26.5-28.5</b>	

Select from page 58.    \*\*Select with advisor.    **Minimum Credits: 55**  
 \*\*\*See page 63.

# Medical Coding and Billing

## Certificate of Achievement

### Student Learning Outcomes

The Outpatient Medical Coding and Billing course is designed to help you gain the knowledge and skills for outpatient medical coding and billing, making you more flexible and marketable after graduation,

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

- Use medical terms correctly
- Apply rules of grammar, punctuation, and spelling
- Utilize the skills needed to complete common insurance forms.
- Have the skills required to solve insurance problems.
- Be familiar with CPT, ICD-10 and basic claims processes for medical insurance and third-party reimbursements.
- Understand how to manually file claims using the CPT and ICD-10 manuals.
- Know how to find the service and codes using the CPT, ICD-10 and HCPCS manuals.
- Have the skill to trace delinquent claims, appeal denied claims, and use generic forms to streamline billing procedures.
- Have the understanding of the common types of medical insurance and computerized medical billing systems.

Outpatient focus:

- Mastering medical terminology and basic anatomy
- Applying standardized codes specific to outpatient coding
- Coding real-life outpatient medical records

The Certificate of Achievement in Medical Coding and Billing is a new field of study offered by Great Basin College. Medical Coding and Billing online training program prepares you to fill positions as medical coding and billing professionals. GBC is an academic partner with Career Step, located in Springville, Utah, to deliver all MCOD courses online. The Inpatient and Outpatient Medical Coding and Billing online training program consists of 20 course modules divided into seven classes.

The 2010-2011 edition of the U.S. Department of Labor's Bureau of Labor Statistics report stated that the middle 50 percent of medical records and health information professionals earn between \$24,290 and \$39,490 annually.

Skilled medical coding and billing technicians are in high demand due to various factors:

- There has been a rapid increase in medical tests, treatments, and procedures that will be increasingly scrutinized by health insurance companies, regulators, courts, and consumers.
- Patient information must be entered into computer databases to comply with Federal legislation requiring the use of electronic patient records.
- Healthcare facilities are having difficulty attracting qualified workers, mostly because of the lack of formal training programs and sufficient resources to provide on-the-job training for coders.

All of these factors have combined to create a huge potential job market for qualified medical records technicians, and this online course will provide you with the skill set and expertise that will make you irresistible to prospective healthcare employers.

General Education Requirements	Credits
<input type="checkbox"/> English/Communications . . . . .	3
ENG 103 or ENG 101	
<input type="checkbox"/> Human Relations . . . . .	3
BUS 110 (three-credit course includes a computation component)	

List of courses fulfilling general education requirements is on page 58.

Emphasis Courses	Credits
<input type="checkbox"/> MCOD 110 Introduction to Medical Coding and Billing . . . . .	3
<input type="checkbox"/> MCOD 120 Medical Terminology and Healthcare Environment . . . . .	3
<input type="checkbox"/> MCOD 130 Introduction to Anatomy, Pathophysiology, Disease Processes, and Pharmacology . . . . .	5
<input type="checkbox"/> MCOD 140 Healthcare Structure and Medical Record Content . . . . .	3
<input type="checkbox"/> MCOD 200 Introduction to Diagnostic Coding . . . . .	3
<input type="checkbox"/> MCOD 210 Exploring Reimbursement and Procedural Coding and Billing . . . . .	5
<input type="checkbox"/> MCOD 220 Skill Building for Outpatient Coding . . . . .	6

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

#### SUGGESTED COURSE SEQUENCE\*

##### Certificate of Achievement Medical Coding and Billing

<b>FALL—1st Semester</b>		<b>Credits</b>	
ENG	103 or ENG 101	3	<input type="checkbox"/>
MCOD	110	3	<input type="checkbox"/>
MCOD	120	5	<input type="checkbox"/>
MCOD	130	3	<input type="checkbox"/>
MCOD	140	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	
BUS	110	3	<input type="checkbox"/>
MCOD	200	3	<input type="checkbox"/>
MCOD	210	5	<input type="checkbox"/>
MCOD	220	6	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*See page 63.

**Minimum Credits: 34**

# Nursing

## Associate of Applied Science

### Student Learning Outcomes

Upon completion of the program, students are expected to:

- Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patient populations across the lifespan.
- Use clinical reasoning when engaged in the work of a professional nurse.
- Participate in quality improvement processes to improve patient care.
- Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.
- Apply management, legal, ethical and professional guidelines in practice as a professional nurse.
- Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

Great Basin College offers a two-year program leading to an Associate of Applied Science Degree in Nursing. The program is approved by the Nevada State Board of Nursing, and accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN, formerly NLNAC). GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

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

3343 Peachtree Road NE, Suite 850  
 Atlanta, GA 30326  
 404.975.5000  
 404.975.5020 (FAX)  
[www.acenursing.org](http://www.acenursing.org)

The mission of Great Basin College's Associate Degree Nursing Program is to provide an accessible, student-centered, post-secondary nursing education that prepares graduates for entry level nursing practice in a variety of structured healthcare settings. The curriculum integrates courses in nursing with general education requirements. Laboratory and clinical experience are offered at the College, local hospitals, long-term care centers, and community health facilities.

Enrollment in the program is limited, and students are admitted only in the Fall Semester. Selection is made using a point system. Points are given for GPA in prerequisite and general education courses, general education courses completed and reading, mathematics, science, and critical thinking scores obtained on the required nursing entrance exam.

Non-nursing and pre-nursing students may not take any of the courses that begin with the NURS designation prior to admission to the AAS degree in nursing program, with the exception of NURS 130 (Nursing Assistant), NURS 285 (Special Topics in Nursing), and NURS 140 (Medical Terminology). Students who

have declared nursing as their major are designated as "pre-nursing students." Students who have applied for and been accepted into the Associate of Applied Science in Nursing Program are designated "nursing students."

Students who do not have an ACT or SAT scores and who have not started the English and mathematics requirements, must complete the English/ Mathematics Accuplacer Placement Test. There is no charge for this test, and it must be taken prior to enrolling in prerequisite courses. The Accuplacer Placement Test is available at the Academic Success Center. For more information and testing times, call 775.753.2149.

Year of admission to the Associate Degree Nursing Program determines catalog year and course requirements.

Prerequisites to be completed prior to or during the semester in which application is made to the Associate's Degree Nursing Program include:

<b>Prerequisite Courses</b>		<b>Credits</b>
<input type="checkbox"/>	INT 100 GBC Orientation . . . . .	0.5
<input type="checkbox"/>	BIOL 223 Human Anatomy and Physiology I . . . . .	4
<input type="checkbox"/>	BIOL 224 Human Anatomy and Physiology II . . . . .	4
<input type="checkbox"/>	BIOL 251 General Microbiology . . . . .	4
<input type="checkbox"/>	MATH 120 Fundamentals of College Mathematics, or MATH 126 Precalculus I, or STAT 152 Introduction to Statistics . . . . .	3
<input type="checkbox"/>	PSY 101 General Psychology . . . . .	3
<input type="checkbox"/>	General Education Science Requirement* . . . . .	3
<input type="checkbox"/>	Current Certified Nursing Assistant License	

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

Questions about the AAS Degree in Nursing Program or the application process can be directed to the Department of Health Science and Human Services at 775.753.2301.

### Admission to Associate of Applied Science Degree in Nursing

Special application and admission requirements exist for nursing. Prospective students should:

- Apply for admission by completing the Application for Admission packet available online. Applications are available in January and must be submitted by April 1 at 5 p.m. for the Fall Semester.
- Return completed forms to:

#### Nursing Department

Great Basin College  
1500 College Parkway  
Elko, NV 89801

College courses taken at another institution will be evaluated by the Admissions and Records Office for transfer and acceptance. All courses must have been completed at a regionally accredited institution of higher education. All previous coursework must be submitted from the institution where it was completed as an official transcript. Transcript copies are not accepted.

Upon successful completion of the program, graduates will have earned an Associate of Applied Science degree in Nursing. Nursing program graduates are eligible to take the NCLEX. It is the student's responsibility to contact the state of their choice to ascertain eligibility requirements.

Graduation from an accredited program is only one of the requirements and does not mean automatic licensure as a nurse.

The Nevada State Board of Nursing requires all applicants for nursing licenses and nursing assistant licenses to answer screening questions. These questions address criminal convictions, discipline in another state, chemical dependency, and medical and mental health conditions. In addition, all applicants must submit their fingerprints for an FBI and State of Nevada Criminal Background Check. For more information, visit <http://nevadanursingboard.org/> or call 1-888-590-6726.

#### AAS Degree in Nursing Program Requirements

Student must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

1. Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
2. Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
3. Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
4. Perform cardiopulmonary resuscitation.
5. Perform independently of others.
6. Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

#### Additional Fees

Nursing students follow the fee schedule and refund policy described on pages 42-44. 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 and online access fees	\$2,500.00
Uniforms, shoes, equipment, and supplies	300.00
Student Background Check and Drug Screening (required for clinical rotation) — minimum	95.50
Immunizations	300.00
Testing fee (NCLEX Testing Center)	200.00
Nevada State Board of Nursing licensing fee	105.00
FBI background check and fingerprints	51.25
Physical examination	Individual amount
Health insurance	Individual amount
Nursing school pin	40.00-160.00
Watch with a second hand	Individual amount
Travel to clinical facilities	Individual amount
Graduation uniform	30.00-50.00

#### Requirements for Application

- GPA of 2.0 or higher on any previous college coursework.
- Minimum grade of C in any courses applied to the AAS in Nursing.
- Completed applications for both GBC and the Nursing Program must be received by Admissions and Records no later than 5 p.m., April 1.
- Completion of the nurse entrance test. This test is administered prior to April 1. The cost is approximately \$50.00.

More detailed information about the admission process will be provided in the application packet.

Student selection and admission is completed one time per year. Preference is given to GBC service area students. Applicants not selected for the class will not be carried forward to the next class and must re-apply and meet the requirements prevailing at the time.

#### AAS Degree in Nursing Course Requirements

In order to maintain good standing in the AAS Degree in Nursing Program, a student must:

- Maintain a minimum grade of C (e.g., 76% or better) in all nursing courses,
- Comply with requirements set forth in the Associate of Applied Science Nursing Program Student Handbook,
- Attain a minimum grade of C in any non-nursing course applied to the Associate of Applied Science Nursing Degree.

**General Education Requirements**

The Nursing Program has slightly different general education requirements than the other GBC AAS degrees as stated on page 58. Please note the following differences:

PHIL 102 is strongly recommended to fulfill the Humanities requirement, or any Fine Arts or Humanities course as listed in the General Education requirements on page 58.

<b>General Education Requirements</b>		<b>Credits</b>
<input type="checkbox"/>	INT 100 GBC Orientation .....	0.5
<input type="checkbox"/>	ENG 101 Composition I .....	3
<input type="checkbox"/>	ENG 102 Composition II .....	3
<input type="checkbox"/>	MATH 120 Fundamentals of College Mathematics, MATH 126 Precalculus I, or STAT 152 Introduction to Statistics I .....	3
<input type="checkbox"/>	PSC 101 Introduction to American Politics, or HIST 101 U.S. History to 1877, and HIST 102 U.S. History Since 1877 .....	3
<input type="checkbox"/>	PSY 101 General Psychology .....	3
<input type="checkbox"/>	General Education Science Requirement* .....	3
<input type="checkbox"/>	Humanities or Fine Arts (PHIL 102 recommended) .....	3
<b>Total Credits</b> .....		<b>21.5</b>

<b>Program Requirements</b>		<b>Credits</b>
<input type="checkbox"/>	BIOL 223 Human Anatomy and Physiology I .....	4
<input type="checkbox"/>	BIOL 224 Human Anatomy and Physiology II .....	4
<input type="checkbox"/>	BIOL 251 General Microbiology .....	4
<b>Total Credits</b> .....		<b>12</b>

<b>Nursing Curriculum</b>		<b>Credits</b>
<input type="checkbox"/>	NURS 135 Fundamental Concepts in Nursing .....	8
<input type="checkbox"/>	NURS 154 Introduction to Pharmacology .....	1
<input type="checkbox"/>	NURS 155 Clinical Decision Making in Drug Therapy .....	1
<input type="checkbox"/>	NURS 158 Nursing Care of Adults in Health and Illness .....	5
<input type="checkbox"/>	NURS 159 Nursing Care of Individuals with Mental Health Problems .....	3
<input type="checkbox"/>	NURS 252 Nursing Care of the Childbearing Family .....	3
<input type="checkbox"/>	NURS 253 Nursing Care of Children and Adolescents .....	3
<input type="checkbox"/>	NURS 257 Nursing of Adults with Acute and Chronic Illness .....	5
<input type="checkbox"/>	NURS 258 Patients with Complex Health Problems .....	4
<input type="checkbox"/>	NURS 273 Professional Development and Transition to Practice .....	2
<input type="checkbox"/>	NURS 280 Evidence Based Practice for Quality Improvement Seminar .....	2
<b>Total Credits</b> .....		<b>37</b>

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

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

<b>SUGGESTED COURSE SEQUENCE***</b>			
<b>Associate of Applied Science</b>			
<b>Nursing</b>			
<b>FALL—1st Semester</b>		<b>Credits</b>	
ENG	101	3	<input checked="" type="checkbox"/>
NURS	135	8	<input type="checkbox"/>
NURS	154	1	<input type="checkbox"/>
<b>SPRING—2nd Semester</b>		<b>Credits</b>	
ENG	102	3	<input checked="" type="checkbox"/>
NURS	155	1	<input type="checkbox"/>
NURS	158	5	<input type="checkbox"/>
NURS	159	3	<input type="checkbox"/>
<b>FALL—3rd Semester</b>		<b>Credits</b>	
NURS	252	3	<input checked="" type="checkbox"/>
NURS	253	3	<input type="checkbox"/>
NURS	257	5	<input type="checkbox"/>
PSC	101	3	<input type="checkbox"/>
<b>SPRING—4th Semester</b>		<b>Credits</b>	
NURS	258	4	<input checked="" type="checkbox"/>
NURS	273	2	<input type="checkbox"/>
NURS	280	2	<input type="checkbox"/>
HUMANITIES or FINE ARTS**		3	<input type="checkbox"/>
(PHIL 102 recommended)			<input type="checkbox"/>

Select from page 58. \*\*Select with advisor.  
\*\*\*See page 62.

# Radiology Technology

## Associate of Applied Science

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### Student Learning Outcomes

Upon completion, students will be able to:

- Demonstrate clinical competency.
  - Position patients for diagnostic quality images.
  - Integrate ALARA practices for self, patients, and others.
  - Evaluate the final radiology image for essential criteria.
  - Communicate effectively.
- Manipulate techniques to accommodate for patient's condition.
  - Demonstrate critical thinking skills (Upon student's graduation)
  - Describe professional avenues available to them.
  - Demonstrate professionalism in the clinical setting.

The above student learner outcomes are measured throughout the program.

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The mission of GBC's Associate of Applied Science Radiology Technology Program is to provide quality education to prepare the undergraduate Radiology Technology student for beginning practices in a variety of healthcare settings.

Great Basin College offers a two-year, five-semester program leading to an Associate of Applied Science in Radiology Technology. The program is accredited by the JRCERT (Joint Review Committee on Education in Radiology Technology) and recognized by the American Registry of Radiology Technology (ARRT).

The curriculum integrates courses in radiology technology with general education requirements. Clinical experiences are offered at the College and affiliated hospitals throughout Nevada.

To obtain the degree, the student will successfully complete five sequential semesters of courses. Enrollment in the program is limited. Selection is made using a point system. Points are given for completed courses, grades, and current work experience in the health-care field. Year of admission to the Associate of Applied Science Degree in Radiology Technology Program determines catalog year and course requirements.

Students who have not completed the English and mathematics requirements must complete the English/Mathematics Placement Test. There is no charge for the placement test, and it must be taken prior to enrolling in prerequisite courses. Placement tests are available at the Academic Success Center. For more information, call 775.753.2149. Tests are free and may be taken any weekday prior to 3 p.m. Students must place into English 101 at the start of the program, if not already completed.

A C or better grade in each class used toward the AAS degree must be maintained throughout the program including general education classes. It is up to the students to provide for housing and travel expenses for clinical rotation. These clinical sites are located throughout Nevada. The clinical sites are chosen by a random draw.

A Certified Nursing Assistant class is a prerequisite for the program. It is not required for the student to sit for the State licensing board exams.

#### Admission Process

Admission to the AAS degree in Radiology Technology Program is a separate process from admission to Great Basin College and enrollment to the program is limited. Special application and admission requirements exist for Radiology Technology. Please see the application guide on the GBC website.

Qualified applicants are selected from the Great Basin College service area, first. If there are still positions open, residents from Nevada and then out-of-state applicants will be considered. Students who have applied for and been accepted into the radiology program are designated radiology technology students. Only radiology technology students can enroll in courses with the RAD designation (with the exception of RAD 101) unless previously approved by radiology technology instructor.

Note: RAD 090 was changed to RAD 101. RAD 090 will be accepted as the prerequisite in place of RAD 101.

#### Application Process

- Apply for admission by completing the Application for Admission and supporting documentation, as listed in application guide, available on the GBC website for the Radiology Technology program. Applications must be submitted by May 1 for the Fall Semester. If the application is late, it may not be accepted or 10 points will be deducted.
- It is recommended the student review the selection criteria available in the application guide online.

Return completed forms to:

Admissions and Records  
Great Basin College  
1500 College Parkway  
Elko, NV 89801

- College courses will be evaluated by the Admissions and Records Office for transfer and acceptance. The application and transcripts will be reviewed the Radiology Technology Program Committee for acceptance into the program.

At the successful completion of the five-semester program, graduates will have earned an Associate of Applied Science degree in Radiology Technology. Radiology Technology graduates are eligible to apply for the registry with American Registry of Radiologic Technologists (ARRT). It is the student's responsibility to contact the ARRT to schedule a testing application and time. To apply for registry with the ARRT, students must declare previous felony or misdemeanor convictions and academic sanctions. Students who have previous convictions and who wish to apply to the program are encouraged to contact the ARRT at 651.687.0048 to establish eligibility status.

**Estimated Additional Fees**

Textbooks	\$1,500.00
Uniforms, shoes, equipment (ordered during Spring Semester of first year)	300.00
Student Background Check and Drug Screening (required for clinical rotations)	95.50
Lab fees	200.00
Physical Examination	Individual amount
Immunizations	Individual amount
Health Insurance	Individual amount
Travel and living expenses at clinical sites:	Individual amount
ARRT Board Application	200.00
Liability Insurance	50.00

Scholarships and financial aid opportunities are available to all eligible GBC students. Please contact the Student Financial Services Office for more details.

**Prerequisites**

			<b>Credits</b>
<input type="checkbox"/>	INT 100	GBC Orientation	0.5
<input type="checkbox"/>	BIOL 223	Human Anatomy and Physiology I	4
<input type="checkbox"/>	BIOL 224	Human Anatomy and Physiology II	4
<input type="checkbox"/>	MATH 120	Fundamentals of College Mathematics	3
<input type="checkbox"/>	RAD 101	Exploration of Radiology (online)	0.5
<input type="checkbox"/>	NURS 130	Nursing Assistant Class	

Must be able to place into ENG 101 if accepted into the program.

**General Education Requirements**

**Credits**

<input type="checkbox"/>	GBC Orientation	0.5
<input type="checkbox"/>	English/Communications	6
<input type="checkbox"/>	Mathematics	3
	MATH 120 or higher	
<input type="checkbox"/>	Science	4
	BIOL 190	
<input type="checkbox"/>	Social Science	3
	PSC 101	
<input type="checkbox"/>	Human Relations	3
	HMS 200*	
	*Note: Effective Fall 2013, HMS 200 will be required in place of PSY 208.	
<input type="checkbox"/>	Humanities or Fine Arts	3
	PHIL 102 (Recommended, not required)	

Technology requirement is met with Radiology Technology program requirements.

Note: Some of the above courses meet both prerequisite and general education requirements.

List of courses fulfilling general education requirements is on page 58.

For additional information or advisement, please contact Mary Doucette at [mary.doucette@gbcnv.edu](mailto:mary.doucette@gbcnv.edu) or 775.753.2463.

**Emphasis Courses**

**Credits**

*All Radiology courses are Internet Enhanced or Online*

<input type="checkbox"/>	RAD 112	Patient Care/Medical Terminology	2
<input type="checkbox"/>	RAD 116	Radiography I	3
<input type="checkbox"/>	RAD 118	Electrical and Radiation Physics	3
<input type="checkbox"/>	RAD 124	Radiographic Photography and Techniques	3
<input type="checkbox"/>	RAD 126	Radiology Procedures II	3
<input type="checkbox"/>	RAD 128	Imaging Equipment	3
<input type="checkbox"/>	RAD 225	Clinical Radiology I	7
<input type="checkbox"/>	RAD 226	Clinical Radiology II	7
<input type="checkbox"/>	RAD 227	Clinical Radiology III	14
<input type="checkbox"/>	RAD 238	Radiation Safety and Protection (online)	2
<input type="checkbox"/>	RAD 242	Radiography Quality Management (online)	1



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**SUGGESTED COURSE SEQUENCE\*\*\***  
**AAS—Radiology Technology**

<b>FALL—1st Semester</b>		<b>Credits</b>	<b>✓</b>
ENG	101	3	<input type="checkbox"/>
PSC	101	3	<input type="checkbox"/>
RAD	112	2	<input type="checkbox"/>
RAD	116	3	<input type="checkbox"/>
RAD	118	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>14</b>	

<b>SPRING—2nd Semester</b>		<b>Credits</b>	<b>✓</b>
ENG	102	3	<input type="checkbox"/>
HMS	200	3	<input type="checkbox"/>
RAD	124	3	<input type="checkbox"/>
RAD	126	3	<input type="checkbox"/>
RAD	128	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

<b>FALL—3rd Semester</b>		<b>Credits</b>	<b>✓</b>
RAD	225 (early fall)	7	<input type="checkbox"/>
RAD	226	7	<input type="checkbox"/>
RAD	238	2	<input type="checkbox"/>
RAD	242	1	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

<b>SPRING—4th Semester</b>		<b>Credits</b>	<b>✓</b>
PHIL	102 or HUMANITIES/ FINE ARTS REQUIREMENT*	3	<input type="checkbox"/>
RAD	227	14	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*\*\*See page 58.

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# Spanish Interpreter/Translator

## Certificate of Achievement

### Student Learning Outcomes

Recipients of the Certificate of Achievement for Spanish Interpreter/ Translator will have the knowledge and skills to:

- Read and write at the advanced level in both Spanish and English.
- Speak and communicate at the advanced level in both Spanish and English.
- Interpret or translate higher level and technical language.
- Gain experience working in their field in a local business or community service organization.
- Use a marketable skill they may already possess.

**Upper-Division Requirements:** Students will have to perform an oral interview before entering Spanish 400. English 107 and 108 must be completed by this time.

Core Requirements	Credits
<input type="checkbox"/> ENG 101 Composition I, or	
<input type="checkbox"/> ENG 107 Technical Communications I . . . . .	3
<input type="checkbox"/> ENG 102 Composition II, or	
<input type="checkbox"/> ENG 108 Technical Communications II . . . . .	3
<input type="checkbox"/> MATH 116 Technical Mathematics I, or	
<input type="checkbox"/> MATH 120 Fundamentals of College Mathematics . . .	3
<input type="checkbox"/> INT 100 GBC Orientation . . . . .	0.5
<input type="checkbox"/> MGT 283 Introduction to Human Resource Management . . . . .	3
<input type="checkbox"/> SPAN 112 First Year Spanish II . . . . .	3
<input type="checkbox"/> SPAN 211 Second Year Spanish I . . . . .	3

Emphasis Courses	Credits
<input type="checkbox"/> SPAN 111 First Year Spanish I . . . . .	3
<input type="checkbox"/> SPAN 212 Second Year Spanish II . . . . .	3
<input type="checkbox"/> SPAN 305 Spanish Composition . . . . .	3
<input type="checkbox"/> SPAN 400 Practicum in Spanish in the Community . . .	2
<input type="checkbox"/> BUS 110 Human Relations for Employment, or	
<input type="checkbox"/> HMS 200 Ethics in Human Services, or	
<input type="checkbox"/> PSY 208 Psychology of Human Relations . . . . .	3
<input type="checkbox"/> IS 101 Introduction to Information Systems, or	
<input type="checkbox"/> GRC 119 Computer Graphics/Digital Media . . . . .	3

### SUGGESTED COURSE SEQUENCE\*\*\*

#### Certificate of Achievement Spanish Interpreter/Translator

<b>FALL—1st Semester</b>		<b>Credits</b>	✓
INT 100	.5		<input type="checkbox"/>
ENG 101 or ENG 107	3		<input type="checkbox"/>
SPAN 111	3		<input type="checkbox"/>
MGT 283	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>9.5</b>		
<b>SPRING—2nd Semester</b>		<b>Credits</b>	✓
ENG 102 or ENG 108	3		<input type="checkbox"/>
SPAN 112	3		<input type="checkbox"/>
IS 101 or GRC 119	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>9</b>		
<b>FALL—3rd Semester</b>		<b>Credits</b>	✓
BUS 110, HMS 200 or PSY 208	3		<input type="checkbox"/>
MATH 116 or MATH 120	3		<input type="checkbox"/>
SPAN 211	3		<input type="checkbox"/>
<b>TOTAL</b>	<b>9</b>		
<b>SPRING—4th Semester</b>		<b>Credits</b>	✓
SPAN 212	3		<input type="checkbox"/>
SPAN 305	3		<input type="checkbox"/>
SPAN 400	2		<input type="checkbox"/>
<b>TOTAL</b>	<b>8</b>		

\*Select from page 58.      \*\*Select with advisor.      **Minimum Credits: 35.5**  
 \*\*\*See page 63.

# Welding Technology

## Associate of Applied Science

### Student Learning Outcomes

Graduates of the Welding Technology Associate of Applied Science Degree Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding processes:
  - Shielded Metal Arc Welding (SMAW)
  - Gas Metal Arc Welding (GMAW)
  - Flux Cored Arc Welding (FCAW)
  - Gas Tungsten Arc Welding (GTAW)

- Make satisfactory cuts with the following processes:
  - Oxygen Fuel Cutting (OFC)
  - Plasma Arc Cutting (PAC)
  - Air Carbon Arc Cutting (ACC)
- Interpret welding blueprints and welding symbols.
- Perform pipe layouts.
- Utilize basic welding metallurgy.

Formal admission to this program is required. Refer to page 62 for an outline of admission standards. Welding is a necessary skill for today's technicians and field mechanics as well as for those who want to develop a career in metal fabrication. The College's Welding Department has become the center for welding technologies in Northeastern Nevada. With highly qualified instructors, GBC provides the opportunity to learn the standard methods of Shielded Metal Arc Welding (SMAW), Flux Cored Arc Welding (FCAW), Gas Metal Arc Welding (GMAW), and Gas Tungsten Arc Welding (GTAW), as well as Oxyfuel, Air Carbon Arc, and Plasma Arc Cutting. For more information, call 775.753.2175.

Great Basin College has Certified Welding Inspectors on staff so students can earn an AWS certification.

General Education Requirements	Credits
<input type="checkbox"/> GBC Orientation	0.5
<input type="checkbox"/> English/Communications	6
<input type="checkbox"/> Mathematics	3
MATH 116, MATH 120 or higher or STAT 152	
<input type="checkbox"/> Science (PHYS 107 recommended)	3
<input type="checkbox"/> Social Science (PSC 101)	3
<input type="checkbox"/> Human Relations (BUS 110 recommended)	3
<input type="checkbox"/> Humanities or Fine Arts	3
(ART 107 or MUS 125 recommended)	
<input type="checkbox"/> Technology	3
WELD 110	

List of courses fulfilling general education requirements is on page 56.

Emphasis Courses	Credits
<input type="checkbox"/> WELD 105 Drawing and Weld Symbol Interpretation	3
<input type="checkbox"/> WELD 110* Basic Arc Welding Principles and Practices	5.5
<input type="checkbox"/> WELD 150 Metallurgy Fundamentals for Welding	3

<input type="checkbox"/> WELD 160	Welding Design/Layout and Pipefitting	5.5
<input type="checkbox"/> WELD 210	Advanced Welding Principles and Practices	5.5
<input type="checkbox"/> WELD 220	Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW)	11
<input type="checkbox"/> WELD 240	Gas Tungsten Arc Welding (GTAW)	7
<input type="checkbox"/> WELD 260	Pipe Welding	8

#### SUGGESTED COURSE SEQUENCE\*\*\* AAS— Welding Technology

FALL—1st Semester	Credits	✓
INT 100	0.5	<input type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
HUMAN RELATIONS*	3	<input type="checkbox"/>
MATH 116, MATH 120 or higher	3	<input type="checkbox"/>
HUMANITIES/FINE ARTS*	3	<input type="checkbox"/>
PSC 101	3	<input type="checkbox"/>
WELD 105	3	<input type="checkbox"/>
WELD 110	5.5	<input type="checkbox"/>
WELD 210	5.5	<input type="checkbox"/>
WELD 260	8	<input type="checkbox"/>
<b>TOTAL</b>	<b>37.5</b>	
SPRING—2nd Semester	Credits	✓
ENGLISH**	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
WELD 150	3	<input type="checkbox"/>
WELD 160	5.5	<input type="checkbox"/>
WELD 220	11	<input type="checkbox"/>
WELD 240	7	<input type="checkbox"/>
<b>TOTAL</b>	<b>32.5</b>	

Select from page 58.  
\*\*\*See page 62

\*\*Select with advisor.

**Minimum Credits: 70**

This program follows a 48-week, non-traditional schedule. Classes are scheduled from August, 2014 through June 2015.

\*Students who have Tech Prep credits should contact their GBC advisor. Minimum requirement: 5.5 units of WELD 110. If you have Tech Prep credit, the requirement: 2.5 units of WELD 110 and 3 units WELD 211.

# Welding Technology

## Certificate of Achievement

### Student Learning Outcomes

Graduates of the Welding Technology Certificate of Achievement Program will have the knowledge and skills to:

- Make satisfactory welds in all positions using the following welding processes:
  - Shielded Metal Arc Welding (SMAW)
  - Gas Metal Arc Welding (GMAW)
  - Flux Cored Arc Welding (FCAW)
  - Gas Tungsten Arc Welding (GTAW)
- Make satisfactory cuts with the following processes:
  - Oxygen Fuel Cutting (OFC)
  - Plasma Arc Cutting (PAC)
  - Air Carbon Arc Cutting (ACC)
- Interpret welding blueprints and welding symbols.
- Perform pipe layouts.
- Utilize basic welding metallurgy.

Formal admission to this program is required. Refer to page 62 for an outline of admission standards.

Certificate of Achievement Requirements	Credits
<input type="checkbox"/> INT 100 GBC Orientation . . . . .	0.5
<input type="checkbox"/> WELD 105 Drawing and Weld Symbol Interpretation . . . . .	3
<input type="checkbox"/> WELD 110* Basic Arc Welding Principles and Practices . . . . .	5.5
<input type="checkbox"/> WELD 150 Metallurgy Fundamentals for Welding . . . . .	3
<input type="checkbox"/> WELD 160 Welding Design/Layout and Pipefitting . . . . .	5.5
<input type="checkbox"/> WELD 210 Advanced Welding Principles and Practices . . . . .	5.5
<input type="checkbox"/> WELD 220 Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) . . . . .	11
<input type="checkbox"/> WELD 240 Gas Tungsten Arc Welding (GTAW) . . . . .	7
<input type="checkbox"/> WELD 260 Pipe Welding . . . . .	8

**Communications**

- English-Communications. . . . . 3  
 Determined by placement testing.  
 ENG 103, ENG 107, or ENG 101.

**Computation**

- Any course with a MATH prefix . . . . . 3

**Human Relations**

Choose one of the following:

- BUS 110 Human Relations for Employment,
- HMS 200 Ethics in Human Services
- PSY 208 Psychology of Human Relations, or
- MGT 283 Introduction to Human Resource Management . . . . . 1-3

### SUGGESTED COURSE SEQUENCE\*\*\*

#### Certificate of Achievement Welding Technology

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
ENGLISH**	3	<input type="checkbox"/>
COMPUTATION**	3	<input type="checkbox"/>
HUMAN RELATIONS*	1-3	<input type="checkbox"/>
WELD 105	3	<input type="checkbox"/>
WELD 110	5.5	<input type="checkbox"/>
WELD 210	5.5	<input type="checkbox"/>
WELD 260	8	<input type="checkbox"/>
<b>TOTAL</b>	<b>29.5-31.5</b>	
SPRING—2nd Semester	Credits	
WELD 150	3	<input checked="" type="checkbox"/>
WELD 160	5.5	<input type="checkbox"/>
WELD 220	11	<input type="checkbox"/>
WELD 240	7	<input type="checkbox"/>
<b>TOTAL</b>	<b>26.5</b>	

\*Select from page 58. \*\*Select with advisor. **Minimum Credits: 56**  
 \*\*\*See page 63.

\*Students who have Tech Prep credits should contact their GBC advisor. Minimum requirement: 5.5 units of WELD 110. If you have Tech Prep credit, the requirement: 2.5 units of WELD 110 and 3 units WELD 211.

# Special Programs

## Licensure and Skills Preparation

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### Real Estate Licensure Courses

Great Basin College offers the following courses for the Nevada Real Estate Sales or Broker Licenses. Specific requirements for these licenses should be obtained from the following:

#### Nevada Real Estate Division

Department of Business and Industry  
 788 Fairview Drive, Suite 200  
 Carson City, NV 89710-5453  
 775.687.4280

Semester	Credits
RE 101      Real Estate Principles .....	3
RE 103      Real Estate Law and Practice .....	3

### Employment Skills Preparation (15 credits)

The Employment Skills Preparation (ESP) Program is an intensive, 16-week program designed with input from local employers to enable students to become employable in a short period of time. Students attend classes and explore the following workplace skills:

Program Requirements		Credits
ACC 201	Financial Accounting .....	3
BUS 110	Human Relations for Employment .....	3
COT 240	Executive Office Procedures .....	3
IS 201	Computer Applications .....	3

**Choose from the following:** (depending on keyboarding skills)

COT 101	Computer Keyboarding I, or	
COT 102	Computer Keyboarding II .....	3

# Bachelor's Degrees

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## Maintaining Good Standing

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

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

## College-Wide Graduation Requirements

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

- You must complete all courses in a prescribed bachelor's degree program. For bachelor's degrees, the catalog year is determined by the year you are accepted into the program, not the year that you declare your degree intent. You may select the program described in the catalog year in which you were initially accepted, or the catalog year in which you will complete the requirements for the bachelor's degree. Whichever catalog is used, for most degrees it cannot be more than ten years old at the time of graduation. However, some degrees require completion in a shorter time period; please refer to the catalog description of each specific program. If you have had major interruptions in completing your program, you may be required to follow the current catalog.
- To graduate, you must attain a cumulative GPA of at least 2.0, as well as any baccalaureate-specific, cumulative grade-point averages, and any minimum course grades, as stipulated by your particular program.
- You must earn at least half of the number of credits required for a baccalaureate degree at a four-year institution, and the degree must include at least 60 credits of lower-division courses. A minimum number of 120 total credits is required. At least 40 percent of the credits required by the major must be upper division. To determine specific credit requirements see the degree program of your choice.
- You may earn a maximum of 30 college credits by examination. See page 21 for further information.

- You must earn at least 32 credits at GBC. Thus, if you transfer to GBC and are pursuing a baccalaureate degree, you must complete 32 GBC semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, or developmental courses (courses numbered below 100) as a part of the residency requirement. Credits transferred from other institutions will not be used for academic achievement designation. Students must complete 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 advisor is crucial to establishing the best course sequence for each student.

# Bachelor of Arts in Elementary Education

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## Student Learning Outcomes

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

**Standard #1: Learner Development** — The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences** — The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

**Standard #3: Learning Environments** — The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge** — The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content** — The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment** — The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction** — The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies** — The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice** — The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration** — The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

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### Accreditation

The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

### Teacher Education Program Mission Statement

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada.

The Teacher Education Program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the six rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We utilize technology for distance education and delivering education courses in the rural areas.

### Academic Advising

It is highly recommended that students interested in pursuing a degree in Elementary Education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in Elementary Education involves the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change. Contact the Education Department, 775.753.2177, to schedule an appointment with your advisor.

### Admission to the Teacher Education Program

#### **Application Deadline**

After the specified prerequisites have been met, students must formally apply for admission into the Teacher Education Program. Applications are accepted each semester for the following semester. The deadlines for submitting applications will be March 1 for admission in the subsequent Fall Semester and October 1 for admission in the subsequent Spring Semester. Contact the Education Department to receive a copy of the most current GBC Teacher Education Program Admission Handbook.



Prior to application to the Teacher Education Program, students must successfully complete the following:

- Nevada Highway Patrol and FBI background checks.
- PPST exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Completion of ENG 102, EDU 250 and one college-level math course with a grade of C- or higher before acceptance.
- A GPA of 2.75 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records Office.
- Technology and Education courses completed within the last eight years.
- A review of conduct with the Administrative Officer.

### **Admission Criteria**

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

### **Emphasis and Endorsement Areas**

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

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

### **Additional Costs**

Fingerprint cards must be submitted for background checks prior to enrolling in your first field experience class. There is a fingerprinting fee.

### **Maintaining Good Standing**

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the Teacher Education Program must maintain their status as students in good standing to be allowed to student teach and graduate. The requirements are as follows:

- Maintain a cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical and professional standard of behavior.
- Receive satisfactory evaluations in field work.

### **Student Teaching Internship**

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

Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, receive satisfactory evaluation in field work, and have taken or be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDEL 491).

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

### **Portfolio**

Students will be required to complete an electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class. Students will complete the portfolio during the student teaching internship. Presentations of the portfolios take place immediately following the internship.

### **Nevada Department of Education Licensure Requirements**

According to Nevada Revised Statutes, all teaching licenses in Nevada are granted by the Nevada State Board of Education.

All Teacher Education Program students must meet the Nevada Department of Education requirements, in order to be licensed. The student must successfully complete the following:

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

**I. General Education Curriculum**

**A. Lower-Division Courses** (Note: Your general education electives may be influenced by your emphasis area.)

**Communications:**

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

**Mathematics:**

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

**Science:**

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

**Social Science:**

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

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

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

**Humanities:**

ENG	250	Introduction to Children's Literature	3
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And choose from ART 160, ART 260, or ART 261; ENG 203 or ENG 223; FIS 100, FREN 111, 112; HIST 105 or HIST 106; HUM 101, 111; MUS 121 or MUS 125; PHIL 102, 129; SPAN 111, 112, 211; or THTR 100

**Fine Arts:**

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

**Technology:**

EDU	214	Preparing Teachers to Use Technology	3
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If you are interested in an Associate of Arts degree (60.5 credits), consult with an advisor.

**Total Credits for Section I, A** . . . . . **43**

**B. Baccalaureate Requirements** (in addition to those listed in Section A).

**Mathematics/Science**

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

**Humanities/Social Sciences**

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

**Capstone**

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

**II. Program Requirements**

(See an advisor regarding these courses)

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)
EDRL	474	Methods of Teaching ESL	3

**Total Credits for Section II** . . . . . **12**

\*\*May fulfill a general education requirement.

**III. Elementary Education Curriculum**

**A. Education Courses**

EDEL	311	Elementary Methods Practicum I,	
EDEL	313	Elementary Methods Practicum II,	
EDEL	315	Elementary Methods Practicum III	5-6
EDSP	301	Education of the Exceptional Child	3
EDU	250	Foundations of Education	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3

**Total Credits for Section III, A** . . . . . **17-18**

**B. Methods Courses** (Must be accepted into the Teacher Education Program to register for classes)

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

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

**C. Teaching Internship** (Must be accepted into student teaching to register for class)  
 EDEL 483 Elementary Supervised Teaching Internship ..... 14

**Total Credits for Section III, C** ..... 14

**IV. Emphasis Areas**

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

**English**

ENG 102, ENG 250, ENG 327, and ENG 411B  
 ENG 203 or ENG 223 or ENG 325  
 THTR 221  
 INT 339

**Mathematics**

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

**Science**

Choose an option below:

<b>Lower Division</b>			
<b>Option A*</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>
BIOL 190	BIOL 190	BIOL 190	BIOL 190
BIOL 191	CHEM 121	ENV 100	GEOL 101
GEOL 101	CHEM 122	GEOL 101	PHYS 100
PHYS 100	GEOL 101	GEOL 102	PHYS 151
INT 369	PHYS 100	PHYS 100	PHYS 152
	INT 369	INT 369	INT 369

\*Select at least one 3-credit upper-division science from BIOL 305, BIOL 320, BIOL 331, BIOL 341, BIOL 400, BIOL 434

**Social Studies**

**Lower Division**

HIST 101, HIST 102, and select any two of the following:  
 ANTH 101, ANTH 201, ANTH 202; CRJ 104; ECON 102, ECON 103; GEOG 106; HDFS 201; HMS 200; PSC 101; PSC 210; PSY 101; SOC 101

**Upper Division**

INT 349 and select two upper-division Social Science electives (may not include EPY 330). At least one of the two upper-division social science electives should be taken at GBC.

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

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

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

EDRL 471, EDRL 474, EDRL 475, EDRL 477

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

**Special Education (Generalist K-12)**

This endorsement will provide the coursework needed to be certified in the State of Nevada as a generalist special education teacher for students with mild and moderate disabilities. The Student Teaching Internship for Special Education can be combined with the Elementary Internship or the Secondary Internship and can be completed in one semester.

HDFS 201, EPY 330

EDRL 437 or EDEL 433, and EDSC 433 or EDSC 453

EDSP 301, EDSP 441, EDSP 434, EDSP 443, EDSP 453

EDSP 452

EDSP 484 Special Education Practicum: Elementary Level

EDSP 485 Special Education Practicum: Secondary Level

EDSP 495 Student Teaching Internship in Special Education

**V. Electives**

Recommended electives:

EDU 210

HDFS 201

PEX 351

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

**Total credits for Section V** ..... 2-5

**Minimum Total Credits** ..... 120-122

**(Special Education Endorsement** ..... 142)

**SUGGESTED COURSE SEQUENCE  
BA—Elementary Education**

<b>FALL—1st Semester</b>	<b>Credits</b>	✓
INT 100	0.5	<input type="checkbox"/>
COM 101, THTR 102 or THTR 221	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
FINE ARTS**	3	<input type="checkbox"/>
HIST 101	3	<input type="checkbox"/>
MATH 128	5	<input type="checkbox"/>
<b>TOTAL</b>	<b>17.5</b>	
<b>SPRING—2nd Semester</b>	<b>Credits</b>	✓
EDU 214	3	<input type="checkbox"/>
EDU 250	3	<input type="checkbox"/>
EDEL 311	1	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
HIST 102	3	<input type="checkbox"/>
MATH 122	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	
<b>FALL—3rd Semester</b>	<b>Credits</b>	✓
<i>Apply to the Teacher Education Program</i>		
EDUC 406	3	<input type="checkbox"/>
ENG 250	3	<input type="checkbox"/>
HUMANITIES**	3	<input type="checkbox"/>
MATH 123	3	<input type="checkbox"/>
PHYS 100	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>SPRING—4th Semester</b>	<b>Credits</b>	✓
EDEL 313	1	<input type="checkbox"/>
EDUC 323	3	<input type="checkbox"/>
EPY 330	3	<input type="checkbox"/>
BIOL 190	4	<input type="checkbox"/>
EMPHASIS AREA	3	<input type="checkbox"/>
SOCIAL SCIENCE ELECTIVE	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	
<b>FALL—5th Semester</b>	<b>Credits</b>	✓
GEOL 101	4	<input type="checkbox"/>
EDSP 301	3	<input type="checkbox"/>
EDU 120/EDU 210 RECOMMENDED	1-2	<input type="checkbox"/>
EMPHASIS AREA	3	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>14-15</b>	
<b>SPRING—6th Semester</b>	<b>Credits</b>	✓
EDEL 315	2	<input type="checkbox"/>
EDEL 433	3	<input type="checkbox"/>
EDRL 442	3	<input type="checkbox"/>
EDRL 443	3	<input type="checkbox"/>
EMPHASIS AREA	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>14</b>	
<b>FALL—7th Semester</b>	<b>Credits</b>	✓
EDEL 315	2	<input type="checkbox"/>
EDEL 443	3	<input type="checkbox"/>
EDEL 453	3	<input type="checkbox"/>
EDRL 437	3	<input type="checkbox"/>
EDRL 474	3	<input type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	
<b>SPRING—8th Semester</b>	<b>Credits</b>	✓
EDEL 483	14	<input type="checkbox"/>
EDEL 491	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

\*\*Select with advisor.

## Post-Baccalaureate Teacher Certificate in Elementary Education

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

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

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

### Application

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

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

In addition to the application, applicants must:

- 1) submit copies of passing scores on the PPST or CBEST,
  - 2) or hold a master's degree or higher,
  - 3) or have taken the Graduate Record Examinations (GRE) and received the following minimum scores:  
a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical Writing: 430 or higher or 3.5 or higher, **and** completed the undergraduate degree with a GPA of not less than 3.0.
- Complete fingerprinting and background checks
  - Provide official transcripts to Great Basin College Admissions and Records Office, 1500 College Parkway, Elko, NV 89801.
  - Understand that there will be a review of conduct with the Administrative Officer.

### Other Requirements

Post-baccalaureate students have the same portfolio and student teaching requirements as other Teacher Education Program students. Students must also maintain good standing.

See Nevada Department of Education requirements to be a licensed teacher.

**Required Education Coursework**

All upper-division education courses must be completed with no lower than a B-.

EDEL	311	Elementary Methods Practicum I . . . . .	1
EDEL	313	Elementary Methods Practicum II . . . . .	1
EDEL	315	Elementary Methods Practicum III . . . . .	3-6
EDEL	433	Teaching Elementary School Mathematics . . .	3
EDEL	443	Teaching Elementary School Science . . . . .	3
EDEL	453	Teaching Elementary School Social Studies . .	3
EDEL	483	Elementary Supervised Teaching Internship .	14
EDEL	491	Elementary Education Capstone Seminar . . . .	3
EDRL	437	Teaching Reading . . . . .	3
EDRL	442	Literacy Instruction I . . . . .	3
EDRL	443	Literacy Instruction II . . . . .	3
EDSP	301	Education of the Exceptional Child . . . . .	3
EDU	214	Preparing Teachers to Use Technology . . . . .	3
EDU	250	Foundations of Education . . . . .	3
EDUC	323	Teaching and Learning Education . . . . .	3
EDUC	406	Curriculum and Assessment Education . . . . .	3
EPY	330	Principles of Educational Psychology . . . . .	3
<b>Total Credits</b>			<b>58-61</b>

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

# Bachelor of Arts in Secondary Education

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## Student Learning Outcomes

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

**Standard #1: Learner Development** — The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences** — The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

**Standard #3: Learning Environments** — The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge** — The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content** — The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment** — The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction** — The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies** — The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice** — The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration** — The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

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### Accreditation

The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

### Teacher Education Program Mission Statement

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood education, elementary, secondary and special education program for rural Nevada.

The Teacher Education Program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the six rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,

- We utilize technology for distance education and delivering education courses in the rural areas.

### Academic Advising

It is highly recommended that students interested in pursuing a degree in Secondary Education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in Secondary Education involves the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change. Contact the Education Department 775.753.2177, to schedule an appointment with your advisor.

## **Admission to the Teacher Education Program**

### **Application Deadline**

After the specified prerequisites have been met, students must formally apply for admission into the Teacher Education Program. Applications are accepted each semester for the following semester. The deadlines for submitting applications will be March 1 for admission in the subsequent Fall Semester and October 1 for admission in the subsequent Spring Semester. Contact the Education Department to receive a copy of the most current GBC Teacher Education Program Admission Handbook.

Prior to application to the Teacher Education Program, students must successfully complete the following:

- Nevada Highway Patrol and FBI background checks.
- PPST exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Completion of ENG 102, MATH 126 or higher, and EDU 250 with a grade of C- or higher before acceptance.
- A GPA of 2.75 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records Office.
- Technology and Education courses completed within the last eight years.
- A review of conduct with the Administrative Officer.

### **Admission Criteria**

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

### **Endorsement Areas**

Students majoring in Secondary Education must select a subject area endorsement. The following subject emphasis areas are offered at Great Basin College:

- Biological Science
- Business Education
- English
- Mathematics
- Social Sciences
- Agricultural Education,
- Additional endorsements include:
  - TESL — Teaching English as a Second Language
  - Special Education (Generalist K-12)

### **Additional Costs**

Fingerprint cards must be submitted for background checks prior to enrolling in your first field experience class. There is a fingerprinting fee.

## **Maintaining Good Standing**

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the Teacher Education Program will maintain their status as students in good standing and be allowed to graduate, if they meet the following requirements:

- Maintain a cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical/professional standard of behavior.
- Receive satisfactory evaluations in field work.

## **Student Teaching Internship**

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the Fall Semester must submit an application by February 15. Students who plan to student teach in the Spring Semester must submit an application by September 15. Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, receive satisfactory evaluation in field work, and have taken or be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491). Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

## **Portfolio**

Students will be required to complete an electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class. Students will complete the portfolio during the student teaching internship. Presentations of the portfolios take place immediately following the internship.

## **Nevada Department of Education Licensure Requirements**

According to Nevada Revised Statutes, all teaching licenses in Nevada are granted by the Nevada State Board of Education.

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed. The student must successfully complete the following:

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



# Biological Science Endorsement

## I. General Education and Program Core Requirements

### A. Lower-Division General Education Requirements

BIOL	190	Introduction to Cell and Molecular Biology	4
CHEM	121	General Chemistry I	4
COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
MATH	127	Precalculus II or higher	3
STAT	152	Introduction to Statistics, or	
MATH	182	Calculus II	3
		Fine Arts General Education	3
		Humanities General Education (PHIL 102 recommended)	3
		Social Science General Education (Constitution requirement of PSC 101 or HIST 101 and HIST 102 included in the nine credits)	9

**Total for Section I A** . . . . . **38**

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

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

**Total for Section I B** . . . . . **6**

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

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDRL	474	Methods for English Language Learners	3
EDSC	463	Teaching Secondary Science	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	369	Integrative Science Seminar	3
EPY	330	Principles of Educational Psychology	3

**Total for Section I C** . . . . . **44**

**Total for Section I** . . . . . **88**

## II. Content-Area Requirements Biological Science Program

### A. Lower-Division Requirements

BIOL	191	Introduction to Organismal Biology	4
CHEM	122	General Chemistry II	4
CHEM	241	Organic Chemistry I	3
CHEM	241L	Organic Chemistry for Life Sciences Lab I	1
PHYS	151	General Physics I	4

**Total Unduplicated Lower-Division Requirements** . . . . . **16**

### B. Upper-Division Requirements

BIOL	300	Principles of Genetics	4
BIOL	320	Invertebrate Zoology, or	
BIOL	434	Mammalogy	4
BIOL	331	Plant Taxonomy, or	
BIOL	410	Plant Physiology	3
BIOL	341	Principles of Ecology	3
BIOL	447	Advanced Comparative Animal Physiology	3

**Total for Section II B** . . . . . **17**

**Total for Section II A** . . . . . **16**

**Total for Section I** . . . . . **88**

**Total for All Sections** . . . . . **121**

**SUGGESTED COURSE SEQUENCE\*\*\***

**BA—Secondary Education**

**Biological Science**

FALL—1st Semester		Credits	
INT	100	0.5	<input checked="" type="checkbox"/>
BIOL	190	4	<input type="checkbox"/>
CHEM	121	4	<input type="checkbox"/>
COM	101	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
PSC	101	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17.5</b>	

SPRING—2nd Semester		Credits	
BIOL	191	4	<input checked="" type="checkbox"/>
CHEM	122	4	<input type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

FALL—3rd Semester		Credits	
CHEM	241	3	<input checked="" type="checkbox"/>
CHEM	241L	1	<input type="checkbox"/>
EDSC	311	1	<input type="checkbox"/>
EDU	250	3	<input type="checkbox"/>
MATH	127	3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>14</b>	

SPRING—4th Semester		Credits	
EDUC	323	3	<input checked="" type="checkbox"/>
EDUC	406	3	<input type="checkbox"/>
PHIL	102	3	<input type="checkbox"/>
PHYS	151	4	<input type="checkbox"/>
STAT	152 or MATH 182	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

FALL—5th Semester		Credits	
BIOL	300	4	<input checked="" type="checkbox"/>
BIOL	320 or BIOL 434	4	<input type="checkbox"/>
EDSC	313	1	<input type="checkbox"/>
EDU	214	3	<input type="checkbox"/>
EPY	330	3	<input type="checkbox"/>
GIS	109	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>18</b>	

SPRING—6th Semester		Credits	
BIOL	341	3	<input checked="" type="checkbox"/>
BIOL	331 or BIOL 410	3	<input type="checkbox"/>
EDSP	301	3	<input type="checkbox"/>
INT	339 or INT 349	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>12</b>	

FALL—7th Semester		Credits	
BIOL	447	3	<input checked="" type="checkbox"/>
EDRL	474	3	<input type="checkbox"/>
EDSC	315	1	<input type="checkbox"/>
EDSC	463	3	<input type="checkbox"/>
INT	369	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>13</b>	

SPRING—8th Semester		Credits	
EDSC	483	14	<input checked="" type="checkbox"/>
EDSC	491	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*Select from page 58.

\*\*Select with advisor.

\*\*\*See page 116.

**Business Endorsement**

Complete one year of verifiable paid or unpaid work experience in a business, industry, or agency outside of K-12 education in area of endorsement.

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

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

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
		Fine Arts General Education	3
		Humanities General Education	3
		Mathematics General Education*	5-6
		Science General Education	7
		Social Science General Education**	9

\*\*The nine Social Science credits include the constitution requirement (PSC 101 or HIST 101/102 and ECON 102 or 103)

\*Either MATH 128; MATH 126 and MATH 127; or MATH 126 and STAT 152.

**Total for Section I A . . . . . 36-37**

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

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

**Total for Section I B . . . . . 6**

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

EDCT	439	Methods of Teaching Career and Technical Education	3
EDRL	474	Methods for English Language Learners	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3

**Total for Section I C . . . . . 44**

**Total for Section I . . . . . 86-87**

**II. Content-Area Requirements**  
**Business Education Endorsement**

**A. Content Area Requirements**

ACC	201	Financial Accounting . . . . .	3
ACC	202	Managerial Accounting . . . . .	3
BUS	273	Business Law I . . . . .	3
BUS	275	Fundamentals of International Business . . . . .	3
FIN	310	Applied Accounting and Finance . . . . .	3
IS	201	Computer Applications . . . . .	3
IS	301	Management Information Systems . . . . .	3
MKT	210	Marketing Principles . . . . .	3
MGT	310	Foundations of Management Theory and Practice . . . . .	3
MGT	367	Human Resource Management . . . . .	3

**B. Career and Technical Education Requirements**

EDCT	471	Career and Technical Student Organizations . . . . .	3
EDCT	490	Cooperative Career and Technical Programs . . . . .	3
EDCT	447	Curriculum Development in Career and Technical Education . . . . .	3

**Total for Section I . . . . . 85-86**

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

**Total for All Sections . . . . . 121-122**

**SUGGESTED COURSE SEQUENCE\*\*\***

**BA—Secondary Education**

**Business**

<b>FALL—1st Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
INT	100	0.5	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
MATH*		5	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>14.5</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ECON	102	3	<input type="checkbox"/>
EDU	214	3	<input type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ACC	201	3	<input type="checkbox"/>
COM	101	3	<input type="checkbox"/>
EDSC	311	1	<input type="checkbox"/>
EDU	250	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
SCIENCE*		4	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
ACC	202	3	<input type="checkbox"/>
EDCT	490	3	<input type="checkbox"/>
EDUC	406	3	<input type="checkbox"/>
IS	201	3	<input type="checkbox"/>
MGT	310	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—5th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
EDCT	471	3	<input type="checkbox"/>
EDSC	313	1	<input type="checkbox"/>
EDUC	323	3	<input type="checkbox"/>
EPY	330	3	<input type="checkbox"/>
INT	339 or INT 349	3	<input type="checkbox"/>
IS	301	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
<b>SPRING—6th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
BUS	275	3	<input type="checkbox"/>
EDSP	301	3	<input type="checkbox"/>
EDCT	439	3	<input type="checkbox"/>
EDSC	315	1	<input type="checkbox"/>
MGT	367	3	<input type="checkbox"/>
INT	359 or INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	
<b>FALL—7th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
BUS	273	3	<input type="checkbox"/>
EDCT	447	3	<input type="checkbox"/>
EDRL	474	3	<input type="checkbox"/>
FIN	310	3	<input type="checkbox"/>
MKT	210	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—8th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
EDSC	483	14	<input type="checkbox"/>
EDSC	491	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*Select from page 58.  
 \*\*Select with advisor  
 \*\*\*See page 116.

# English Endorsement

## I. General Education and Program Core Requirements

### A. Lower-Division General Education Requirements

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
Fine Arts General Education			3
Humanities General Education* (ENG 203 or ENG 223)			3
Mathematics General Education**			5-6
Science General Education			7
Social Science General Education			9
(Constitution requirement of PSC 101 or HIST 101 and HIST 102 included in the nine credits)			

\*Can be used towards the student's English endorsement

\*\*Either MATH 128; MATH 126 and MATH 127; or MATH 126 and STAT 152.

**Total for Section I A** ..... **36-37**

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

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

**Total for Section I B** ..... **6**

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

EDRL	474	Methods for English Language Learners	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	433	Teaching Secondary English	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	339	Integrative Humanities Seminar	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3

**Total for Section I C** ..... **44**

**Total for Section I** ..... **83-86**

## II. Content-Area Requirements English

### A. Lower-Division Requirements

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

( ) Indicates Section 1A requirement.

### B. Upper-Division Requirements

ENG	325	Advanced Literary Study	3
ENG	327	Composition III	3
ENG	329	Language Study	3
ENG	333	Professional Communications	3
ENG	411B	Principles of Modern Grammar	3
ENG	418A	Advanced English — Reading Strategies	3
ENG	433A	Shakespeare: Tragedies and Histories	3
ENG	449A	British Literature I, or	
ENG	449B	British Literature II	3
ENG	451A	American Literature I, or	
ENG	451B	American Literature II	3
ENG	497A	Topics in Multicultural Literature	3

**Total for Section I** ..... **86-87**

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

**Total Unduplicated for All Sections** ..... **119-120**

(120 credits required for BA)

**SUGGESTED COURSE SEQUENCE\*\*\*\***

**BA—Secondary Education**

**English**

<b>FALL—1st Semester</b>		<b>Credits</b>	
COM	101	3	<input checked="" type="checkbox"/>
EDU	214	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
INT	100	0.5	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	

<b>SPRING—2nd Semester</b>		<b>Credits</b>	
ENG	102	3	<input checked="" type="checkbox"/>
MATH	128	5	<input type="checkbox"/>
PSC	101	3	<input type="checkbox"/>
SCIENCE*		4	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

<b>FALL—3rd Semester</b>		<b>Credits</b>	
EDSC	311	1	<input checked="" type="checkbox"/>
EDU	250	3	<input type="checkbox"/>
ENG	203 or ENG 223	3	<input type="checkbox"/>
HIST	101 or HIST 102	3	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>13</b>	

<b>SPRING—4th Semester</b>		<b>Credits</b>	
EDUC	406	3	<input checked="" type="checkbox"/>
ENG	325	3	<input type="checkbox"/>
ENG	333	3	<input type="checkbox"/>
ENG	327	3	<input type="checkbox"/>
ENG	451A or ENG 451B	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

<b>FALL—5th Semester</b>		<b>Credits</b>	
JOUR	102	3	<input checked="" type="checkbox"/>
EDSC	313	1	<input type="checkbox"/>
EDUC	323	3	<input type="checkbox"/>
ENG	329	3	<input type="checkbox"/>
ENG	497A	3	<input type="checkbox"/>
EPY	330	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>SPRING—6th Semester</b>		<b>Credits</b>	
ENG	418A	3	<input checked="" type="checkbox"/>
ENG	449A or ENG 449B	3	<input type="checkbox"/>
EDSP	301	3	<input type="checkbox"/>
INT	359 or INT 369	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>12</b>	

<b>FALL—7th Semester</b>		<b>Credits</b>	
ERDL	474	3	<input checked="" type="checkbox"/>
EDSC	315	1	<input type="checkbox"/>
EDSC	433	3	<input type="checkbox"/>
ENG	411B	3	<input type="checkbox"/>
ENG	433A	3	<input type="checkbox"/>
INT	339	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>SPRING—8th Semester</b>		<b>Credits</b>	
EDSC	483	14	<input checked="" type="checkbox"/>
EDSC	491	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*Select from page 58.  
 \*\*Select with advisor  
 \*\*\*\*See page 116.

**Mathematics Endorsement**

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

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

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
		Fine Arts General Education	3
		Humanities General Education	3
		Mathematics General Education*	(6)
		Science General Education	7
		Social Science General Education	9

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

\*Met by mathematics endorsement courses.

**Total for Section I A . . . . . 31**

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

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

**Total for Section I B . . . . . 6**

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

EDRL	474	Methods for English Language Learners	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	453	Teaching Secondary Mathematics	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar	3

**Total for Section I C . . . . . 44**

**Total for Section I . . . . . 81**

**II. Content-Area Requirements**  
**Secondary Mathematics Program**

**A. Lower-Division Requirements\***

CS	135	Computer Science I	3
MATH	181	Calculus I	4
MATH	182	Calculus II	4
MATH	251	Discrete Mathematics I	3
MATH	283	Calculus III	4
STAT	152	Introduction to Statistics	3

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

**Total Unduplicated Lower-Division Requirements . . . . . 21**

**B. Upper-Division Requirements**

MATH	330	Linear Algebra	3
MATH	331	Groups, Rings, and Fields	3
MATH	333	Number Theory for Secondary School Teachers	3
MATH	475	Euclidean and Non-Euclidean Geometry	3
Mathematics Elective, to be chosen from MATH 285, MATH 314, or MATH 310 . . . . . 3			

**Total for Section II B . . . . . 15**

**Total for Section II A . . . . . 21**

**Total for Section I . . . . . 81**

**Total for All Sections . . . . . 117**

(120 credits required for BA)

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

<b>FALL—1st Semester</b>		<b>Credits</b>	
INT	100	0.5	<input checked="" type="checkbox"/>
EDU	214	3	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
MATH	128	5	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17.5</b>	

<b>SPRING—2nd Semester</b>		<b>Credits</b>	
ENG	102	3	<input checked="" type="checkbox"/>
MATH	181	4	<input type="checkbox"/>
SCIENCE*		4	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
STAT	152	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

<b>FALL—3rd Semester</b>		<b>Credits</b>	
CS	135	3	<input checked="" type="checkbox"/>
EDU	250	3	<input type="checkbox"/>
EDSC	311	1	<input type="checkbox"/>
MATH	182	4	<input type="checkbox"/>
SCIENCE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>14</b>	

<b>SPRING—4th Semester</b>		<b>Credits</b>	
EDUC	406	3	<input checked="" type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
INT	359	3	<input type="checkbox"/>
MATH	283	4	<input type="checkbox"/>
PSC	101	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>FALL—5th Semester</b>		<b>Credits</b>	
COM	101	3	<input checked="" type="checkbox"/>
EDSC	313	1	<input type="checkbox"/>
EDUC	323	3	<input type="checkbox"/>
EPY	330	3	<input type="checkbox"/>
MATH	251	3	<input type="checkbox"/>
MATH	330	4	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

<b>SPRING—6th Semester</b>		<b>Credits</b>	
EDSC	453	3	<input checked="" type="checkbox"/>
EDSL	315	1	<input type="checkbox"/>
EDSP	301	3	<input type="checkbox"/>
MATH	331	3	<input type="checkbox"/>
MATH	333	3	<input type="checkbox"/>
ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>FALL—7th Semester</b>		<b>Credits</b>	
EDRL	474	3	<input checked="" type="checkbox"/>
INT	339 or INT 349	3	<input type="checkbox"/>
MATH	475	3	<input type="checkbox"/>
MATH ELECTIVE**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>12</b>	

<b>SPRING—8th Semester</b>		<b>Credits</b>	
EDSC	483	14	<input checked="" type="checkbox"/>
EDSC	491	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>17</b>	

\*Select from page 58.  
 \*\*Select with advisor.  
 \*\*\*See page 116.

## Social Sciences Endorsement

### I. General Education and Program Core Requirements

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

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	101	Composition I	3
ENG	102	Composition II	3
GEOG	106	Introduction to Cultural Geography	3
HIST	101	U.S. History to 1877	3
HIST	102	U.S. History Since 1877	3
STAT	152	Introduction to Statistics	3
Fine Arts General Education			3
Humanities General Education			3
Mathematics General Education (MATH 126 or higher)			3
Science General Education			7
<b>Total for Section I A</b>			<b>37</b>

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

EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
<b>Total for Section I B</b>			<b>6</b>

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

EDRL	474	Methods for English Language Learners	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	473	Teaching Secondary Social Sciences	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Teaching and Learning Education	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	301	Integrative Research Methodology	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3
INT	349	Integrative Social Science Seminar	3
<b>Total for Section I C</b>			<b>47</b>

**Total for Section I** ..... **90**

## II. Content-Area Requirements

### A. Lower-Division Requirements\*

- Students must have 36 semester hours of credit in the social sciences, which must include at least 3 semester hours in each of the areas listed below, 24 of which must be in subject areas 5, 6, and 7.
  - Within these 36 credits, at least 9 credits must be upper division; 6 of these 9 credits must be in History.
  - Principles of Educational Psychology 330 may not be used toward this total; History 101 and HIST102 may be used.
1. Economics—Recommended: ECON 102 or 103. Other Acceptable Courses: ECON 104.
  2. Geography—Required: GEOG 106.
  3. Psychology or Sociology—Recommended: PSY 101 or SOC 101. Other Acceptable Courses: PSY 102, 130, 208, 234, 441, 460.
  4. Ethnic Studies—Recommended: ANTH 400A or ANTH 400B.
  5. Political Science—Recommended PSC 403K. Other Acceptable Courses: PSC 101, 210, 403C.
  6. U.S. History —Required HIST 101 and HIST 102. Other Acceptable Courses: HIST 217, 417C, 441.
  7. History of the World—Recommended: HIST 105,106, 247.

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

**Total Unduplicated Lower-Division Requirements** ..... **18**

### B. Upper-Division Requirements

Social Science Elective, to be chosen from ANTH 400A, ANTH 400B, PSC 401F, PSC 403C, PSC 403K, or PSY 460 . 3

History Elective: HIST 417C, HIST 441 ..... 6

**Total for Section II B** ..... **9**

**Total for Section II A** ..... **18**

**Total for Section I** ..... **90**

**Total for All Sections** ..... **117**

(120 credits required for BA)

\*Course under development

**SUGGESTED COURSE SEQUENCE\*\*\***

**BA—Secondary Education  
Social Science**

<b>FALL—1st Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
INT 100	0.5	<input type="checkbox"/>
COM 101	3	<input type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
HIST 101	3	<input type="checkbox"/>
MATH 126	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>	
<b>SPRING—2nd Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
EDU 214	3	<input type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
HIST 102	3	<input type="checkbox"/>
SCIENCE*	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>FALL—3rd Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
EDSC 311	1	<input type="checkbox"/>
EDU 250	3	<input type="checkbox"/>
GEOG 106	3	<input type="checkbox"/>
HUMANITIES*	3	<input type="checkbox"/>
SCIENCE*	4	<input type="checkbox"/>
<b>TOTAL</b>	<b>14</b>	
<b>SPRING—4th Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
EDUC 406	3	<input type="checkbox"/>
INT 301	3	<input type="checkbox"/>
SOCIAL SCIENCE**	9	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>FALL—5th Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
EDSC 313	1	<input type="checkbox"/>
EDUC 323	3	<input type="checkbox"/>
EPY 330	3	<input type="checkbox"/>
SOCIAL SCIENCE**	9	<input type="checkbox"/>
<b>TOTAL</b>	<b>16</b>	
<b>SPRING—6th Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
EDSP 301	3	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
SOCIAL SCIENCE**	9	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>FALL—7th Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
EDRL 474	3	<input type="checkbox"/>
EDSC 315	1	<input type="checkbox"/>
EDSC 473	3	<input type="checkbox"/>
INT 349	3	<input type="checkbox"/>
ELECTIVE**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>13</b>	
<b>SPRING—8th Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
EDSC 483	14	<input type="checkbox"/>
EDSC 491	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>17</b>	

\*Select from page 58.

\*\*Select with advisor.

\*\*\*See page 116.

**TESL—Teaching English as a Second Language**

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

EDRL 471, EDRL 474, EDRL 475, EDRL 477.

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

**Special Education (Generalist, K-12)**

This endorsement will provide the coursework needed to be certified in the State of Nevada as a generalist special education teacher for students with mild and moderate disabilities. The Student Teaching Internship for Special Education can be combined with the Elementary Internship or the Secondary Internship and can be completed in one semester.

HDFS 201, EPY 330

EDEL 433 or EDRL 437 and EDSC 433 or EDSC 453

EDSP 301, EDSP 441, EDSP 434, EDSP 443,

EDSP 453, EDSP 452

EDSP 484 (*Special Education Practicum: Elementary Level*)

EDSP 485 (*Special Education Practicum: Secondary Level*)

EDSP 495 (*Student Teaching Internship in Special Education*)

**Post-Baccalaureate Teacher Certificate in  
Secondary Education**

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

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



**Application**

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

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

In addition to the application, applicants must

  - 1) submit copies of passing scores on the PPST or CBEST,
  - 2) or hold a master's degree or higher
  - 3) or have taken the Graduate Record Examinations (GRE) and received the following minimum scores: a) GRE Verbal: 420, b) GRE Quantitative: 460, and c) GRE Analytical Writing: 430 or higher or 3.5 or higher, and completed the undergraduate degree with a GPA of not less than 3.0.
- Complete fingerprinting and background checks
- Provide official transcripts to Great Basin College Admissions and Records Office, 1500 College Parkway, Elko, NV 89801.
- A review of conduct with the Administrative Officer.

**Other Requirements**

Post-baccalaureate students have the same portfolio and student teaching requirements as other Teacher Education Program students. Students must also maintain good standing.

See Nevada Department of Education requirements to be a licensed teacher.

**Required Education Coursework**

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

EDRL	474	Methods for English Language Learners . . . .	3
EDSC	311	Secondary Methods Practicum I . . . . .	1
EDSC	313	Secondary Methods Practicum II . . . . .	1
EDSC	315	Secondary Methods Practicum III . . . . .	1
EDSC	433	Methods of Teaching English, or	
EDSC	453	Teaching Secondary Mathematics, or	
EDSC	463	Teaching Secondary Science, or	
EDSC	473	Teaching Secondary Social Sciences, or	
EDCT	439	General Methods of Teaching Career and Technical Education . . . . .	3
EDSC	483	Secondary Supervised Student Teaching Internship . . . . .	14
EDSC	491	Secondary Education Capstone Seminar . . .	3
EDSP	301	Education of the Exceptional Child . . . . .	3
EDU	214	Preparing Teachers to Use Technology . . . .	3
EDU	250	Foundations of Education . . . . .	3
EDUC	323	Teaching and Learning Education . . . . .	3
EDUC	406	Curriculum and Assessment Education . . . .	3
EPY	330	Educational Psychology . . . . .	3

# Bachelor of Arts in Integrative Studies

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## Student Learning Outcomes

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

- Comprehend and analyze the foundations and interactions of physical, biological, and social systems;
- Acquire, organize, and interpret information and data to make informed, reasoned, and balanced analyses;
- Effectively communicate in oral and written form;
- Demonstrate the ability to utilize relevant technologies; and
- Gain experience and perform at a professional level in an organization outside of the classroom.

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### Mission Statement

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

### Accreditation

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

### BAIS Emphasis Areas

The BAIS has two areas of emphasis, natural resources and social sciences. Both emphasis areas require the completion of upper-division core requirements for the integrative studies program along with required core courses for the emphasis area selected. Students in each emphasis area are expected to complete 30 hours of upper-division core courses that form the interdisciplinary foundation of curriculum for the BAIS program. Beyond that, students in each emphasis are required to complete core emphasis area courses.

### Professional Skills and Career Paths

Upon completion of the BAIS Program, students will have developed professional skills that can be applied to many career paths, including an ability to do research, communicate, and problem solve. This skill set is valued by employers in both the private and public sectors. Graduates of the BAIS Program have gone on to careers in environmental consulting, human resources, criminal justice, environmental divisions in mining companies, consulting, land use management at federal and state agencies, nonprofit organizations, public history, mental health care facilities, education, and archaeology; still others have gone on to complete graduate programs.

### Admission to Program

Students need to complete the application form for the BAIS to be formally admitted to the program. Applications are accepted any time; applications received prior to March 15 will be assigned the current catalog year while applications received after March 15 will be assigned to the following year catalog. The form is available online on the GBC Website. Go the [www.gbcnv.edu](http://www.gbcnv.edu) and then go to Academics. Click on the BAIS Natural Resources or the Social Science link to access the form. Transfer students must provide official transcripts from all other accredited institutions attended to complete the application process. Applications must be complete to be processed.

### Advisement

Every BAIS student has a faculty member teaching in the declared emphasis area assigned as an advisor, and we *require* that students meet with their advisor each semester. Advisor information is provided in the letter of acceptance to the program and assignments are made by the Program Supervisor. If you are unsure who your advisor is or would like to make an appointment, please contact the BAIS Program administrative assistant 775.753.2244.

### Maintaining Good Standing

- Students must maintain a GPA of 2.0 to remain in good standing in the program.
- To graduate, students are required to have a cumulative GPA of 2.0 for all upper-division courses applied to the degree. This includes courses taken at GBC and those transferred from other institutions.
- Students must make progress toward the degree with no lapses exceeding three semesters.
- Students not meeting the above criteria may be dismissed from the program.

## Academic Honesty

Students must comply with Student Conduct and Academic Honesty policies as described in the GBC Catalog and NSHE Code; incidents of student misconduct and/or academic dishonesty will be reported the Vice President of Student Services and the appropriate BAIS program supervisor. Disciplinary action may include a written warning, reprimand, college probation, suspension or expulsion from the BAIS Program. Disciplinary action can be imposed in any order depending on the seriousness of the misconduct. In the event a student's status changes to probationary, a plan of action will be created for reinstatement to the BAIS. Failure to meet this action plan will result in expulsion from the program.

## THE BAIS NATURAL RESOURCES EMPHASIS AREA

Building upon the interdisciplinary foundation provided by the core integrative requirements for the BAIS program, the Natural Resources emphasis area focuses on courses related to the biological and physical environment. The Natural Resources emphasis prepares students to meet the challenges of natural resource management in the twenty-first century. The integrated curriculum provides students the required perspective to develop and implement resource utilization policies and practices. Students may select coursework that best supports their specific career goals.

## Student Learning Outcomes

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

- Comprehend and analyze how the study of biological and physical systems contributes to understanding the natural world;
- Comprehend and analyze how the sciences study the natural world and how these studies can be applied; and
- Comprehend and analyze how environmental regulations are applied to the management of natural resources.

## BAIS Natural Resources Emphasis Area Requirements

### 1. Lower-Division Requirements

#### A. General Requirements

COM	101	Oral Communication,	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	102	Composition II	3
MATH	126	Precalculus I or higher	3
STAT	152	Introduction to Statistics	3

See the General Education course options for the following:

Fine Arts	3
Humanities	3
Technology (GIS 109 required)	3
Social Science (must include ANTH 101 or ANTH 202)	9

### B. Lower-Division Core Natural Resources Requirements (19 credits required)

BIOL	190	Introduction to Cell and Molecular Biology	4
BIOL	191	Introduction to Organismal Biology	4

CHEM	121	General Chemistry I	4
ENV	100	Humans and the Environment	3
GEOL	101	Geology: Exploring Planet Earth	4

### C. Lower-Division Electives (variable credits, used to meet the 60-credit requirement for an Associate's degree). Use this category to fulfill prerequisites for upper-division science core areas.

AGSC	206	Fundamentals of Animal Nutrition	
ANTH	202	Introduction to Archaeology	
BIOL	112	Animal Behavior	
BIOL	299	Special Topics in Biology (may be taken for credit only once)	
CHEM	122	General Chemistry II*	
CHEM	241	Organic Chemistry I	
GEOG	103	Physical Geography	
GEOL	102	Earth and Life through Time	
GIS	110	Principles of Cartography	
GIS	111	Introduction to Remote Sensing	
GIS	205	GIS Applications	
GIS	270	GIS Extensions	
NRES	150	Fundamentals of Plant Science	
NRES	222	Soils	
NRES	223	Soils Laboratory	
NRES	241	Principles of Range Science	
NRES	251	Rangeland Measurements and Monitoring	
NRES	299	Special Topics in Natural Resources (may be taken for credit only once)	

\* This course is a prerequisite for some upper-division natural resources core courses including BIOL 300, BIOL 410 and BIOL 447.

### 2. Upper-Division BAIS Interdisciplinary Core Requirements (30 credits; students in each emphasis area take these courses)

#### A. General Courses (21 credits)

BIOL 341	Principles of Ecology	3
ENG 333	Professional Communications, or	
ENG 327	Composition III	3
ECON 311	Professional Ethics	3
GIS 320	Geographic Information Systems in Business and Community	3
INT 301	Integrative Research Methodology	3
INT 400	Internship in Integrative Studies	3
INT 496	Capstone in Integrative Studies	3

#### B. Integrative Seminars (9 credits)

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

#### Choose one:

INT 339	Integrative Humanities Seminar, or	
INT 359	Integrative Math Seminar	3

**C. Natural Resource Upper-Division Core Requirements**

Choose one course from each core discipline:

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

**Biology (3-4 credits)**

- BIOL 300 Principles of Genetics
- BIOL 305 Introduction to Conservation Biology
- BIOL 447 Advance Comparative Animal Physiology
- NRES 310 Wildlife Ecology and Management

**Botany (3 credits)**

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

**Geology (4 credits)**

- GEOL 334 Geomorphology and Soils

**Zoology (4 credits)**

- BIOL 320 Invertebrate Zoology
- BIOL 434 Mammalogy

**Law and Regulation (3 credits)**

- ENV 422 Environmental Regulation and Compliance

**D. Upper-Division Social Science Core Requirements (each course is 3 credits)**

Anthropology (Choose one course from the following list)

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

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

- ECON 307 Environmental Economics (Spring)
- HIST 417C The West as National Experience
- HIST 441 American Environmental History
- PSC 403C Environmental Policy (Spring)

**E. Upper-Division Electives (9 credits)**

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

- BIOL 400 Field School in Biology
- ANTH 448A Field School in Archaeology
- NRES 330 Rangeland Plant ID
- SUR 340 Photogrammetry
- SUR 360 Public Land Survey System
- BIOL 496 Advanced Topics in Modern Biology (May only be repeated for up to 6 credits)

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

**Total Credits for Lower-Division**

**Requirements and Electives: . . . . . 60**

**Total Credits for Upper-Division**

**Requirements and Electives: . . . . . 62**

**Minimum Total Credits: . . . . . 122**

**SUGGESTED COURSE SEQUENCE\*\*\*  
BAIS—Natural Resources Emphasis**

<b>FALL—1st Semester</b>		<b>Credits</b>	
INT	100	0.5	<input checked="" type="checkbox"/>
BIOL	190	4	<input type="checkbox"/>
ENG	101	3	<input type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
PSC	101 or HIST 101 and HIST 102	3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
MATH (If needed)**			<input type="checkbox"/>
<b>TOTAL</b>		<b>16.5</b>	

<b>SPRING—2nd Semester</b>		<b>Credits</b>	
BIOL	191	4	<input checked="" type="checkbox"/>
ENG	102	3	<input type="checkbox"/>
HUMANITIES*		3	<input type="checkbox"/>
ENV	100	3	<input type="checkbox"/>
SOCIAL SCIENCE*		3	<input type="checkbox"/>
MATH (If needed)**			<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>FALL—3rd Semester</b>		<b>Credits</b>	
CHEM	121	4	<input checked="" type="checkbox"/>
GIS	109	3	<input type="checkbox"/>
MATH	126	3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

<b>SPRING—4th Semester</b>		<b>Credits</b>	
COM	101 or THTR 221	3	<input checked="" type="checkbox"/>
GEOL	101	3-4	<input type="checkbox"/>
STAT	152	3	<input type="checkbox"/>
ELECTIVES**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

<b>FALL—5th Semester</b>		<b>Credits</b>	
BIOL	300, or BIOL 305, or BIOL 481, or NRES 310	3-4	<input checked="" type="checkbox"/>
ECON	311 or PHIL 311	3	<input type="checkbox"/>
ENG	333 or ENG 327	3	<input type="checkbox"/>
INT	301	3	<input type="checkbox"/>
INT	369	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

<b>SPRING—6th Semester</b>		<b>Credits</b>	
BIOL	331 or BIOL 410	3	<input checked="" type="checkbox"/>
BIOL	341	3	<input type="checkbox"/>
GEOL	334	4	<input type="checkbox"/>
Upper-Division Elective**		3	<input type="checkbox"/>
INT	349	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

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

<b>FALL—7th Semester</b>		<b>Credits</b>	
BIOL	320 or BIOL 434	4	<input checked="" type="checkbox"/>
Upper-Division Social Science Core Requirements		6	<input type="checkbox"/>
Upper-Division Electives**		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>16</b>	

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

\*Select from page 58.  
\*\*Select with advisor (with at least 48 upper-division credits)

**THE BAIS SOCIAL SCIENCE EMPHASIS AREA**

Building upon the interdisciplinary foundation provided by the core integrative requirements for the BAIS program, Social Science emphasis area courses focus on an integrated view of the human social world. BAIS Social Science faculty include experts in four core disciplines—anthropology/archaeology, history, political science, and psychology. These, and other social science disciplines, describe and analyze human behavior in different ways, yet with considerable overlap which indicates that some areas of human behavior are so important and complex these are examined in different ways. These diverse understandings of social processes provide a global, generalist perspective on human social behavior in addition to understandings that derive from each subject area.

**Student Learning Outcomes**

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

- Comprehend and analyze how anthropology contributes to understanding the human experience;
- Comprehend and analyze how history contributes to understanding the human experience;
- Comprehend and analyze how political science contributes to understanding the human experience;
- Comprehend and analyze how psychology contributes to understanding the human experience; and
- Comprehend and analyze how the social sciences study human society and how these studies can be applied.

**BAIS Social Science Emphasis Area Requirements**

The BAIS Social Science emphasis requires a total of 120 credit hours, with at least 57 upper-division credits. While the BAIS Social Science emphasis does not require an Associate's degree for entrance into the program, completion of an Associate's degree is a requirement for the Bachelor's degree. For most students, the requirements of the Bachelor's degree will fulfill the Associate's degree requirements.

**1. Lower-Division Requirements**

**A. Lower-Division General Requirements (28 credits)**

COM	101	Oral Communication,	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	102	Composition II	3
MATH	120	Fundamentals of College Mathematics,	
MATH	126	Precalculus I, or higher	3
STAT	152	Introduction to Statistics	3
BIOL	190	Introduction to Cell and Molecular Biology	4

See the General Education course options for the following:

Fine Arts	3
Humanities	3
Science:	3
Technology	3

**B. Lower-Division Core Social Science Requirements (12 credits).** The US and Nevada Constitution requirement can be met with either PSC 101 or the HIST 101 and 102 sequence. Choose at least one course for each core discipline:

**Anthropology (3 credits)**

ANTH 101, 102, 201, or 202

**History (3 credits)**

HIST 101, 102, 105, 106, 217, 247, or 295

**Political Science (3 credits)**

PSC 101, 210, 231, or 295

**Psychology (3 credits)**

PSY 101, 102, 130, 208, 233, 234, 241, 276, or 290

Check prerequisites for upper-division core courses before selecting these courses.

**C. Lower-Division Electives** (variable credits, use to meet the 60-credit requirement for Associate's Degree). Social Science students should select other social science courses when possible.

**2. Upper-Division BAIS Interdisciplinary Core Requirements (30 credits; students in each emphasis area take these courses)**

**A. General Courses (21 credits)**

BIOL	341	Principles of Ecology	3
ENG	333	Professional Communications, or	
ENG	327	Composition III	3
ECON	311	Professional Ethics	3
GIS	320	Geographic Information Systems in Business and Community	3
INT	301	Integrative Research Methodology	3
INT	400	Internship in Integrative Studies	3
INT	496	Capstone in Integrative Studies	3

**B. Integrative Seminars (9 credits)**

INT 349	Integrative Social Science Seminar	3
INT 369	Integrative Science Seminar	3
<b>Choose one:</b>		
INT 339	Integrative Humanities Seminar, or	
INT 359	Integrative Math Seminar	3

**C. Social Science Emphasis Upper-Division Core Requirements (24 credits)**

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

**IMPORTANT NOTICE:** Social science upper-division courses are rotated. One course in history and one course in psychology will be offered every fall semester. One course in anthropology and one course in political science will be offered every spring semester. The schedule is in the BAIS Social Science handbook, or ask your advisor what classes are coming up. **THIS IS CRITICAL FOR COMPLETING YOUR DEGREE IN A TIMELY FASHION.**

**Anthropology (6 credits)**

- ANTH 400A Indians of North America
- ANTH 400B Indians of the Great Basin
- ANTH 439 Selected Topics in Cultural Anthropology (can be used twice with different topics)
- ANTH 440A Archaeology of North America
- ANTH 440B Archaeology of the Great Basin
- ANTH 459 Selected Topics in Archaeology (can be used twice with different topics)

**History (6 credits)**

- HIST 417C The West as National Experience
- HIST 441 American Environmental History
- HIST 458 Roman Civilization
- HIST 478B Islamic and Middle Eastern History Since 1750
- HIST 498 Advanced Historical Studies (can be used twice with different topics)

**Political Science (6 credits)**

- PSC 401F Political Opinion and Political Behavior
- PSC 401Z Special Topics in American Government in American Government (can be used twice with different topics)
- PSC 403C Environmental Policy
- PSC 403K Problems in American Public Policy

**Psychology (6 credits)**

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

**D. Electives (6 credits). Three elective credits can be lower-division.**

**Choose any course under these prefixes:**

- ANTH                      GEOG
- BIOL                      GEOL
- CRJ                        HIST
- ECON                     PSY
- ENG (200 or higher)    SOC
- ENV                        SW
- GIS (109, 205)         PSC

**Additional INT seminars (with different topics) can be used as electives. Only two seminars from each course number can be used. Choose from:**  
INT 339, 349, 359, or 369.

Other courses may be substituted with approval of the Program Supervisor.

**Total Credits for Lower-Division**

**Requirements and Electives: . . . . . 60**

**Total Credits for Upper-Division**

**Requirements and Electives: . . . . . 60**

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

**SUGGESTED COURSE SEQUENCE\*\*\***  
**BAIS—Social Science Emphasis**

FALL—1st Semester	Credits	
INT 100	0.5	<input checked="" type="checkbox"/>
ENG 101	3	<input type="checkbox"/>
FINE ARTS*	3	<input type="checkbox"/>
HIST 101	3	<input type="checkbox"/>
PSC 101 or ECON 103	3	<input type="checkbox"/>
SOCIAL SCIENCE**	3	<input type="checkbox"/>
MATH (if needed)**		
<b>TOTAL</b>	<b>15.5</b>	
SPRING—2nd Semester	Credits	
ANTH 101, or SOC 101, or GEOG 106	3	<input checked="" type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
HIST 102	3	<input type="checkbox"/>
PSY 101	3	<input type="checkbox"/>
SCIENCE	3-4	<input type="checkbox"/>
MATH (if needed)**		
<b>TOTAL</b>	<b>15-16</b>	
FALL—3rd Semester	Credits	
HUMANITIES*	3	<input checked="" type="checkbox"/>
MATH 120, MATH 126 or higher*	3	<input type="checkbox"/>
SCIENCE	3-4	<input type="checkbox"/>
ELECTIVES	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	
SPRING—4th Semester	Credits	
COM 101, THTR 102, or THTR 221	3	<input checked="" type="checkbox"/>
GIS 109	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
ELECTIVES	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
FALL—5th Semester	Credits	
INT 301	3	<input checked="" type="checkbox"/>
ENG 327 or ENG 333	3	<input type="checkbox"/>
INT 349	3	<input type="checkbox"/>
Upper-Division Core Social Science**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING—6th Semester	Credits	
BIOL 341	3	<input checked="" type="checkbox"/>
ECON 311 or PHIL 311	3	<input type="checkbox"/>
INT 369	3	<input type="checkbox"/>
Upper-Division Core Social Science**	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
Summer or Fall of 4th year	Credits	
INT 400	3-6	<input type="checkbox"/>
<b>TOTAL</b>	<b>3-6</b>	
FALL—7th Semester	Credits	
GIS 320	3	<input checked="" type="checkbox"/>
INT 339 or INT 359	3	<input type="checkbox"/>
Upper-Division Core Social Science**	6	<input type="checkbox"/>
Upper-Division Electives*	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING—8th Semester	Credits	
INT 496	3	<input checked="" type="checkbox"/>
Upper-Division Core Social Science**	6	<input type="checkbox"/>
Lower-Upper-Division Electives**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>12</b>	

\*Select from page 58.

\*\*Select with advisor. (With at least 48 upper-division credits) \*\*\*See page 116.

# Bachelor of Applied Science

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## Student Learning Outcomes

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

- Understand the social responsibilities of being a member of a professional community and the ethical values which are integral to personal and professional success.
- Identify and access information and be able to interpret, summarize, synthesize and convey this information to others using a variety of technology platforms.
- Understand the key concepts and be able to demonstrate the ability to apply the latest knowledge, techniques, concepts and tools of a profession to solve problems and address the needs of society, organizations and individual clients.
- Demonstrate knowledge of the relationship of professionals to society at large, the role of the professional as part of that society and the ability to analyze how changes in technology will impact the future of their profession and its relationship with society.
- Demonstrate skills and abilities in critical thinking, creativity, communication and analysis to facilitate career progression in their profession.

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### Accreditation

The program has been approved by the Northwest Commission on Colleges and Universities.

### Mission Statement

The mission of the Bachelor of Applied Science is to fulfill and to extend the mission and philosophy of Great Basin College by providing a distinctive baccalaureate degree that builds upon the technical skills and knowledge acquired in attaining an Associate of Applied Science and, in particular cases, an Associate of Science or Associate of Arts degree. In this endeavor, the program is designed to instill abilities and qualities of competence, personal communication, management, and decision making within a broader context than a single vocation. The program will build on the individual's current vocational abilities and provide additional managerial skills within a specific field of emphasis. Those completing the program should then be prepared to competently and efficiently engage their chosen vocational field as either highly trained technicians or effective managers.

### Purpose Statement

The purpose of the Bachelor of Applied Science (BAS) Program is to provide a quality and affordable four-year degree to residents of rural Nevada. This degree is particularly suited to accommodate working adults whose schedules may be limited due to work and time constraints.

### Contact Information

Bachelor of Applied Science degree program, 775.753.2363 or 775.753.2217.

### About the Program

#### Greater Accessibility

The program is designed for students who have previously completed an associate's degree at an accredited college or university. There are currently four emphases: Digital Information

Technology; Instrumentation; Management in Technology; and Graphic Communications. These are particularly attractive to employers of the school's service area and provide an avenue of continuing education for all persons with work experience to complete a baccalaureate degree at Great Basin College.

### Meets Employer Demand

The program is intended to build on the student's associate degree curricula, work experience, and maturity. It will provide the student with communication and problem solving skills, management and organizational theories and practice, and a broad liberal arts view of the world and workplace. This training is designed to prepare students for employment in demanding management positions, depending on the emphasis a student selects. The focus in the curriculum on the values of lifelong learning and positive human relation skills will be especially beneficial to graduates of this program.

### Program Strengths

This degree program addresses many of the widely acknowledged deficiencies of the traditional bachelor's education. It represents a shift away from a narrow-focused, speciality program to a broader approach with courses taught by colleagues from across all disciplines at the College. This strategic adjustment allows our students to experience a broader array of values and attitudes about their field of study and to enlist the alliance of employers within our service area as

educational partners and stakeholders in the success of this degree program. We believe these learning partnerships allow Great Basin College to deliver an innovative training program whose graduates are sought out because:

1. GBC's program is more reflective of the ideal bachelor's educational philosophy: a broad liberal arts exposure.
2. The program instills in its graduates professional ethics and leadership skills needed to make critical decisions.

- The program supplies students with a unifying operational and practical framework for problem solving; thus, stakeholder value is enhanced and a position of distinctiveness in bachelor's level education in this region is achieved.

GBC's academic approach to the delivery of education will help students become innovative leaders and practitioners in organizations that value continuous renewal of their culture and management approach. This gives our graduates a significant, distinct, comparative advantage in their chosen career fields.

**Admission to the Program**

Students will be admitted to the program in a Full Admission status when all admission requirements have been completed and accepted by the Program Supervisor and/or Emphasis Advisors. Students who do not maintain good standing, as defined, will be placed on Probationary Status. Students on probationary status are not allowed to continue toward completion of the program until they have removed all restrictions. The manner for reinstatement to good standing will be determined by the Committee on a case-by- case basis.

To be officially admitted to the Bachelor of Applied Science Program, students should do the following.

**STEP 1: Inquiries**

As soon as practical, applicants should meet with a faculty program advisor to outline a proposed course of study.

**STEP 2: Application Process**

Students must present evidence of completion of one of the following associate's degree patterns:

- An Associate of Applied Science degree from an accredited college.
- An Associate of Science or Associate of Arts degree or other degrees as deemed appropriate by the Committee, plus a resumé demonstrating relevant experience.
- Any technical associate's degree that is not an AAS, if it is from an accredited college and includes more than 50 percent technical/vocational courses (as determined by your advisor).

Acceptable evidence would be the diploma and/or official transcripts. Students should submit transcripts indicating an overall grade-point average (GPA) equal to or greater than 2.0, as calculated by Great Basin College formulas. Students should submit a program application to the Committee before completion of 30 credits in the program. Students should have completed the requirements for an associate's degree prior to making application.

**STEP 3: Follow Up**

Students have the responsibility to ensure that official transcripts and any other requirements are actually received by the Director of Admissions and Registrar of Great Basin College. These should be received by the application deadlines in order to receive Full Admission to the BAS Degree Program.

**NOTE:** Evaluation of the entrance criteria will be made by the Program Supervisor and/or Emphasis Advisors. This processing takes approximately five to six weeks. Students will be notified by letter from the Director of Admissions and Registrar upon acceptance/denial.

**Pre-admission Information**

Some emphases of the program may have their own special admission requirements.

- Completion of an approved electrical program is required before official admission to the Instrumentation program can occur. In addition, students entering the program must complete the Career and Technical Education Program application for admission found on the program web page.
- The Graphic Communication emphasis requires an AAS in Computer Technology with a Graphic Communications emphasis for admission, or advisor permission (pending approval of the BAS-GRC program).
- Students with bachelor's degrees from a regionally accredited college or university will not be required to take general education courses unless they are listed under the Emphasis Requirements or are needed as prerequisites for more advanced requirements.
- The Digital Information Technology emphasis requires an associate's degree, and a strong background in computer technology with an emphasis in one of the many computer technology fields, such as networking, information technology, computer office technology, computer programming, GIS, or some other computing field.

**Maintaining Good Standing**

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

- Maintain an overall 2.0 cumulative GPA in all GBC courses.
- Maintain a cumulative GPA of 2.0 in all upper-division courses applied to the degree. This includes courses taken at GBC and those transferred from other institutions.

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



**Digital Information Technology Emphasis**

Outcomes for graduates of the BAS Digital Information Technology Emphasis in addition to those for the BAS program as a whole will have the knowledge and skills to

- Identify, access, organize and process data into useful information through interpretation, synthesis and presentation of the information using appropriate technological platforms.
- Understand a broad range of computing concepts within the business environment and be able to demonstrate the ability to apply the latest knowledge, techniques, concepts and tools of computing professionals to solve problems and address the needs of organizations and individual clients.
- Demonstrate knowledge of the relationship between many disparate computing, networking and data storage systems using each appropriately based on its strengths and weaknesses.
- Demonstrate skills and abilities to analyze digital information situations with critical thinking and creativity then communicate that analysis clearly to facilitate suitable solutions.

**I. General Education (beyond those required for AAS)**

COM 101	Oral Communication,	
THTR 102	Introduction to Stage Voice, or	
THTR 221	Oral Interpretation	3
ENG 333	Professional Communications	3
STAT 152	Principles of Statistics I, or	
MATH 181	Calculus I	3-4
INT 339	Integrative Humanities Seminar	3
INT 349	Integrative Social Science Seminar	3
INT 359	Integrative Mathematics Seminar	3
INT 369	Integrative Science Seminar	3
ECON 311	Professional Ethics	3
U.S. and Nevada Constitution		(1-3)
(If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.)		

**Total credits for Section I 24-28**

**II. Applied Science Core**

FIN 310	Applied Accounting and Finance	3
MGT 310	Foundations of Management Theory and Practice	3
MGT 323	Organizational and Interpersonal Behavior, or	
MGT 367	Human Resource Management	3
AMS 320	Science and Engineering in Technology, or	
PHYS 180	Physics for Scientists and Engineers I	3-4
MGT 441	Operational Quality Control and Problem Solving	3

**Total Credits for Section II 15-16**

**III. Emphasis Requirements**

CIT 303	Intermediate Survey of Computing	3
CIT 361	TCP/IP: Managing Network Resources	3
CIT 454	eCommerce	3
COT 490	Digital Communications (Capstone)	3
IS 301	Management Information Systems	3
GIS 320	GIS in Business and Community	3
GRC 383	Advanced Multimedia Design: Video and Audio	3

**Total Credits for III 21**

**SUGGESTED COURSE SEQUENCE\*\*\*  
BAS—Digital Information Technology**

<b>FALL—1st Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
CIT 303		3	<input type="checkbox"/>
ECON 311		3	<input type="checkbox"/>
ENG 333		3	<input type="checkbox"/>
MGT 310		3	<input type="checkbox"/>
STAT 152		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—2nd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
AMS 320		3	<input type="checkbox"/>
COM 101, THTR 102, or THTR 221		3	<input type="checkbox"/>
GRC 383		3	<input type="checkbox"/>
INT 349 or INT 359		3	<input type="checkbox"/>
MGT 323 or MGT 367		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>FALL—3rd Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
CIT 361		3	<input type="checkbox"/>
CIT 454		3	<input type="checkbox"/>
GIS 320		3	<input type="checkbox"/>
INT 339 or INT 369		3	<input type="checkbox"/>
IS 301		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
<b>SPRING—4th Semester</b>		<b>Credits</b>	<input checked="" type="checkbox"/>
COT 490		3	<input type="checkbox"/>
FIN 310		3	<input type="checkbox"/>
INT 339 or INT 349		3	<input type="checkbox"/>
INT 359 or INT 369		3	<input type="checkbox"/>
MGT 441		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*\*\*See page 116.

## Graphic Communications Emphasis

Graduates with a BAS Graphic Communications Emphasis, in addition to the outcomes of the BAS program as a whole, will be able to:

- Analyze businesses and organizations in order to design and develop logos and identities that are effective and appropriate.
- Understand and execute the processes to design, produce, and manage websites for businesses and organizations.
- Demonstrate the skills and abilities needed to design and manage production of advertisements for multiple forms of media.
- Design and manage production of collateral materials (e.g., business cards, brochures, newsletters, annual reports, letterhead, envelopes, mailers, promotional materials) for businesses and organizations.

### I. General Education (beyond those required for AAS)

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation . . . . .	3
ENG	333	Professional Communications . . . . .	3
STAT	152	Principles of Statistics I, or	
MATH	181	Calculus I . . . . .	3-4
INT	339	Integrative Humanities Seminar . . . . .	3
INT	349	Integrative Social Science Seminar . . . . .	3
INT	359	Integrative Mathematics Seminar . . . . .	3
INT	369	Integrative Science Seminar . . . . .	3
ECON	311	Professional Ethics . . . . .	3
		U.S. and Nevada Constitution . . . . .	(1-3)
(If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.)			

**Total credits for Section I . . . . . 24-28**

### II. Applied Science Core

FIN	310	Applied Accounting and Finance . . . . .	3
MGT	310	Foundations of Management Theory and Practice . . . . .	3
MGT	323	Organizational and Interpersonal Behavior, or	
MGT	367	Human Resource Management . . . . .	3
AMS	320	Science and Engineering in Technology, or	
PHYS	180	Physics for Scientists and Engineers I . . . .	3-4
MGT	441	Operational Quality Control and Problem Solving . . . . .	3

**Total Credits for Section II . . . . . 15-16**

### III. Emphasis Requirements

GRC	320	Design Methods and Research . . . . .	3
GRC	350	Design Ideation and Process . . . . .	3
GRC	360	Typography and Letterforms . . . . .	3
GRC	364	Publication Design . . . . .	3
GRC	365	Interface and Web Design . . . . .	3
GRC	455	Motion Graphics . . . . .	3
GRC	490	Graphic Design/Media Internship, or	
GRC	492	Individual Studies . . . . .	3

**Total Credits for Section III . . . . . 21**

### SUGGESTED COURSE SEQUENCE\*\* BAS—Graphic Communications

FALL—1st Semester		Credits	
ECON	311	3	<input type="checkbox"/>
GRC	320	3	<input type="checkbox"/>
GRC	350	3	<input type="checkbox"/>
MGT	310	3	<input type="checkbox"/>
STAT	152 or MATH 181	3-4	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	
SPRING—2nd Semester		Credits	
AMS	320	3	<input type="checkbox"/>
COM	101, THTR 102, or THTR 221	3	<input type="checkbox"/>
GRC	360	3	<input type="checkbox"/>
GRC	364	3	<input type="checkbox"/>
INT	349	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
FALL—3rd Semester		Credits	
GRC	365	3	<input type="checkbox"/>
GRC	455	3	<input type="checkbox"/>
INT	339	3	<input type="checkbox"/>
INT	359	3	<input type="checkbox"/>
MGT	323	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	
SPRING—4th Semester		Credits	
ENG	333	3	<input type="checkbox"/>
FIN	310	3	<input type="checkbox"/>
GRC	490 or GRC 492	3	<input type="checkbox"/>
INT	369	3	<input type="checkbox"/>
MGT	441	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*\*See page 116.

## Instrumentation Emphasis

Graduates with a BAS with an emphasis in Instrumentation will be able to:

- Interpret and apply the concepts of process control as related to current industry standard.
- Appraise and interpret measurements of temperature, pressure, flow and levels.
- Evaluate and install, maintain, calibrate, program and replace the control and monitoring equipment used in industrial process automation.
- Apply critical thinking skills, time management, and analytical thinking to solve technical problems while demonstrating knowledge of the industry terminology and nomenclature needed to communicate with industry technicians.
- Demonstrate knowledge of business practices and principles at a level sufficient for either operating their own business or to serve as a manager for a business entity.

### I. General Education (beyond those required for AAS)

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	333	Professional Communications	3
STAT	152	Principles of Statistics I, or	
MATH	181	Calculus I	3-4
INT	339	Integrative Humanities Seminar	3
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar	3
INT	369	Integrative Science Seminar	3
ECON	311	Professional Ethics	3
MATH	126	Precalculus I	3
U.S. and Nevada Constitution			(1-3)

(If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.)

**Total credits for Section I** ..... 27-31

### II. Applied Science Core

FIN	310	Applied Accounting and Finance	3
MGT	310	Foundations of Management Theory and Practice	3
MGT	323	Organizational and Interpersonal Behavior, or	
MGT	367	Human Resource Management	3
AMS	320	Science and Engineering in Technology, or	
PHYS	180	Physics for Scientists and Engineers I	3-4
MGT	441	Operational Quality Control and Problem Solving	3

**Total Credits for Section II** ..... 15-16

### III. Emphasis Requirements

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

**Total Credits for Section III** ..... 30

### SUGGESTED COURSE SEQUENCE\* BAS—Instrumentation

FALL—1st Semester		Credits	
EIT	233	4	<input type="checkbox"/>
EIT	315	4	<input type="checkbox"/>
EIT	323	3	<input type="checkbox"/>
EIT	333	2	<input type="checkbox"/>
ENG	333	3	<input type="checkbox"/>
INT	339 or INT 369	3	<input type="checkbox"/>
MATH	126	3	<input type="checkbox"/>
PSC	100 or PSC 101	1-3	<input type="checkbox"/>
<b>TOTAL</b>		<b>23-25</b>	
SPRING—2nd Semester		Credits	
EIT	240	2	<input type="checkbox"/>
EIT	348	3	<input type="checkbox"/>
EIT	336	4	<input type="checkbox"/>
EIT	368	2	<input type="checkbox"/>
EIT	437	3	<input type="checkbox"/>
EIT	468	3	<input type="checkbox"/>
FIN	310	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>21</b>	
FALL—3rd Semester		Credits	
STAT	152 or MATH 181	3-4	<input type="checkbox"/>
COM	101, THTR 102, or THTR 221	3	<input type="checkbox"/>
ECON	311	3	<input type="checkbox"/>
INT	349 or INT 359	3	<input type="checkbox"/>
MGT	310	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	
SPRING—4th Semester		Credits	
AMS	320 or PHYS 180	3-4	<input type="checkbox"/>
INT	349 or INT 369	3	<input type="checkbox"/>
INT	339 or INT 359	3	<input type="checkbox"/>
MGT	323 or MGT 367	3	<input type="checkbox"/>
MGT	441	3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

\*See page 116.

# Management in Technology Emphasis

Graduates with a BAS with an emphasis in Management in Technology will be able to:

- Evaluate the social, economic, and legal contexts within which businesses operate and recognize that this context is global, demonstrating an appreciation of opportunities and perspectives associated with other cultures.
- Assess technological trends and innovations that are likely to impact their organization and be able to formulate a plan for their swift orderly adoption.
- Demonstrate theoretical and practical understanding of all concepts, models and techniques associated with effective management.
- Understand and apply basic skills in team building, leadership, change and negotiation.
- Appropriately use the frameworks from relevant business functional areas to interpret and analyze business situations, identify problems and solve them.

## I. General Education (beyond those required for AAS)

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation . . . . .	3
ENG	333	Professional Communications . . . . .	3
STAT	152	Principles of Statistics I, or	
MATH	181	Calculus I . . . . .	3-4
INT	339	Integrative Humanities Seminar . . . . .	3
INT	349	Integrative Social Science Seminar . . . . .	3
INT	359	Integrative Mathematics Seminar . . . . .	3
INT	369	Integrative Science Seminar . . . . .	3
ECON	311	Professional Ethics . . . . .	3
U.S. and Nevada Constitution . . . . .			(1-3)
(If student has not completed the equivalent, such as transferring to GBC from an out-of-state school.)			

**Total credits for Section I . . . . . 24-28**

## II. Applied Science Core

FIN	310	Applied Accounting and Finance . . . . .	3
MGT	310	Foundations of Management Theory and Practice . . . . .	3
MGT	323	Organizational and Interpersonal Behavior, or	
MGT	367	Human Resource Management . . . . .	3
AMS	320	Science and Engineering in Technology, or	
PHYS	180	Physics for Scientists and Engineers I . . . .	3-4
MGT	441	Operational Quality Control and Problem Solving . . . . .	3

**Total credits for Section II . . . . . 15-16**

## III. Emphasis Requirements

IS	301	Management Information Systems . . . . .	3
MKT	210	Marketing Principles . . . . .	3
ECON	365	Labor Economics . . . . .	3
MGT	330	Business and Technology . . . . .	3
MGT	430	Management Technology Leadership . . . . .	3
MGT	487	Entrepreneurship (Capstone) . . . . .	3
Elective		. . . . .	3

**Total credits Section III . . . . . 21**

## SUGGESTED COURSE SEQUENCE\*\*\* BAS—Management in Technology

FALL—1st Semester	Credits	
STAT 152 or MATH 181	3-4	<input checked="" type="checkbox"/>
ENG 333	3	<input type="checkbox"/>
ECON 311	3	<input type="checkbox"/>
MGT 310	3	<input type="checkbox"/>
Elective**	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	
SPRING—2nd Semester	Credits	
AMS 320 or PHYS 180	3-4	<input checked="" type="checkbox"/>
COM 101, THTR 102, or THTR 221	3	<input type="checkbox"/>
FIN 310	3	<input type="checkbox"/>
INT 349 or INT 359	3	<input type="checkbox"/>
MGT 323 or MGT 367	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15-16</b>	
FALL—3rd Semester	Credits	
ECON 365	3	<input checked="" type="checkbox"/>
INT 339 or INT 369	3	<input type="checkbox"/>
IS 301	3	<input type="checkbox"/>
MGT 330	3	<input type="checkbox"/>
MKT 210	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
SPRING—4th Semester	Credits	
INT 359 or INT 369	3	<input checked="" type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
MGT 430	3	<input type="checkbox"/>
MGT 441	3	<input type="checkbox"/>
MGT 487	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	

\*\*Select with advisor  
\*\*\*See page 116.  
Note: Transfer students may need to take PSC 101 or PSC 100 to meet the US and Nevada Constitution requirement.

# Bachelor of Science in Nursing

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## Student Learning Outcomes

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

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

### Accreditation

The RN to BSN Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), formerly National League for Nursing Accrediting Commission (NLNAC). GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

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

ACEN  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
404.975.5000  
404.975.5020 (FAX)  
www.acenursing.org

### Mission Statement

The mission of GBC's Registered Nurse to Bachelor of Science in Nursing Degree Program is to prepare registered nurses for research and theory based professional practice roles as leaders and change agents in the transformation of nursing and health care for rural and underserved populations.

### Program Description

A totally online program, the Registered Nurse to Bachelor of Science in Nursing Program is designed for non-traditional RN students with an associate degree who want to continue their education in nursing and still be engaged in practicing their profession. The program allows the flexibility to work toward a degree full-time or part-time and to adapt completion of course assignment times and locations convenient to the student's personal and professional lives. All practicum experiences are community-based and can happen in your local area.

### Contact Information

Registered Nurse to Bachelor of Science in Nursing,  
775.753.2301.

The RN to BSN program is independent of Great Basin College's Associate of Applied Science Degree in Nursing program, but builds upon the associate degree in nursing education's

lower-division general education and nursing core course requirements. The RN to BSN program also integrates additional lower-division and upper-division general education courses consistent with Great Basin College's Bachelor of Science degrees. These courses are also available online. Nursing course theoretical content and practicum application is relevant across all healthcare settings and nursing roles, including those unique to the needs of rural populations and communities.

### Program Requirements

Licensed (active status) registered nurses who have graduated from an ACEN accredited associate degree in nursing program awarded by a regionally accredited institution are eligible to apply for admission. **Admission to the RN to BSN Program is a separate process from admission to Great Basin College. In order to be considered for admission to the RN to BSN program, all students must meet the requirements for formal admission to Great Basin College.** College-level courses of equivalent semester hour credit and content may be transferred by direct credit from other accredited institutions. Transcript evaluation might be necessary and may require supporting information such as course syllabi and books. Transcript(s) should be sent to the Director of Admission, Registrar, Great Basin College, for evaluation.

### Application Process

An in-person or telephone advisory meeting with a nursing faculty advisor is recommended at the time of application and required prior to enrollment in any RN to BSN course.

All students applying for the RN to BSN Program must meet the following **minimum** criteria:

1. Have graduated from a regionally accredited college or university with an associate degree in nursing from a program that is ACEN accredited.
2. Possess an active status, "good standing" registered nursing license.

Once minimum criteria have been met, interested RNs must submit the following information to GBC's Health Science and Human Services Department, no later than 5 p.m., July 1, in order to meet the fall application deadline:

1. Official transcripts reflecting a cumulative grade point average equal to or greater than 3.0 as calculated by Great Basin College formulas with no final grade of less than a C in any required associate degree program course and/or any course being considered for transfer credit. (Note: students who have a 2.5-3.0 GPA may be admitted provisionally. Provisional admission means that a student must maintain a GPA of 2.7 or better during their first semester in the program in order to continue in the program.)
2. Completed application packet for admission to the RN to BSN program.
3. Completed application for admission to GBC (unless student has previously attended GBC).
4. Letters of reference requirement is waived for graduating GBC ADN students.

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

#### Academic Progression

Upon admission to the RN to BSN Program, students can begin coursework toward completed to program requirements on a full- or part-time basis.

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

**NOTE: Year of admission to the RN to BSN Program determines catalog year and course requirements.**

**NOTE: The amount of time between entrance and completion of the program shall not exceed six years.**

The RN to BSN Program consists of a total of 60 credits of upper-division nursing courses and lower- and upper-division general education courses.

#### General Education Curriculum

COM	101	Oral Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
ENG	102	Composition II	3
INT	339	Integrative Humanities Seminar, or	
INT	349	Integrative Social Science Seminar	3
INT	359	Integrative Mathematics Seminar, or	
INT	369	Integrative Science Seminar	3
Fine Arts or Humanities General Education			3
<b>Total Credits</b>			<b>15</b>

#### Program Requirements

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

#### Nursing Curriculum

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

#### Elective (select one):

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

**Total Credits** ..... **39**

**Total Credits for RN to BSN program** ..... **60**

**Minimum credits required for degree** ..... **120**

(Note: All RN to BSN students must satisfy the U.S. and Nevada Constitution requirement, ENG 102, 3 credit Humanities and 3 credit Fine Arts. If they were not completed in their AAS degree program, they must be completed before graduation from the RN to BSN Program.)

### Maintaining Good Standing

Students who have been admitted to the RN to BSN Program must maintain their status as students in good standing based on specific criteria in the RN to Bachelor of Science in Nursing Student Handbook. Students must pass all nursing courses with a B- or better throughout the RN-BSN program. Failure to do so could result in probation then dismissal from the program. It is the student's responsibility to immediately notify the RN to BSN Program Director in writing of any changes in licensure, insurance, certification, and/or health status.

### Fees

RN to BSN students follow the fee schedule and refund policy described on pages 44-45. In addition to tuition and lab fees, there are other costs specific to the RN-BSN program. These are subject to change. An approximation of the additional expenses include:

Text books ..... \$840.00  
Nursing School Pin ..... \$40.00-\$160.00

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### SUGGESTED COURSE SEQUENCE\*\* RN to Bachelor of Science in Nursing

<b>FALL—1st Semester</b>	<b>Credit</b>	<input checked="" type="checkbox"/>
ENG 102	3	<input type="checkbox"/>
NURS 326	5	<input type="checkbox"/>
NURS 420	3	<input type="checkbox"/>
STAT 152	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>14</b>	
<b>SPRING—2nd Semester</b>	<b>Credit</b>	<input checked="" type="checkbox"/>
INT 339 or INT 349	3	<input type="checkbox"/>
NURS 429	4	<input type="checkbox"/>
NURS 436	4	<input type="checkbox"/>
NURS 437	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>14</b>	
<b>FALL—3rd Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
COM 101, THTR 102, or THTR 221	3	<input type="checkbox"/>
INT 359 or INT 369	3	<input type="checkbox"/>
NURS 417	4	<input type="checkbox"/>
NURS 443	4	<input type="checkbox"/>
<b>TOTAL</b>	<b>14</b>	
<b>SPRING—4th Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>
CHEM 100	3	<input type="checkbox"/>
Fine Arts or Humanities	3	<input type="checkbox"/>
NURS 449	4	<input type="checkbox"/>
NURS 456	5	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>	
<b>ELECTIVE (select one):</b>		
NURS 312 (spring)	3	<input type="checkbox"/>
NURS 337 (fall)	3	<input type="checkbox"/>
NURS 490	3	<input type="checkbox"/>
<b>SUMMER OPTIONS</b>		
NURS 417	3	<input type="checkbox"/>
NURS 437	3	<input type="checkbox"/>

\*Select with Advisor

\*\*See page 116.

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# **Bachelor of Social Work (BSW)**

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

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Great Basin College is offering courses which meet the prerequisites for application to the University of Nevada, Reno (UNR) Bachelor of Social Work degree program. Students accepted into UNR's social work major may complete up to 96 credits at GBC. At least 32 upper-division credits must be completed through the University of Nevada, Reno. Senior level courses leading to the BSW degree will be provided by UNR's School of Social Work to the GBC service area. In their senior year students must attend UNR one week-end a month for classes, for a total of 5 week-ends.

### **Accreditation**

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

### **Mission Statement**

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

### **Program Description**

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

### **Program Requirements**

The student is required to complete 45 social work credits. Of these 45 credits, 39 are in required courses and the remaining six credits are electives and should be selected in consultation with an advisor. Additionally, students who major in social work must meet one of the two following requirements: complete school-required options in cultural diversity-specific courses(s) to be determined in consultation with the student's academic advisor; or complete a fourth-semester college course in a foreign language.

### **Admission Requirements**

Undergraduate students interested in the social work degree are admitted to pre-major status. The student is required to attend a social work orientation and then meet with an academic advisor. Students enrolled in the GBC/UNR 3+1 Social Work program as pre-majors, or those who have been accepted into the UNR BSW program, must have their courses reviewed by an advisor before registering.

The admission and retention of students into the UNR Social Work program are subject to the professional judgment of the social work faculty. Meeting the minimum application criteria does not guarantee admission to the Social Work program. In order to assure UNR courses are available when needed, it is recommended that GBC students apply to UNR prior to applying specifically to the BSW program.

Students must apply for admission to UNR by January 15 for the following fall semester. Admission materials are available at the UNR School of Social Work, 775.784.6542. Admission material is also available at the Elko campus in the Social Science Department, Electrical Industrial Technology Building, or at the centers.

To be considered for admission, students must meet the following requirements: complete 56 credits with a grade-point average (GPA) of 2.5 or higher in the last 30 credits of study; complete SW 101, SW 250, SW 310, and SW 321; have completed or be enrolled in SW 311; submit a formal application; submit essays described on the application; submit a resumé depicting employment history and any volunteer experiences you have completed; provide satisfactory references from persons who can discuss your suitability for social work; and submit a copy of your current Academic Advisement Report (AAR) or your up-to-date transcripts from all institutions attended.

Requirements for graduation with a social work degree include completion of at least 120 credits with an overall GPA of 2.75 or higher and completion of all required social work courses with a C grade or higher in each course. Students must complete 40 upper-division credits of which 32 must be UNR credits.



## UNR Core Requirements

Available at GBC

For UNR equivalent courses, see advisor.

### English — 3-8 credits

ENG	101	Composition I	3
ENG	102	Composition II	3

### Mathematics — 3-6 credits

Choose one of the following options:

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

### Natural Sciences — 6-7 credits

BIOL	100	General Biology for Non-majors	3
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Choose one of the following options:

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

### Social Sciences — 3 credits

SOC	101	Principles of Sociology	3
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### Fine Arts — 3 credits

Choose one of the following:

ART	100	Visual Foundations	3
ART	160	Art Appreciation	3
ART	260	Survey of Art History I	3
ART	261	Survey of Art History II	3
HUM	101	Introduction to Humanities I	3
MUS	121	Music Appreciation	3

THTR	100	Introduction to Theatre	3
THTR	105	Introduction to Acting I	3
THTR	221	Oral Interpretation	3

### Core Humanities — 9-12 credits

#### Core Humanities I

Choose one of the following:

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

#### Core Humanities II

Choose one of the following:

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

#### Core Humanities III

Choose one of the following:

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

### Core Diversity — 3 credits

Recommended:

ANTH	400A	Indians of North America	3
ANTH	400B	Indians of the Great Basin	3

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

## BSW Major Requirements

Available at GBC

### Anthropology — 3 credits

ANTH 101	Introduction to Cultural Anthropology . . . . .	3
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### Economics — 3 credits

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

### Psychology — 6 credits

PSY 101	General Psychology . . . . .	3
PSY 241	Abnormal Psychology . . . . .	3

### Substance Abuse — 3 credits

CPD 116	Substance Abuse: Fundamental Facts and Insights . . . . .	3
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### Social Work —15 credits

SW 101	Introduction to Social Work . . . . .	3
SW 250	Social Welfare History and Policy . . . . .	3
SW 310	Human Behavior and the Social Environment I . . . . .	3
SW 311	Human Behavior and Social Environment II . . . . .	3
SW 321	Basics of Professional Communication . . . . .	3

### Cultural Diversity — 3 credits

ANTH 400A or other approved cultural diversity coursework or fulfillment of language proficiency requirement. This course must be outside social work. Consult with a social work advisor for more information.

### Offered through UNR

#### Social Work — 33 credits

SW 420	Social Work Methods with Individuals . . . . .	3
SW 421	Social Work Methods with Groups . . . . .	3
SW 424	Social Work Method with Families . . . . .	3
SW 427	Social Work Methods with Communities, Organizations, and Legislatures . . . . .	3
SW 440	Principles of Evidence Informed Practice I . . . . .	3
SW 441	Principles of Evidence Informed Practice II . . . . .	3
SW 480	Field Experience in Social Work I . . . . .	6
SW 481	Field Experience in Social Work II . . . . .	6
	Social Work Electives . . . . .	6

### Capstone — 6 credits (See advisor)

One capstone course must be taken outside Social Work.

### Electives — 33-38 credits

Consult a social work advisor for appropriate courses.

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

## SUGGESTED COURSE SEQUENCE\*\*

### BSW—UNR/GBC 3+1 Social Work

If you want to graduate in four years, you need to take 15-18 credits per semester.

FALL—1st Semester		Credits	
INT 100		0.5	<input checked="" type="checkbox"/>
ENG 101		3	<input type="checkbox"/>
MATH*		3	<input type="checkbox"/>
PSY 101		3	<input type="checkbox"/>
SW 101		3	<input type="checkbox"/>
ELECTIVES**		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15.5</b>	

SPRING—2nd Semester		Credits	
ANTH 101		3	<input checked="" type="checkbox"/>
BIOL 100		3	<input type="checkbox"/>
ENG 102		3	<input type="checkbox"/>
SOC 101		3	<input type="checkbox"/>
ELECTIVES*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

FALL—3rd Semester		Credits	
CPD 116		3	<input checked="" type="checkbox"/>
ECON 102 or ECON 103		3	<input type="checkbox"/>
ENG 231 or HIST 105 or PHIL 202		3	<input type="checkbox"/>
SCIENCE*		3-4	<input type="checkbox"/>
SW 250		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-16</b>	

SPRING—4th Semester		Credits	
ENG 232 or HIST 106 or PHIL 207		3	<input checked="" type="checkbox"/>
FINE ARTS*		3	<input type="checkbox"/>
PSC 101, or HIST 101 and 102, or HIST 101 and 217, or HIST 101 and PSC 100		3-6	<input type="checkbox"/>
CORE DIVERSITY*		3	<input type="checkbox"/>
ELECTIVES*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15-18</b>	

See advisor before proceeding.

FALL—5th Semester		Credits	
CORE CAPSTONE*		3	<input checked="" type="checkbox"/>
PSY 241		3	<input type="checkbox"/>
SW 310		3	<input type="checkbox"/>
SW 321		3	<input type="checkbox"/>
SW ELECTIVE*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

SPRING—6th Semester		Credits	
CORE CAPSTONE*		3	<input checked="" type="checkbox"/>
SW 311		3	<input type="checkbox"/>
DIVERSITY UPPER-DIVISION*		3	<input type="checkbox"/>
ELECTIVES*		3	<input type="checkbox"/>
SOCIAL WORK ELECTIVES*		3	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

FALL—7th Semester		Credits	
SW 420		3	<input checked="" type="checkbox"/>
SW 424		3	<input type="checkbox"/>
SW 440		3	<input type="checkbox"/>
SW 480		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

SPRING—8th Semester		Credits	
SW 421		3	<input checked="" type="checkbox"/>
SW 427		3	<input type="checkbox"/>
SW 441		3	<input type="checkbox"/>
SW 481		6	<input type="checkbox"/>
<b>TOTAL</b>		<b>15</b>	

\*Select with advisor

\*\*See page 116.



- 15. **Fitness Center**  
Gym/Weight Room
  - 16. **Reynolds Solarium**
  - 17. **GBC Theatre**  
Green Room,  
Stage, Theatre
  - 18. **Chilton Circle Modular**  
ABE/ESL  
Human Resources  
Interactive Video Conference  
Rooms  
Security
  - 19. **KENV Television Studio**
  - 20. **Mark H. Dawson Child and Family Center**
  - 21. **The House Tom and Jack Built**
  - 22. **Arts/Music Annex**  
Ceramic Lab  
Jewelry Lab
  - 23. **Storage/Testing Facility**
  - 24. **Placer Dome/Cortez Hall**  
1691 College Parkway A
  - 25. **Newmont Hall**  
1691 College Parkway B
  - 26. **12-Unit Single Apartment Complex**  
1691 College Parkway C
  - 27. **Elizabeth "Beth" Griswold Hall**  
735 Walnut Street  
Student Housing/Residential Halls
- 701 Walnut Street**  
**AHEC, CEHSO**  
**Cooperative Extension,**  
University of Nevada, Elko  
Office of Extended Studies

- 1. **Berg Hall (BH)**  
Academic Affairs  
Admission Advising and Career Center  
Admissions and Records Office  
Administrative Offices  
Conference Room  
Continuing Education/Community Outreach  
Controller's Office  
Counseling  
Interactive Video Conference Rooms  
SIS Operations  
Student Employment Services  
Student Financial Services  
Welcome Center
- 2. **McMullen Hall (MH)**  
Adjunct Faculty Work Room/  
Classified Break Room  
Classrooms  
Faculty Offices  
Arts and Letters  
Foundation Offices  
Grant Writer  
Interactive Video Conference Rooms  
Library  
NNRDA
- 3. **Lundberg Hall (LH)**  
Academic Computing Center  
Classrooms  
Computer Services  
Life Sciences Lab  
Media Services  
Physical Sciences Lab  
Sciences Faculty Offices
- 4. **Welding Shop**

- 5. **High Tech Center (HTC)**  
Chemistry Lab  
Computer Classrooms  
Computer Lab Aides  
Elementary Education Resource Center  
Faculty Offices  
Business  
Computer Technologies  
Interactive Video Classrooms  
Interactive Video Office  
Microbiology Lab  
Microsoft Training Center
- 6. **Adult Learning Center**
- 7. **Adult Learning Center II**
- 8. **Greenhaw Technical Arts Center (GTA)**  
Art Classroom  
Auto/Diesel Shops  
Computing Classrooms  
Faculty Offices  
Diesel, Business  
Interactive Video Classrooms  
Nevada Small Business Development Center (SBDC)
- 9. **Central Receiving**  
Buildings and Grounds
- 10. **Storage**
- 11. **Electrical Industrial Technology Building (EIT)**  
Academic Success Center  
Computer Labs  
Conference Room  
Electrical Technology  
Faculty Offices

- 12. **Dorothy S. Gallagher Health Sciences Building (HSC)**  
Classrooms  
Faculty Offices  
EMT/CNA, Human Services,  
Nursing, Radiology
- 13. **Reynolds Amphitheatre**
- 14. **Leonard Center for Student Life (CSL)**  
Art Gallery  
BigHorn Bistro  
Bookstore  
Clubs and Organization  
Disability Support and Related Resources  
Game/Recreation Room  
Social Room  
Student Government  
Association Offices  
Student Recruitment  
Student Resource Central  
Student Retention

- 30. **Armory Classrooms**  
1375 13th Street  
Specialty Training Classrooms
- 31. **Clock Tower**
- 32. **Rollan Melton Circle**
- 33. **Cowbarn**

# Course Offerings

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This catalog will provide information you will need to complete your educational goals. But, even with all this printed guidance, you should meet with your advisor before registration because courses and programs are constantly changing. Some classes are not offered every semester. You should be aware of class availability before selecting a course of study. With your advisor and assistance from the appropriate academic department, you can make informed decisions.

GBC schedules always indicate courses with the following designations:

## **Courses Numbered 001-099**

Courses numbered 001-099 indicate developmental education courses and will not be applied to certificate programs or to degrees, nor will they transfer to other colleges.

## **Courses Numbered 100-499**

Most GBC courses are numbered 100-199 (first year), 200-299 (second year), 300-399 (third year), and 400-499 (fourth year). Naturally, “transfer” courses do not all transfer the same way. Some transfer as equivalents and others as general electives. If you plan to transfer to the University of Nevada, Las Vegas (UNLV) or to the University of Nevada, Reno (UNR), you need to study the transfer status of your courses.

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

## **Important Note:**

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

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

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

*Non-transferable for an NSHE baccalaureate degree.*

You may also consult the Admissions and Records Office, Berg Hall. If you plan to transfer out of state or to a private educational institution, **you need to consult the applicable college catalog.**

## **Courses Having a Z Affix**

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

Courses numbered 300 and above with any affixes, except Z, are transferrable to University of Nevada, Reno and University of Nevada, Las Vegas and Nevada State College.

## **Courses Having an [F], [H], [F\*], or [H\*] Affix**

Courses with the [F] designation are Fine Arts Courses, and courses with an [H] designation are Humanities Courses. Courses with [F\*] or [H\*] designation qualify as general education requirements. See page 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 advisor or the department.

## **Courses with [P/W]**

Courses with this designation indicate a pass/withdraw course and will not be graded. The courses do not negatively or positively affect the grade-point average.



**Accounting****(ACC)****ACC 105 Taxation for Individuals (3)**

An introduction to federal income taxation emphasizing the preparation of personal tax returns. Fundamentals of income, exclusions, deductions, credits, and tax minimization strategies.

**ACC 201 Financial Accounting (3)**

Basic accounting principles and procedures with a focus on the sole proprietorship and partnership form of business. The accounting cycle, receivables, payables, inventory, fixed asset acquisition, and disposal, and financial statement preparation.

**ACC 202 Managerial Accounting (3)**

A continuation of ACC 201 with a concentration on the corporate form of organization. Topics include stockholders' equity, long-term debt, investments, statements of cash flow, financial statement analysis, and an introduction to managerial accounting. Prerequisite: Must have completed ACC 201.

**ACC 203 Intermediate Accounting I (3)**

An in-depth study of various aspects of financial statements prepared according to generally accepted accounting principles. Topics include a review of basic accounting theory and practice, the development of accounting standards, the conceptual framework of accounting, the treatment of cash, receivables, prepaid expenses, fixed assets, and intangibles. Prerequisite: Must have completed ACC 201 and ACC 202.

**ACC 204 Intermediate Accounting II (3)**

A continuation of ACC 203, Intermediate Accounting I. Topics include current liabilities and contingencies, long-term liabilities, stockholders' equity, investments, income taxes, compensation (salaries, bonuses, stock plans, post-retirement benefits) changes, correction of errors, and earnings per share. Prerequisite: Must have completed ACC 201 and ACC 202.

**ACC 220 Microcomputer Accounting Systems (3)**

Introduction to actual computerized accounting systems being used in the business world. Emphasis is on the application of basic accounting theory using a case study approach. Prerequisite: Must have completed ACC 201.

**ACC 261 Governmental Accounting (3)**

An introduction to accounting and financial reporting for governmental and not-for-profit entities. Includes a study of fund and budget accounts for state and local governmental units, revenues, appropriations, disbursements, assessments, university, hospital, and other fund applications. Prerequisite: Must have completed ACC 201.

**ACC 290 Certified Bookkeeper Course (3)**

This is a capstone course that is to be taken in the final semester of the AAS degree in Accounting program. Students focus systematically on mastering the curriculum for national certification as a professional bookkeeper. Specific topics include adjusting entries, correction of errors, payroll, depreciation, inventory, and internal controls. Prerequisite: Must have completed ACC 201 and ACC 202. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**Agricultural Science****(AGSC)****AGSC 100 Elements of Livestock Production (3)**

Fundamental concepts in care, management, and economics of food producing animals. Includes contributions of the Nevada and U.S. animal industries in providing food on an international basis. (Formerly ANSC 100.)

**AGSC 101 Agriculture Orientation (0.5)**

A survey of the agriculture industry examining different jobs, working conditions, employment structure, and employee-employer relationships. Each student will begin to build a personal job portfolio to include a resume, references, and cover letter for job applications. Student will learn skills that will assist them in accomplishing their collegiate goals. (Formerly AGR 100, Agriculture Orientation)

**AGSC 102 Agriculture Communication and Organization (1-3)**

Designed for students interested in pursuing an agriculture career. Prepares students for leadership positions on the college campus and throughout the community. Includes leadership skill development including communication, leadership roles, and proper administration of Robert's Rules of Order, delegation, responsibility, time management, evaluation, and goal setting. As this course offers variable credit, students must complete fifteen (15) contact hours for one credit, thirty (30) contact hours for two credits, and forty-five (45) contact hours for three credits for their respective credit hour(s). This is a repeatable course to a total of six credit hours. (Formerly AGR 105)

**AGSC 105 Livestock Production Systems (3)**

Designed to instruct students in the various essential production systems in animal agriculture. These systems will include all aspects of production including reproduction, nutrition, animal preventative maintenance, treatment delivery systems of animal health, and environment. Consumer related issues will be discussed, as they relate to the production of animal agriculture. (Formerly ANSC 105.) Prerequisite: Must have completed AGSC 100.

**AGSC 110 Introduction to Agriculture Management (3)**

Introduces agriculture management and will focus on the development of personal leadership skills as they relate to agriculture business. Students will investigate, develop, and demonstrate personal leadership skills as related to critical agriculture issues on the regional, state, and national levels. (Formerly AGR 110, Introduction to Agriculture Management)

**AGSC 111 Agribusiness Credit and Finance (3)**

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

**AGSC 122 Intercollegiate Rodeo (2)**

Course designed for men and women interested in rodeo as a knowledgeable spectator, producer, or participant. Lecture includes rodeo history, current rules, equipment use, and physical and mental conditioning. (Formerly ANSC 122B, Intercollegiate Rodeo.) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**AGSC 163 Horsemanship (2)**

Course will lay the foundation for good, basic, and effective horsemanship that can later be developed into more specialized riding. Topics include safety, handling, grooming, saddling, stabling, feeding, health, exercise, and riding. All levels of ability welcome as lab assignments are tailored to the skill levels of both student and horse. (Formerly ANSC 163.)

**AGSC 198 Special Topics in Agriculture (1-6)**

Selected agricultural topics offered for general interest in the agricultural community. Not a program requirement. No prerequisite. Repeatable to a maximum of nine credits. (Formerly AGR 198)

**AGSC 201 Agricultural Issues (3)**

Students will investigate current topics causing change in the agriculture industry. Students will research and report on trends as diverse as animal rights, chemical and foods, land use, water rights, and governmental subsidies as well as regional, state, and national topics. (Formerly AGR 210)

**AGSC 205 Rudimentary Farrier (2)**

Introductory course in horseshoeing, including the physiology of the equine feet and legs, unsoundness, hoof care, shoeing equipment, and the actual shoeing of live horses. This course provides an individual with the skills to properly care and complete basic farrier work on their horses. (Formerly ANSC 205).

**AGSC 206 Fundamentals of Animal Nutrition (3)**

The science of animal nutrition is the basis for livestock feeding and nutrition. The fundamentals of digestion and absorption in both ruminants and non-ruminants are discussed. The nutritive value of feeds as they relate to the formulation of livestock rations will be emphasized including by-product feeding. (Formerly ANSC 211.)

**AGSC 209 Physiology of Livestock Reproduction (3)**

Designed to provide students with an understanding of the process of reproduction in cattle, sheep, swine, and horses. This course will provide information covering both the physical mechanics of reproduction as well as the endocrine system controlling livestock reproductive process. Various mating systems will be discussed with an emphasis placed on artificial insemination (A.I.) and embryo transfer (E.T.). (Formerly ANSC 209.) Prerequisite: Must also be enrolled in AGSC 210.

**AGSC 210 Livestock Reproduction Lab (1)**

Provides an understanding of the reproductive technologies in cattle, horses, and swine. Pregnancy detection and semen handling labs provide students with livestock experience. Various mating systems discussed with an emphasis on artificial insemination (A.I.) and embryo transfer (E.T.). A field trip component of the course focuses on A.I. techniques. (Formerly, ANSC 210.) Prerequisite: Must also be enrolled in AGSC 209.

**AGSC 275 Animal Health and Sanitation (3)**

A study of common beef, sheep, and horse diseases in our area. Special attention is given to sanitation, prevention, control, and eradication of diseases. Disease cause, symptoms, treatment, cure, and prevention will be addressed throughout all illnesses. (Formerly ANSC 275.)

**AGSC 290 Cooperative Work Experience (1-6)**

Students may earn college credit for work experience related to their college major and/or occupational goals. Students should meet with their Ag Faculty advisor to design an appropriate supervised, on-the-job, educationally directed work experience. Repeatable up to six credits. (Formerly AGR 290.) Prerequisite: Must have completed AGSC 110.

**AGSC 413 Range-Livestock Interaction (3)**

Emphasis on species and breed selection, physiological considerations, and alleviating detrimental effects on livestock with a review of interactions among livestock, wildlife, and plant communities. (Formerly ANSC 413.) Prerequisite: Must have completed AGSC 100 or BIOL 191.

**AGSC 416 Agriculture Internship (1-6)**

Coordinated work study programs in industry or government under the direction of a faculty member. Written progress reports are prepared periodically and at the conclusion of the internship. May be repeated up to six credits. (Formerly AGR 416.) Prerequisite: Must have junior standing or higher. Instructor permission required.

**AGSC 496 Agriculture Capstone (3)**

Advanced study in specialized area of agriculture management. Interdisciplinary topics within an emphasis area will be selected by student and academic advisor. Students will also produce a comprehensive portfolio. (Formerly AGR 496.) Prerequisite: Must have senior standing in the Bachelor of Applied Science in Agriculture Management emphasis area.

**American Sign Language (AM)****AM 145 American Sign Language I (4)**

Development of American Sign Language and its application within the deaf community. Based on the functional, national approach to learning sign language and organizes language around communicative purpose of everyday interaction. Aspects of the course include cultural awareness, grammatical features, vocabulary development, and conversational skills.

**AM 146 American Sign Language II (4)**

Continuation of AM 145 stressing the development of basic conversational skills. Prerequisite: Must have completed AM 145.

**AM 147 American Sign Language III (4)**

Designed to enable students to develop conversational competency in American Sign Language. Grammatical features and sentence structures will be taught and practiced, as well as conversational norms for receptive and expressive language use. Topics relating to deaf history and culture will be discussed as they enable the student to more effectively communicate and associate with ASL users. Prerequisite: Must have completed AM 146.

**AM 148 American Sign Language IV (4)**

The fourth in a series for American Sign Language courses designed for a student to acquire communicative competency in ASL. The course encourages the student to expand his/her command of discourse in ASL on various everyday topics. Linguistic features of ASL are expanded, including inflection, spatialization, movement, redundancy, and use of facial expression and body postures. Class will be conducted in ASL - no voice conversations will be allowed in the classroom. No chewing gum or eating during class. Prerequisite: Must have completed AM 147.

**AM 295 Drill and Practice in American Sign Language (0.5-4)**

Practice and drill in American Sign Language. Repeatable up to four credits. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**AM 299 Special Topics in American Sign Language (3-6)**

Development of Signing Exact English and its application within the deaf community. This process of learning sign language organizes language around communicative purpose of everyday interaction. Aspects of the course include cultural awareness, vocabulary development and conversational skills.

**Anthropology (ANTH)**

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: [www.gbcnv.edu/departments/SOC.html](http://www.gbcnv.edu/departments/SOC.html)

**ANTH 101 Introduction to Cultural Anthropology (3)**

Study of human cultures across the globe through examination of the basic principles underlying the organization of societies and the ways anthropologists analyze various parts of culture. Students will become familiar with the glue that holds all groups of people together, and how that glue can divide groups of people in profound ways.

**ANTH 102 Physical Anthropology (3)**

Introduction to the study of how humans, Homo sapiens, have emerged as a species and come to dominate the planet by examining processes of human biological and cultural evolution. Topics include inheritance, the emergence of primates, fossil hominids, the development of technology, and biological variability among modern humans. Satisfies general education science.

**ANTH 201 Peoples and Cultures of the World (3)**  
Introduction to the diversity of indigenous, traditional societies in select regions of the world including such groups as herding people in Africa, hunters and gatherers in Australia, farmers in New Guinea, headhunters in Borneo, among others. The course focuses on the ethnographic description of traditional cultures and the impacts of colonization and globalization on those societies.

**ANTH 202 Introduction to Archaeology (3)**  
Study of the archaeological patterns found in the Old and New Worlds and how archaeologists study the past. Focuses on topics like the cultural changes throughout the world as early humans began making tools in Africa to the rise of civilizations such as those found in Egypt and Mexico.

**ANTH 400A Indians of North America (3)**  
Ethnographic survey of the wide variety of societies found in native North America, including regions such as the Plains, the Arctic, the Southwest, and the Southeast, among others. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies the diversity requirement at UNR. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

**ANTH 400B Indians of the Great Basin (3)**  
Study of indigenous cultures of the intermountain region of Western North America including such groups as the Washoe, the Western Shoshone, the Northern Paiute, and the Ute. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies diversity requirement at UNR. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

**ANTH 439 Selected Topics in Cultural Anthropology (3)**  
Topic to be selected by the instructor and will reflect student needs. May be repeated to a maximum of six credits. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

**ANTH 440A Archaeology of North America (3)**  
Survey of the archaeology of North America from the peopling of the continent more than 11,000 years ago to European colonization of North America. Course examines the diverse prehistoric lifeways of various regions including the Puebloan farmers, the Mississippian mound-builders, hunter-gatherer archaeology in the West, and the Euroamericans. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

**ANTH 440B Archaeology of the Great Basin (3)**  
Examines the prehistory of the Great Basin region, including the Paleoindian, Archaic periods, and later prehistoric occupations. Explores what kinds of data archaeologists use to construct culture histories and the environmental and social factors that influenced prehistoric patterns. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

**ANTH 448A Field School in Archaeology (3-8)**  
Students will participate in archaeological survey and/or excavation. Students will work on archaeological sites in the vicinity of Elko, Nevada, in the heart of the Great Basin, to learn how archaeologists do field work and what principles underlie different types of field strategies. Students must apply for enrollment in this course. Form available from the Social Science Department Office, EIT building. May be repeated up to 10 credits. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106. Instructor permission required.

**ANTH 459 Selected Topics in Archaeology (3)**  
Topic to be selected by the instructor and will reflect student needs. May be repeated to a maximum of six credits. Prerequisite: Must have completed ANTH 101 or ANTH 102 or ANTH 201 or ANTH 202 or GEOG 106.

## Applied Industrial Technology (AIT)

**AIT 120 Basic Electrical for Technology (1-3)**  
Develop a basic understanding of DC and AC electricity in theory, and as it applies to Welding, Diesel, Industrial Millwright Technology, and Electrical Systems Technology.

## Applied Mathematics and Science (AMS)

**AMS 320 Science and Engineering in Technology (3)**  
Applications of the principles of physical science and engineering in technology. Combines concepts in physics, chemistry, and the environment for practical problem solving in business and industry. Excel spreadsheets will be used extensively. Prerequisite: Must have completed MATH 126 or MATH 127 or MATH 128 or MATH 181 or MATH 182.

## Art (ART)

**ART 100 Visual Foundations (3)**  
A beginning art class that includes a survey of art and the basic components of design. The class explores visual concepts as they relate to the history of art through class presentations, discussions, and a variety of media. Students should plan for three hours of studio work outside the class. [F\*]

**ART 101 Drawing I (3)**  
A disciplined foundation in drawing concepts based on visual observation skills. [F\*]

**ART 102 Drawing II (3)**  
A continuation of ART 101. [F] Prerequisite: Must have completed ART 101.

**ART 106 Jewelry I (3)**  
Techniques of various metal construction for jewelry. Emphasis on design and craftsmanship. [F]

**ART 107 Design Fundamentals I (2-D) (3)**  
Explores the fundamentals of design using various media focusing on 2-D design. [F\*]

**ART 108 Design Fundamentals II (3-D) (3)**  
Creative design with emphasis on volume and space relationships in a variety of materials. [F]

**ART 111 Beginning Ceramics (3)**  
Introductory and intermediate course in beginning ceramics. May repeat course up to six credits. [F]

**ART 115 Beginning Clay Sculpture (3)**  
Introduction to design and creation of sculpture with clay. [F]

**ART 124 Introduction to Printmaking (3)**  
Introduction to the traditional printmaking processes. [F] [S/U]

**ART 127 Watercolor I (3)**  
Introduction to watercolor techniques and concepts. Requires three hours of studio practice weekly. [F]

**ART 135 Photography I (3)**  
Analytical and critical approaches to the creative possibilities of photography including basic photographic techniques and materials. [F]

**ART 141 Introduction to Digital Photography (3)**  
An introduction to the aspects of digital photography. Explores how to improve photographic skills and integration of photography and the digital media. [F]

**ART 142 Introduction to Digital Photography II (3)**

A continuation of Digital Photography. Employs further investigation of the digital media and current version of Photoshop. Repeatable up to six credits. [F] Prerequisite: Must have completed ART 141.

**ART 160 Art Appreciation (3)**

Introduction to the visual arts, illustrating the place of art in its social and cultural setting. [H\*]

**ART 201 Life Drawing I (3)**

Introduction to drawing from live models. [F] Prerequisite: Must have completed ART 101.

**ART 206 Jewelry II (3)**

Continued exploration of creating jewelry using various techniques. [F]

**ART 211 Ceramics I (3)**

A beginning studio course in construction and decoration of clay. Slab, coil, and wheel-thrown techniques will be taught. [F]

**ART 212 Ceramics II (3)**

Continuation of ART 111 with emphasis on development of individual expression in clay. [F]

**ART 216 Sculpture I (3)**

Introduction to sculpting techniques and concepts. [F]

**ART 227 Watercolor II (3)**

Continued exploration of watercolor techniques and concepts. [F]

**ART 231 Painting I (3)**

Exploration of various painting media and concepts. [F]

**ART 232 Painting II (3)**

Continuation of exploration of painting techniques and concepts. [F] Prerequisite: Must have completed ART 231.

**ART 235 Photography II (3)**

Lecture/study with emphasis on improving basic and intermediate skills. Explores the use of photography as a personal expression. [F] Prerequisite: Must have completed ART 135.

**ART 243 Digital Imaging I (3)**

Introduction to computer based imaging. Also available as GRC 183. [F]

**ART 260 Survey of Art History I (3)**

Presentation of the historical context of major and minor works of art from the ancient world to the Renaissance, art analysis, and criticism. [H\*]

**ART 261 Survey of Art History II (3)**

A continuation of Survey of Art History I presenting major and minor works of art from the Renaissance to the present, art analysis, and criticism. [H\*]

**ART 297 Field Study (1-3)**

A study of art in its cultural and historical setting. May repeat course up to six credits. [H]

**ART 299 Special Topics in Studio Art (0.5-3)**

Consideration of special topics and issues in art. Selection will depend upon current interests and needs. May repeat course up to 12 credits. [S/U]

**Astronomy (AST)****AST 101 General Astronomy (3)**

An introductory examination of the solar system, stellar systems, and stellar and galactic evolution according to currently accepted concepts. Introduces astronomical instruments and light theory. (Formerly AST 101, Introductory Astronomy) Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

**Aviation (AV)****AV 110 Private Pilot Ground School (3-6)**

Course provides those interested in the basics of flying with the information needed to pass the Federal Aviation Administration's Private Pilot Knowledge (or written) Test. Repeatable up to six credits. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**Biology (BIOL)****BIOL 100 General Biology for Non Majors (3)**

Basic biological concepts, interpretation and application of scientific methods, and effects of biological advances on society. Core curriculum science course; cannot be used for credit toward field of concentration in biology. Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

**BIOL 124 Northeastern Nevada Plants (2)**

Study of plant identification, structure, floral adaptations, and plant ecology of native plants in northeastern Nevada.

**BIOL 190 Introduction to Cell and Molecular Biology (4)**

Structure and function of cells. Major molecules of life; composition and physiology of cellular organelles; cell metabolism, reproduction, motility, and gene function of both plant and animal cells. Required for biology majors. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed MATH 96, MATH 97, MATH 120 or higher, or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

**BIOL 191 Introduction to Organismal Biology (4)**

The study of the evolution, ecology, and diversity of life, both past and present. Required for biology majors, but will partially satisfy the science requirement for all associate's degrees. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 190.

**BIOL 223 Human Anatomy and Physiology I (4)**

The morphology and physiology of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems in a laboratory and lecture class. Designed for all life science majors but specifically for students in allied health programs. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed or be taking BIOL 190.

**BIOL 224 Human Anatomy and Physiology II (4)**

A continuation of Biology 223 with consideration of the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems; increased emphasis on body chemistry. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 223.





**BUS 201 Entrepreneurship II (3)**  
Extends techniques, principles, and challenges facing today's aspiring entrepreneurs using practical examples. The major project for the course is the preparation of a useful business plan, instructions on acquiring financing, and explanations of other business startup activities, especially, setting up marketing programs and strategic/tactical plans. Recommended prerequisite: BUS 102 or MGT 103.

**BUS 273 Business Law I (3)**  
A study of the origin, philosophy, and nature of law and procedures including court systems, contracts, agency, partnerships, sales, criminal law, and torts.

**BUS 274 Business Law II (3)**  
A continuation of BUS 273. Includes a study of corporation law, property, secured transactions, negotiable instruments, insurance, and bankruptcy. Prerequisite: Must have completed BUS 273.

**BUS 275 Foundations of International Business (3)**  
Introduces students to the impact of geography, the Internet, and different environments in which international business is conducted and the uncontrollable forces at work in all business environments. Topics discussed will include the importance of international organizations, the international monetary system, and the relevance of certain aspects of international business to managers and business people.

## **Chemistry (CHEM)**

**CHEM 100 Molecules and Life in the Modern World (3)**  
Introduction to chemistry in its many forms and applications, physical and organic, with consideration of environmental and social issues. Includes laboratory activities. Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

**CHEM 121 General Chemistry I (4)**  
Fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter, and thermochemistry. Prerequisite: Must have completed MATH 126 or higher.

**CHEM 122 General Chemistry II (4)**  
Fundamentals of chemistry including solutions, kinetics, equilibria, thermodynamics, electrochemistry, nuclear chemistry, and properties of inorganic and organic compounds. Also, introduction to qualitative analysis. Prerequisite: Must have completed CHEM 121.

**CHEM 241 Organic Chemistry I (3)**  
Intensive introduction to the theory of carbon chemistry with particular emphasis on understanding the relationship between the structure and behavior of organic molecules. Prerequisite: Must have completed CHEM 122 and be taking CHEM 241L.

**CHEM 241L Organic Chemistry for life Sciences Lab I (1)**  
Laboratory exercises in introductory organic chemistry. Stereochemistry, separation and purification techniques, micro-scale organic reaction procedures. Prerequisite: Must be taking CHEM 241.

**CHEM 242 Organic Chemistry II (3)**  
Continuation of CHEM 241 with emphasis on complex reactions and mechanisms, and introduction to advanced approaches for the synthesis of organic molecules. Prerequisite: Must have completed CHEM 241 and be taking CHEM 242L.

**CHEM 242L Organic Chemistry for Life Sciences Lab II (1)**  
Laboratory exercises in intermediate organic chemistry with continued emphasis on micro-scale organic reaction procedures. Introduction to the identification of organic compounds using chemical and instrumental means (qualitative analysis). Prerequisite: Must be taking CHEM 242.

**CHEM 292 Selected Topics in Chemistry (1-3)**  
Independent study of a special problem, research and/or assigned reading in chemistry. May be repeated up to six credits.

**CHEM 392 Special Topics in Chemistry (1-3)**  
Laboratory or lecture course in area not covered in other courses. May be repeated up to six credits.

**CHEM 492 Advanced Topics in Chemistry (1-2)**  
Selected topics from the various disciplines of chemistry not covered by any other course offerings and of current interest to students and faculty. May be repeated up to four credits. Prerequisite: Must have completed CHEM 242.

## **Communications (COM)**

**COM 101 Oral Communication (3)**  
Introduction to the fundamentals of effective speaking. Develops the vocal and intellectual skills required for effective and powerful speaking in conversation and before an audience. (Formerly THTR 113, Fundamentals of Speech I) (Formerly COM 113, Fundamentals of Speech Communications)

**COM 159 Writing for Radio and Television (3)**  
An introduction to basic script formats, terminology, style, and writing techniques for radio, television, and other electronic media. Topics include commercials, promotions, public relations, instruction/training, corporate video, and teleplays. Develops the ability to write aurally as well as visually.

**COM 196 Internship (3)**  
A work-based learning experience in television production and television news at the campus-based NBC affiliate, KENV-TV. Students will be mentored by professional staff members and assist in the production of news broadcasts, commercials, and public service announcements. Must contact instructor before registering. Prerequisite: Must have completed JOUR 201.

## **Comprehensive Medical Imaging (CMI)**

**CMI 376 Sectional Anatomy in Medical Imaging (3)**  
This online course will cover transverse, coronal, and sagittal anatomy of the head, neck, thorax, abdomen, pelvis, and extremities. Areas of discussion include skeletal, muscular, circulatory, respiratory, nervous, lymphatic, and visceral anatomic relationships. Prerequisite: Must have completed BIOL 223.

## **Computer Aided Drafting and Design (CADD)**

**CADD 100 Introduction to Computer-Aided Drafting (1-4)**  
Introduction to the basic capabilities of a computer-aided drafting (CAD) system. Includes appropriate hardware, software, and applicable commands.

**CADD 105 Intermediate Computer-Aided Drafting (1-4)**  
A course in 2D and 3D drafting covers the intermediate features of computer-aided drafting and design including layers, attributes, and 3D. (Formerly CADD 105, Intermediate Computer-Aided 2D and 3D Drafting) Prerequisite: Must have completed CADD 100.

**CADD 121 CAD for Land Surveyors (3)**  
The use of computer-aided drafting (CAD) software to create survey plats and topographic maps. The first ten weeks of instruction will focus on learning basic CAD commands. The remaining five weeks will focus on the production of typical survey plats and topographic maps.

**CADD 200                      Advanced Computer-Aided Drafting                      (1-4)**

Course continues development of three-dimensional construction, modification, and rendering. New features explored through exercises to embed URLs and use drawing web format. The SQL database environment is introduced. Customize environments by changing variables in Preferences, make new toolbar buttons and toolbars. Other advanced features introduced include menu structure, AutoLISP, and OLE. Prerequisite: Must have completed CADD 105.

**CADD 210                      CADD Project                      (1-4)**

Special project application offering instruction and practical experience applying CADD principle to industry. Prerequisite: Must have completed CADD 105. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CADD 230                      Civil Drafting I                      (1-4)**

Covers the use of AutoDesk Civil 3D software for producing working civil engineering drawings. Focuses on drawings developed based on "existing conditions" from survey data that are suitable for designing civil engineering improvements and will move into developing of a civil engineering layout plans. Prerequisite: Must have completed CADD 105. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CADD 255                      CADD Customization I                      (3)**

A basic course in customizing AutoCAD software. By using lecture as well as hands-on exercises, students will learn how to make AutoCAD more efficient and productive. A large part of the course will focus on programming in AutoLISP, the customization language for AutoDesk products. Prerequisite: Must have completed CADD 105 and CIT 129.

**CADD 290                      Internship in Drafting                      (1-4)**

A work-based learning experience in computer aided drafting and design at various places of employment utilizing CADD in the GBC service area. Students will be mentored by professional people in the businesses partnering with GBC to provide these work place learning experiences. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CADD 299                      Capstone/Assessment                      (3)**

An individualized project to apply the skills taught in the CADD/GIS emphasis area. The intent is for the student to assimilate and integrate the content of the program. A final professional presentation is created that can serve as an assessment portfolio for employers and the college. (Formerly CADD 299, CADD/GIS Capstone Project) Prerequisite: Must have sophomore standing or higher.

**CADD 345                      Technical Graphics Communication                      (3)**

This course for technology managers teaches the principles and importance of visual presentation for communicating detailed, comprehensive, and accurate information about designs and processes. Basic drafting and CADD techniques necessary for modeling and visualizing graphic objects. Published standards and conventions when managing people and resources during the design process. Prerequisite: Must have completed CADD 100.

**Counseling and Personal Services                      (CAPS)****CAPS 124                      Developing Your Potential                      (1-3)**

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

**Computer and Information Technology                      (CIT)****CIT 110                      A+ Hardware                      (3)**

Techniques of personal computer hardware maintenance and installation. Course covers hardware and software diagnostics, system troubleshooting, and methods of achieving effective system upgrades to enhance capabilities or improve system performance.

**CIT 112                      Network +                      (3)**

Course covers computer network infrastructure, network uses, and basic network management issues. CIT 112 has no prerequisite but assumes that students are familiar with computer hardware, have a basic understanding of stand alone operating systems, and can use applications software. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CIT 151                      Beginning Web Development                      (3)**

Create and maintain web pages using HTML. Build interactive web pages using dynamic HTML. Topics include images, tables, frames, CSS styles, forms, FTP, and site maintenance. Prerequisite: Must have completed IS 201.

**CIT 173                      Linux Installation and Configuration                      (3)**

Course covers Linux installation, configuration, and workstation operating system concepts.

**CIT 174                      Linux System Administration                      (3)**

Covers concepts required for Linux server system administration and common networking services configuration, operation, and management. There is no formal prerequisite, however, CIT 173 or a basic understanding of either the UNIX or Linux workstation environment is recommended.

**CIT 180                      Database Concepts and SQL                      (3)**

This class is targeted for people with little or no SQL knowledge. The objective of this class is to familiarize students with database concepts that will be needed by programmers as well as professionals maintaining data management systems in such as those used in GIS. The class is accented with hands-on learning in Structured Query Language (SQL) and SQL procedures. Prerequisite: Must have completed CS 135.

**CIT 198                      Special Topics in Computer Info Technology                      (1)**

Various short courses and workshops covering a variety of subjects in computer and information technology. The course will be variable credit depending on the class content and number of hours required to cover that content. No prerequisites, but various skills may be recommended depending on class content, see syllabus for any such recommendations. [S/U]

**CIT 201                      Word Certification Preparation                      (3)**

A hands-on course building on the foundation laid in COT 151 and continuing on to sophisticated manipulation of word processing software. Topics include tables, graphic boxes, clip art, desktop publishing, fonts, macros, styles, and spreadsheets. Recommend: COT 151. (Formerly CIT 201, Word Certification Preparation) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CIT 202                      Excel Certification Preparation                      (3)**

In-depth exploration of Excel spreadsheets. Topics include advanced functions, importing and exporting data, multiple tables and workbooks, pivot tables, macros, and VBA. Team and student projects are conducted. (Formerly CIT 202, Excel Certification Preparation) Prerequisite: Must have completed IS 201. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CIT 203 Access Certification Preparation (3)**

In-depth exploration of Access database management. Topics include tables, relationships, queries, forms, and reports. Macros, VBA modules, and web pages are created. Team and student projects are conducted in building and maintaining a database. Access 2007 required. (Formerly CIT 203, Access Certification Preparation) Prerequisite: Must have completed IS 201. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CIT 211 Microsoft Networking I (3-5)**

Course covers MS Windows workstation/client operating systems concepts in both a network and stand alone environment. (Formerly CIT 211, MCSE I)

**CIT 212 Microsoft Networking II (3-5)**

Introduces students to computer network server administration and management using MSMCSE II. CIT 211 or an advanced understanding of a Windows desktop environment is recommended.

**CIT 213 Microsoft Networking III (3-5)**

Teaches strategies and tactics for implementing, administering, and troubleshooting information systems that incorporate Windows NT Server or Windows 2000 Server in an enterprise computing environment. (Formerly CIT 213, MCSE III) Prerequisite: Must have completed CIT 212.

**CIT 214 Microsoft Networking IV (3-5)**

Course covers computer network directory services using Microsoft's Active Directory Services. (Formerly CIT 214, MCSE IV) Prerequisite: Must have completed CIT 212.

**CIT 215 Microsoft Networking V (3-5)**

Various topics in networking using Microsoft products aimed at the less common MCSE electives. Unlimited repeatability. (Formerly CIT 215, MCSE Elective) Prerequisite: Must have completed CIT 212.

**CIT 217 Security + (3)**

Prepares professionals with some networking experience and who possess a thorough knowledge of TCP/IP to take and pass the CompTIA Security + certification exam. Topics will include general security basics of cryptography and operational/ organizational security. Working knowledge and network servers or associated certifications would be considered essential.

**CIT 252 Web Database Development (3)**

Interactive web pages will be built to accomplish store front applications. Storefront software will be used to produce shopping cart applications with product display, shopping cart, check out, and confirmation web pages along with several databases. Prerequisite: Must have completed IS 201 or CIT 151 or CIT 129 or CIT 203 or GRC 188.

**CIT 261 VBA Programming for Microsoft Office (3)**

Visual Basic for applications involves programming inside Microsoft Office, Word, Excel, and Access. This is the most common type of programming in today's work world and creates more interactivity in the office software. Prerequisite: Must have completed CIT 129 or CIT 202 or CIT 203.

**CIT 264 Operating System Security (3)**

Covers a full range of security concepts, techniques, and applications as required by server operating systems and networks. This will include VPNs, authentication, encryption, and patching. It will culminate in discussions of monitoring, auditing, and disaster recovery. Recommended prerequisite: CIT 212 or CIT 173. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CIT 301 Network Management Essentials (1)**

Designed for non-graphic majors. Covers essential concepts in graphic communications required for a manager of digital technology systems. Students will start work on individual portfolios of their achievements during this degree program. [S/U] Prerequisite: Must have completed an AAS degree.

**CIT 303 Intermediate Survey of Computing (3)**

This course surveys essential concepts in a wide range of computing fields including database management, GIS, graphic communications, networking, and programming required by managers of computing systems and departments. This class assumes students understand at least one area of computing well then builds on that understanding to provide them with a survey of additional computing technologies that IT managers could reasonably be expected to facilitate and supervise. Prerequisite: Must have completed an AAS degree and either COT 204 or CIT 211.

**CIT 361 Tcp/Ip:Managing Network Resources (3)**

Course provides in-depth coverage of TCP/IP concepts, protocols, and programming including IPv6. Prerequisite: Must have completed (CIT 112 or CIT 301 or CIT 303) and MATH 116 or higher.

**CIT 454 E Commerce (3)**

eCommerce concepts and topics will be examined. Working eCommerce sites will be developed on the Internet. Prerequisite: Must have declared AAS - Web Specialist Emphasis or have completed COT 301 or CIT 303.

**Computer Office Technology (COT)****COT 60 Computer Basics (0.5)**

Designed for those who have very little (or no) computer experience. A gentle introduction to computers, the instructor will inspire confidence, and encourage further computer use. Learn how to work with several different programs within the Windows environment. [S/U]

**COT 61 Introduction to Windows (0.5-1)**

A course for those with no previous computer knowledge, focusing on basic Windows skills. [S/U]

**COT 62 Introduction to Word (0.5-1)**

A beginning course for those with no previous word processing knowledge and an introduction to Microsoft Word. [S/U]

**COT 63 Introduction to Excel (0.5-1)**

A beginning course for those with no previous spreadsheet knowledge and an introduction to Microsoft Excel. [S/U]

**COT 64 Introduction to PowerPoint (0.5-1)**

A beginning course for those with no previous presentation knowledge using Microsoft PowerPoint 2002. [S/U]

**COT 101 Computer Keyboarding I (3)**

Learn the keyboard by touch using computers. Course covers alphabet keys, number keys, and symbol keys. Emphasis on keyboarding techniques, speed, and accuracy.

**COT 151 Introduction to Microsoft Word (3)**

An introduction to Microsoft Word, a word processing software, ruler, toolbars, dialog boxes, cut, copy, and paste, autocorrect, spell check, template documents, columns, outlines, merge, clip art, graphics, text art, and tables. Recommended: COT 101 or 30 words per minute keyboarding skill.

**COT 198 Special Topics in Computer Office Technology (1-6)**

Various short courses and workshops covering a variety of subjects. The class will be variable credit of one to six depending on the class content and number of hours required. No prerequisite, but various skills recommended, depending on class content. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.



**COT 204 Using Windows (3)**

The fundamentals necessary to operate the Windows system, how to customize the Windows environment, and how to use the various accessories. (Formerly, COT 204, Introduction to Windows)

**COT 240 Executive Office Procedures (3)**

Introduces skills and knowledge to meet the challenges of the electronic office. Topics include public relations, written and oral communications, telephone techniques, travel and conference arrangements, records management, meeting planning, and job-seeking/selection.

**COT 241 Medical Office Procedures (3)**

Introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, ethics, confidentiality, HIPAA, medical records, patient orientation and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment. Emphasis on developing human relations and customer service skills.

**COT 290 Internship in Computer Technology (1-6)**

A course designed wherein students will apply knowledge and skills to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed most Core and Major requirements and have a 2.5 G.P.A. Contact the instructor for the application, screening, and required skills evaluation. Up to six semester hour credits may be earned on the basis of 75 hours of internship for one credit. This course may be repeated for up to six credits Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**COT 301 Database Management Essentials (1)**

A working overview of Access database. The main emphasis will be on analyzing previously established data, using table searches, queries, and reports. Excel will be used for further data analysis. A discussion of table design will be included. Students will start work on individual portfolios of their achievements during this degree program. [S/U] Prerequisite: Must have completed an AAS degree.

**COT 490 Digital Communications (3)**

A capstone seminar covering the common theme of data communications among the BAS in Digital Information Technology courses. Relationships between data organization, digital multimedia, data presentation, data security, and data communications will be covered. Students will finalize the digital portfolio of their accomplishments while completing this degree program. Prerequisite: Must have senior standing.

**Computer Science (CS)****CS 135 Computer Science I (3)**

This course is an introduction to modern problem solving and programming methods. Emphasis is placed on algorithm development. A special focus will be on procedural and data abstraction, emphasizing design, testing, and documentation. Prerequisite: Must be taking or have completed MATH 126 or higher.

**Counseling and Personal Development (CPD)****CPD 116 Substance Abuse - Fundamental Facts and Insights (3)**

An introduction to various issues relating to alcohol, tobacco, and other drugs in society. Students will gain knowledge of the physical effects of various drugs of abuse. Sociological, cultural, family impact, and prevention issues will be addressed. No prerequisite.

**Criminal Justice (CRJ)****CRJ 104 Introduction to Administration of Justice (3)**

American criminal justice system, its development, components, and processes. Includes consideration of crime and criminal justice as a formal area of study.

**CRJ 105 Corrections Operations and Jail Management (3)**

Investigations will be made into the court structures, constructive and punishment-oriented correctional institution programs, and the present day correctional officers roles. Jail and prison life and adjustment will be discussed along with ways in which the correctional institution climate can be enhanced. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CRJ 106 Introduction to Corrections (3)**

History and development of corrections. Current practices and problems of the correctional system. Recommend: CRJ 104.

**CRJ 110 Introduction to Nevada Law Enforcement (3)**

This course provides a systematic approach to examination of criminal justice in the State of Nevada. It will also include an overview of the major subsystems: police, prosecution, defense, courts, corrections, and juvenile justice. Designed for students who will be attending the Law Enforcement Training Academy. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CRJ 112 Criminal Justice Organization and Administration (3)**

Theory of management and motivation, bureaucracy, labor laws and relations, financial administration, and criminal justice agency administration. An in-depth study of the goals, policies, and functions of the criminal justice agency. Recommend: CRJ 104

**CRJ 114 Firearms II (2)**

Course includes advanced range qualification, precision marksmanship, defensive measures, counter ambush procedures, combat shooting, robbery in progress, building searches, and shotgun use. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CRJ 120 Community Relations (3)**

Analyzes the reasons and techniques for developing communication and understanding between the criminal justice system and various segments of the community. Recommend: CRJ 104.

**CRJ 140 Elements of Supervision (3)**

An introduction to supervisory roles in criminal justice agencies, selection process for supervisors, models for decision making, and leadership styles. Addresses current trends in contemporary supervision within the criminal justice field. Covers the rights, obligations, and duties of line supervisors. Assesses the first-line supervisor's role within the law enforcement agency. Instructor permission required.

**CRJ 155 Juvenile Justice System (3)**

Study of the philosophy and function of the juvenile court including court procedures and law, theories of causation and intervention strategies for juvenile offenders. Includes police encounters with juveniles, the juvenile court process, juvenile dispositions, and after care. Discussions include dependent and neglected youth in the system, the death penalty for juveniles, and school crimes. Recommend: CRJ 104.

**CRJ 164 Introduction to Criminal Investigation (3)**  
Fundamentals of investigation, crime scene search and recording, collection and presentation of physical evidence, scientific aids, sources of information, case preparation, interviews and interrogations, and follow-up. Recommend: CRJ 104. (Formerly CRJ 164, Principles of Investigation)

**CRJ 170 Physical Training for Law Enforcement (1)**  
P.O.S.T. pretest. Physical training relevant to a law enforcement profession to prepare for the final physical training test. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CRJ 180 Introduction to Security (3)**  
History and development of security services function, interrelationship to the legal process, career roles, and operational processes in various types of security organizations. Recommend: CRJ 104.

**CRJ 201 Women in the Criminal Justice System (3)**  
Overall view of both sides and the roles in which women participate in the Criminal Justice System. The main concentration of the course will be in the following areas: theories of female criminality, extent of female crime, women as victims, women as offenders, women as defendants and prisoners, and women as practitioners and professionals, i.e., police, courts, and corrections. Prerequisite: Must have completed CRJ 104.

**CRJ 211 Police in America (3)**  
Course includes policy history and organization, the personal side of policing, police operations, critical issues in policing, specific police problems, women and minorities in policing, and becoming a police officer. Designed to help students develop their own philosophy of law enforcement. Critical thinking and discussion of ideas and opinions essential. Recommend: CRJ 104.

**CRJ 214 Principles of Police Patrol Techniques (3)**  
Identification of community problems which require prevention, suppression, or control through the basic methods and techniques of police patrol. The responsibilities of officers in patrol situations including foot beats, one-man cars and/or tactical units, techniques of observation and perception, recognition of hazards, evaluation, and proper police patrol action. Recommend: CRJ 104. (Formerly CRJ 214, Principles of Police Patrol)

**CRJ 215 Probation and Parole (3)**  
Survey of the probation and parole systems of the United States including different systems within the United States; executive clemency; parole; rights of prisoners, probationers, and parolees; treatment strategies; and administrative aspects. Includes correctional and professional aspects of the parole and probation officers: the role, preparation of a probation summary, a day in court with a probation officer, and time with a parole officer. Recommend: CRJ 104. (Formerly CRJ 215, Probation and Parole I)

**CRJ 219 Emergency Vehicle Operation and Control (3)**  
Shuffle steering, steering motion dynamics, and vehicle braking (lock-wheel, ABS, impending). Pursuit driving times (vehicle timing) and techniques. Measurement of hearing and tunnel vision. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CRJ 220 Criminal Procedures (3)**  
Origin, development, and rationale of the structural and procedural aspects of America's criminal justice system. Emphasis on arrest, search and seizure, confessions, and related legal issues. Prerequisite: Must have completed CRJ 104.

**CRJ 226 Prevention and Control of Delinquency (3)**  
An introduction to major types of delinquent behavior, psychology of the delinquent, and factors contributing to the production of criminality or delinquency. Discussion of methods used by the criminal justice system to control delinquent behavior. Recommend: CRJ 104.

**CRJ 230 Criminal Law (3)**  
Substantive criminal law including elements of crime, intent, attempts, search and seizure, and the laws of arrest. Relation of criminal law to working police officer and rights and duties of both citizen and officer under criminal law. Prerequisite: Must have completed CRJ 104.

**CRJ 232 Principles of Correctional Administration (3)**  
Principles of staff operation within the correction process; administration setting, budgeting and financial control, recruitment and development of staff, public relations, and decision making; information concerning the offender, why they classify in a certain manner, and varied strategies available. Prerequisite: Must have completed CRJ 104.

**CRJ 233 Nevada Criminal Law (3)**  
Familiarizes the CRJ student with Nevada Criminal Law as set forth in the Nevada Revised Statutes and as interpreted and tested in cases before the Nevada Courts. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**CRJ 265 Introduction to Physical Evidence (3)**  
Surveys the forensic sciences to show their role in the use of physical evidence in matters of criminal and/or civil law. Focus on the value of modern scientific investigation. Prerequisite: Must have completed CRJ 104.

**CRJ 270 Introduction to Criminology (3)**  
Examines how society interacts with crime and delinquency through the use of the criminal justice system. Studies effective interaction and communication between the general public and members of the criminal justice system. Emphasizes the understanding of criminal behavior from a sociological and psychological perspective. Prerequisite: Must have completed CRJ 104.

**CRJ 285 Special Topics in Criminal Justice (1-6)**  
Consideration of special topics and issues in criminal justice. Selection will depend upon current interests and needs. Unlimited repeatability. (Formerly CRJ 198B, Special Topics in Criminal Justice) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

## **Dance (DAN)**

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**DAN 188 Choreography I: Improvization for Composition (2)**  
An introduction to the creative process of dance making using improvisation. Unlimited repeatability. [F]

## **Diesel Technology (DT)**

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**DT 100 Shop Practices (0.5-4)**  
An introduction to hand tool identification and proper use, shop safety, and other topics including screw thread, hydraulic hose, and fitting identification. Also covers measuring devices. Also available as TA 100. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 101 Basic Diesel Engines (1-4)**  
A review of basic engine operation with an emphasis on operating principles, nomenclature, components, and design, and terminology. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 102 Basic Vehicle Electronics (1-9)**

A lecture and laboratory course study of AC and DC electricity as used in mobile equipment. Emphasis on charging systems, starting systems, lighting systems, and wiring diagrams. Troubleshooting and repairing of electrical components, electronic controls systems, and voltage drops analysis will be covered. May be taught in modules. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 105 Mobile Air Conditioning (1-5)**

A lecture and laboratory course covering heating and refrigeration theory. Includes heating and air conditioning components, control systems, service evacuation, charging, overhaul, and replacement of major components. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 106 Heavy Duty Transmissions and Power Trains (1-6)**

The theory and operation of heavy equipment power trains will be covered in detail with emphasis on power shift transmissions. Students will become familiar with driveline angle calculations, gear ratios, clutches, differentials, and transmission electronic control systems. Course may be repeated up to two times. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 113 Hydraulics I (3)**

Introduces basic hydraulic systems through component recognition, circuit reading, and practical application focused on hazard recognition. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 114 Hydraulics II (3)**

Explains the function, operation, and application of components in a hydraulic system. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 115 Hydraulics III (1.5)**

Explains the testing and troubleshooting of hydraulic system components using leak path analysis. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 116 Hydraulics IV (1.5)**

Hydraulics IV will explain the testing and troubleshooting of the components in a hydraulic system in circuit using leak path analysis. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 118 Electrics I (3)**

An introductory course. The first in a series of courses to study electricity as related to mobile heavy equipment. Basic DC and AC electricity is covered in theory and reinforced with laboratory experiments. Ohm's Law, magnetism, and electrical component and system identification are covered. Electrical safety and hazard recognition are emphasized. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 119 Electrics II (3)**

The second in a series of electrical courses emphasizing mobile heavy equipment electrical systems. Electrical component disassembly, testing, and maintenance are covered. Lighting, relays, circuit breakers, wiring diagrams, and battery testing are discussed and reinforced through laboratory work. Electrical safety and hazard recognition are also covered. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 201 Diesel Brakes and Pneumatics (2.5)**

The principles of pneumatic brake systems are discussed in detail, with emphasis on cam-operated brakes. Pneumatic brake valves, schematic drawings, and foundation brake troubleshooting will be included in this technical course. Prerequisite: Must have completed DT 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 202 Diesel Fuel Systems and Troubleshooting (1-6)**

The theory and operation of diesel fuel injection systems will include Cummins PT, Caterpillar, Detroit Diesel, and Robert Bosch fuel systems. Governor operation and fuel system troubleshooting will be discussed. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 203 Diesel Shop Management (1.5)**

Designed to give students experience in the management of an equipment repair shop. Each student is required to estimate repair orders, calculate taxes, and deal with customers and employees. The course objectively evaluates what is needed to operate an equipment repair business. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 210 Advanced Diesel Engines (1-9)**

Students will learn engine troubleshooting through diagnostic tools. Course emphasis is on engine operation, diagnosis, and failure analysis. Course may be taught in modules with categories in, but not limited, to the following areas: fuel, cooling, lubrication, electrical, electronics, and failure analysis. Prerequisite: Must have completed DT 100 and DT 101 and DT 102 and DT 215. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 215 Electronic Diesel Engines (1-9)**

Designed to give individuals knowledge of electronic diesel engine controls as they apply to major diesel engine manufacturers. Emphasis is placed on engine sensors, electronic injection systems, and engine operating systems. No prerequisite but students having experience with diesel engines and basic electronics will find it helpful. Course may be taught in modules. Prerequisite: Must have completed DT 100 and DT 101 and DT 102. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**DT 299 Special Topics in Diesel Mechanics (1-10)**

A special topics course in Diesel Technology to serve a variety of needs. Topics are determined by the course instructor.

**Drafting and Design (DFT)**

**DFT 100 Basic Drafting Principles (1-4)**

An introduction to manual drafting procedures including lettering; geometric constructions; orthographic projection; dimensioning sections; auxiliary views; and metric, architectural, and engineering techniques.

## Early Childhood Education (ECE)

### **ECE 121 Parent Caregiver Relationships (1)**

A course designed for child development students in which they can acquire various communication skills to enhance parent/caregiver relationships. Covers interpersonal communication, listening skills, and cooperative problem solving. Newsletters, parent conferences, phone conversations, record keeping, and student data folders will be addressed.

### **ECE 123 Health and Nutrition for Young Children (1)**

A study of young children concerning physical development, nutrition, health, safety, and childhood illnesses and diseases. Skills developed in selecting safe equipment, evaluating environments, and ensuring good health routines.

### **ECE 126 Social and Emotional Development for Infants and Toddlers (3)**

Study of effective development in infancy and toddlerhood. Emphasis is placed on experiences and techniques or use in the home and child care setting which will foster self-concept and social interactions for children from birth to three years of age.

### **ECE 127 Role of Play for Infants and Toddlers (1-3)**

Study of the role of play as it affects the social, emotional, and physical and intellectual growth and development of infants and toddlers.

### **ECE 130 Infancy (3)**

Course studies social, emotional, language, and sensorimotor development in infancy. Emphasis is placed on facilitating optimum infant and toddler development.

### **ECE 151 Math in the Preschool Curriculum (1)**

Activities and materials for developing mathematics readiness in the preschool.

### **ECE 152 Science in the Preschool Curriculum (1)**

Activities and materials for teaching science in the preschool.

### **ECE 154 Literature for Preschool Children (1)**

Survey of books for use with preschool children. Techniques of storytelling and reading to children. (Formerly ECE 154, Literature in the Preschool)

### **ECE 156 Music in the Preschool Curriculum (1)**

Activities and materials for teaching music in the preschool. Songs, dances, and rhythm activities for use with preschool children.

### **ECE 157 Art in the Preschool Curriculum (1)**

Activities and materials for teaching art in the preschool. Emphasis on developing creativity and enjoyment of art through a wide range of materials and activities.

### **ECE 158 Activities for Physical Development in Young Children (1)**

Activities, materials, and equipment for developing gross motor coordination in preschool children including individual, small group, and large group activities for both indoor and outdoor use. (Formerly ECE 158, Physical Education in the Preschool Curriculum)

### **ECE 161 Social Studies and the Young Child (1)**

Emphasizes activities and materials for teaching social studies in the preschool. Drawn from anthropology, economics, geography, history, political science, sociology, and psychology. (Formerly ECE 161, Social Studies in the Preschool Curriculum)

### **ECE 167 Child Abuse and Neglect (1)**

Provides the opportunity for students to learn the legal definitions, symptoms, causes, and reporting procedures of child abuse and neglect. The class will include discussion of the roles and responsibilities of community agencies such as law enforcement, social services, child care personnel, medical and/or psychosocial professionals.

### **ECE 168 Infectious Diseases and First Aid in Child Care (1)**

Provides information about infectious diseases and first-aid measures in child care settings. Course content will include recognizing communicable and acute illnesses, management of accidents and injuries, preventive measures, health education, current research, and community resources.

### **ECE 190 Professionalism in Early Care and Education (3)**

Focuses on professional issues in Early Childhood Education including ethical guidelines and other professional guidelines and standards related to practice; professional organizations and activities; principles of effective leadership and advocacy for young children and for the profession; and relevant public policy at the local, state, and national levels.

### **ECE 198 Special Topics in Early Childhood Education (0.5-6)**

Various short courses and workshops covering a variety of subjects in Child Development. Class is variable in credit depending on class content and number of hours required. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **ECE 200 The Exceptional Child (3)**

The characteristics, training, and educational needs of disabled and gifted children. Explores the existing educational agencies, programs, and instructional methods designed for the disabled and the gifted. Prerequisite: Must have completed ECE 250.

### **ECE 204 Principles of Child Guidance (3)**

A study of effective communication with children in guiding behavior. Emphasis will be placed on techniques which help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The study includes uses of direct and indirect guidance techniques as well as introduction to guidance systems.

### **ECE 231 Preschool Practicum: Early Childhood Lab (6)**

Working in a preschool setting with young children under the supervision of a master teacher, planning and implementing activities. Practicum will normally be taken during the final year of the child development program. Law requires a TB test prior to enrollment. Prerequisite: Must have completed ECE 250 and ECE 251 and ECE 262 and HDFS 232.

### **ECE 232 Practicum: Infant and Toddler (3-4)**

The student works directly with infants or toddlers in a supervised facility. The student is responsible for the environment, activities, and routine of the children, and reports and evaluates the experiences with the practicum supervisor. Prerequisite: Must be a declared ECE infant/toddler major. Instructor permission required.

### **ECE 240 Administration of the Preschool (3)**

Areas covered include organizational structure, budgeting, personnel policies and practices, records, statistics, reporting, relationship with community resources, licensing regulation, safety, nutrition, and health issues. (Formerly ECE 240, Principles and Practices of Preschool and Child Care Organization and Administration) Prerequisite: Must have completed ECE 200 and ECE 204 and ECE 250 and ECE 251.

### **ECE 250 Introduction to Early Childhood Education (3)**

Introduces students to early childhood education. Course deals with the total preschool program including types, objectives, philosophy, curriculum, physical plant, and equipment, as these aspects of the program relate to the needs and interests of the preschool child. (Formerly ECE 131, Introduction to Teaching the Young Child)

### **ECE 251 Curriculum in Early Childhood Education (3)**

This course will consist of methods of planning and teaching curriculum for children three to five years old. Included will be curriculum development, children's play, lesson planning, and daily scheduling. Emphasis on art, science, literature, music, language, blocks, dramatic play, etc. (Formerly ECE 151, Preschool Curriculum) Prerequisite: Must have completed ECE 250.





**EDEL 315 Elementary Methods Practicum III (1-3)**  
The third in a sequence of clinical field experiences. Students will spend 30 to 60 hours observing and teaching in public schools. [S/U] Prerequisite: Must be admitted into the Teacher Education Program and be taking EDEL 433 or EDEL 443 or EDEL 453 or EDRL 437 or EDRL 442 or EDRL 443.

**EDEL 331 Teaching Elementary School Art (3)**  
Art education in the elementary schools. Meets state licensing requirements. Prerequisite: Must have completed ENG 102 and MATH 120 and EDU 250.

**EDEL 433 Teaching Elementary School Mathematics (3)**  
Course prepares prospective elementary teachers in the area of mathematics education. Students in this course will explore cognitive theories of development, methods, materials, and content of mathematics in the elementary grades. Curriculum changes that have taken place and current research in the area of mathematics education will be explored. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

**EDEL 443 Teaching Elementary School Science (3)**  
Course provides pre-service teachers with the theory, research, and best classroom practice related to science education. Students will be introduced to some of the materials, methods, and reasons for helping elementary children understand, perform, and appreciate science. Students will analyze the behavior of model teachers in elementary school classrooms and apply their acquired knowledge and skills by teaching elementary age students. Prerequisite: Must be admitted into the Teacher Education Program and have completed BIOL 190 and EDU 214 and be taking EDEL 315.

**EDEL 453 Teaching Elementary School Social Studies (3)**  
Course focuses on integrating a number of subject areas into the curriculum. Explores the scope and sequences of understandings, attitudes, and skills taught in elementary social studies programs. Examines various methodologies used. A variety of teaching strategies will be explained and demonstrated for work with a diverse array of students in society. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

**EDEL 483 Elementary Supervised Teaching Internship (1-16)**  
A semester teaching experience approved by the Teacher Education Committee. Each student will have a placement for 16 weeks. Policies and procedures are detailed in the Student Teaching Handbook. (Formerly EDU 406, Student Teaching Internship) Prerequisite: Must be admitted into the Teacher Education Program and be taking EDEL 491. Instructor permission required.

**EDEL 491 Elementary Education Capstone Seminar (1-3)**  
Addresses ethical, professional, and substantive issues in the teaching profession. This course forms the bridge between theory and practice where teaching skills can be analyzed, discussed, and refined: and professional competency can be assessed and achieved through professional collaboration and reflective practice. Prerequisite: Must be admitted into the Teaching Internship program and be enrolled in EDEL 483 or EDSP 495. Instructor permission required.

## Education Reading & Literature (EDRL)

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**EDRL 437 Teaching Reading (3)**  
A concentration on the developmental aspects of reading and language arts programs from kindergarten to eighth grade. Involves theoretical and research knowledge pertinent to child growth and development and also to fundamental skills appropriate for the teaching of reading and language arts, especially reading skills and phonetic skills. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

**EDRL 442 Literacy Instruction I (3)**  
Designed to help pre-service teachers view reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes content, teaching methods, and strategies specifically related to analyzing the language acquisition and development of children. The relationship between literacy, language arts, and other curricular areas will be explored. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

**EDRL 443 Literacy Instruction II (3)**  
Designed to help pre-service elementary teachers understand and apply current research and best practices in teaching reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes the relationship between literacy, language arts, and other curricular areas, as well as teaching methods and strategies specifically related to language arts. Content area reading, selection and use of appropriate materials, resources, and technologies will be addressed. Prerequisite: Must have been admitted into the Teacher Education Program and be taking EDEL315.

**EDRL 471 Language Acquisition, Development and Learning (3)**  
Focuses on current acquisition theory and research and analysis of the implications of research for the classroom. Prerequisite: Must have completed ENG 102.

**EDRL 474 Methods for English Language Learners (3)**  
Provides systematic instruction to help ESL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; (3) develop English for extended learning. Prerequisite: Must have completed ENG 102.

**EDRL 475 Assessment and Evaluation of English Language Learners (3)**  
Includes an analysis of standard second language tests and development and evaluation of teacher-generated instruments for placement, diagnosis, and teaching second language learners. Prerequisite: Must have completed ENG 102.

**EDRL 477 Curriculum Development for English Language Learners (3)**  
Involves an analysis of trends and issues in second language curricula and steps and procedures in the development of curricula. Prerequisite: Must have completed ENG 102.

## Education Secondary (EDSC)

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**EDSC 311 Secondary Methods Practicum I (1-3)**  
First in a sequence of field and clinical experience courses in a secondary classroom. Students work in middle-level or high school classrooms to develop skills working with students and implementing instructional plans. Students will spend approximately 15 hours observing in the public schools. Class may be repeated up to a total of three credits. [S/U] Prerequisite: Must be taking EDU 250.

**EDSC 313 Secondary Methods Practicum II (1-3)**  
Second in a sequence of field and clinical experience courses in a secondary classroom. Students will observe approximately 25 hours of the middle-level or high school classrooms. The portfolio and admission process is explained. Class may be repeated up to a total of two credits. [S/U] Prerequisite: Must be taking EDU 323.

**EDSC 315 Secondary Methods Practicum III (1-3)**  
The third and final course in a sequence of field and clinical experience courses. Students will spend 30-60 hours at the middle-level or high school classroom. Students will be expected to work toward completion of the requirements for their portfolio project. Taken in conjunction with content area methods course. Class may be repeated up to a total of three credits. [S/U]  
Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 473 or EDSC 463 or EDSC 453 or EDSC 433 or EDCT 463 or EDCT 439.

**EDSC 407 Interdisciplinary Integrated Curriculum (3)**  
**Secondary Education**

Examines the relationship between literacy skills and learning the context area. Students will focus on developing literacy skills to promote better learning in the content area as well as guide students to better interpret, analyze, evaluate, and communicate in the world around them. Ideas and literacy, mathematics, the process of reading and writing, and specific pedagogical strategies will be considered. The course will also include problem-solving approaches, planning curriculum, and analyzing techniques to evaluate a variety of content area resources. The course will ask students to analyze and reflect upon personal experience as a reader, a writer, and a problem solver. (Formerly EDU 440, Essential Skills Across the Curriculum)  
Prerequisite: Must have completed EDUC 323 and EDUC 406.

**EDSC 433 Teaching Secondary English (3)**

Designed to prepare students to teach English at the 7-12 grade levels. The course will consist of three hours of lecture and a one hour lab each week. Course objectives are aligned to the INTASC teaching standards. The course is premised upon the assumption that effective teachers combine an awareness of theory with ongoing research into effective practices, as well as continual reflection upon their own teaching. Students will also design objectives which reflect the Nevada State English standards and which integrate the various components of the Language Arts Curriculum. Students will develop and implement lessons and effective assessments based upon those objectives. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

**EDSC 453 Teaching Secondary Mathematics (3)**

Course examines the methods, materials, teaching techniques, and strategies unique to mathematics education. Emphasis is placed on the pre-algebra, algebra, and geometry curriculum; classroom organization; test construction and evaluation; use of audio-visual materials and equipment. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

**EDSC 463 Teaching Secondary Science (3)**

Course will give students a broad perspective on science education from its historical development to current issues and trends, and will introduce methods of curriculum design, assessment techniques, instructional strategies, and other areas important in equipping successful science teachers. Practical material will be developed that may be used as resources in future science teaching situations. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

**EDSC 473 Teaching Secondary Social Studies (3)**

Designed to provide undergraduate students in secondary education with an overview of the methods, assessment techniques, materials, curriculum, and activities used to teach social studies. The course is intended to help students acquire a repertoire of planning and instructional skills necessary for teaching social studies. Prerequisite: Must be admitted into Teacher Education Program and be taking EDSC 315.

**EDSC 483 Secondary Supervised Teaching Internship (1-16)**

The Supervised Internship provides the student with the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extracurricular activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite: Must be admitted into the Teaching Internship program and be taking EDSC 491. Instructor permission required.

**EDSC 491 Secondary Education Capstone Seminar (3)**  
Addresses ethical, professional, and substantive issues in the teaching profession. This course forms the bridge between theory and practice where teaching skills can be analyzed, discussed, and refined; and professional competency can be assessed and achieved through professional collaboration and reflective practice. Prerequisite: Must be admitted into Teacher Internship program and be taking EDSC 483. Instructor permission required.

**Special Education (EDSP)**

**EDSP 301 Education of the Exceptional Child (3)**

A survey of the special education area for majors and non-majors, designed to acquaint the student with the special needs of learners categorized under all areas of exceptionality. Introduces methods for identifying, planning, and working effectively with exceptional children in the regular classroom. Emphasis on etiology, physical, and educational characteristics. The pre-service teacher is taught to recognize and refer exceptional learners for assessment, as well as design and implement individualized programs, instructional strategies, and classroom management strategies. Prerequisite: Must have completed ENG 102 and EDU 250.

**EDSP 434 Community and Family Integration for the (3)**  
**Transition of Individuals with Special Needs**

The purpose of the course is to provide students with the understanding of theory, principles, procedures, and legal requirements for working toward collaborative partnerships among families, professionals, students, and other stakeholders to meet the transitional needs of the individual student with a disability. Also focuses on the importance of parent involvement with the individual student. Prerequisite: Must have taken EDSP 301.

**EDSP 441 Characteristics and Inclusive Strategies for (3)**  
**Students with Mild and Moderate Disabilities**

Provides an overview of educational laws/practices that influence the identification, placement, and instruction of students with mild to moderate disabilities. Instructional practices will include academic accommodations, social skills, and classroom management. Prerequisite: Must have taken EDSP 301.

**EDSP 443 Special Education Curriculum: General Methods (3)**

Special instructional methods for students with mild to moderate disorders. Includes instruction in IEP goals and objectives. Prerequisite: Must have completed EDSP 301 and be taking EDSP484.

**EDSP 452 Assessment for Special Education Teachers (3)**

Formal and informal methods of assessing students with disabilities: academic, language, motor, perception, and social skills. Interpretation of assessment and application to program needs. Prerequisite: Must have taken EDSP 301.

**EDSP 453 Behavior Management Techniques for (3)**  
**Students with Disabilities**

Course will present principles of applied behavior analysis that can be utilized to manage the behaviors of students with disabilities in the classroom and in other settings. The identification of target behaviors, data collections, selection of experimental designs, arranging of antecedents, arranging of consequences, and generalization of behavioral change will be presented. Prerequisite: Must have completed EDSP301 and be taking EDSP485.

**EDSP 484 Special Education Practicum: Elementary Level (1)**

Clinical and Field Experience in an elementary special education setting. Students will spend approximately 25 hours observing and in a special education setting in the public schools. [S/U] Prerequisite: Must have completed EDSP 301 and be taking EDSP 443.

**EDSP 485 Special Education Practicum: Secondary Level (1)**

Clinical and Field Experience in a secondary special education setting. Students will spend approximately 25 hours observing and teaching in a special education setting in the public schools. [S/U] Prerequisite: Must have completed EDSP 301 and be taking EDSP 453.

**EDSP 495 Student Teaching Internship in Special Education (8-14)**  
Student Teaching Internship. Prerequisite: Must be admitted into the Teacher Education Program and be taking EDEL 491. Instructor permission required.

## Education (EDU)

**EDU 120 School Law in Nevada (1)**

Designed to acquaint prospective teachers with the legal aspects of the school setting in Nevada and examines historical development of paramount issues in contemporary education. Also emphasizes legal aspects of emerging educational patterns and meets state licensing requirements. [S/U]

**EDU 210 Nevada School Law (2)**

Historical development of paramount issues in contemporary education. Emphasizes legal aspects of emerging educational patterns. Meets state licensure requirements in Nevada School Law. [S/U]

**EDU 214 Preparing Teachers to Use Technology (3)**

Lab course on advanced skills and strategies for integrating technology into the K-12 classroom. Computer experience is required in word processing, basic spreadsheet design, and file management.

**EDU 250 Foundations of Education (3)**

A foundations course in education and introduction to the philosophy, history, and sociology of modern education. Emphasis is placed on current trends in education. Prerequisite: Must have completed ENG 101 and be taking EDEL 311 or EDEL 313 or EDSC 311 or EDSC 313.

**EDU 282 Strategies for Effective Substitute Teaching (1)**

Specialized instruction designed to develop understanding of a current aspect of education. Maximum of three credits which may be applied as elective credit hours toward a degree. [S/U]

**EDU 295 Education Topics: Subtitle Varies (1-6)**

Special topics in education. Unlimited repeatability. [S/U]

## Education (EDUC)

**EDUC 323 Teaching and Learning Education (3)**

Includes planning for learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada standards. Prerequisite: Must have completed EDU 250 and be taking EDEL 313 or EDSC 313. Instructor permission required.

**EDUC 406 Curriculum and Assessment Education (3)**

Course covers the range of assessments used in elementary schools. Students learn to administer and interpret standardized or norm referenced tests, create appropriate criterion-referenced assessments, portfolios, performance tasks with data-collection, and record-keeping strategies for reporting student academic progress. Nevada Curriculum Standards and state testing instruments will be studied. Prerequisite: Must have completed EDU 250. Instructor permission required.

**EDUC 497 Education Workshop Project (1-3)**

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

## Education Professional Development (EPD)

**EPD 162 PPST/Praxis I Reading Review (1)**

Designed to prepare prospective teacher education students for the Pre-Professional Skills Test. Organized around the knowledge and skills addressed on the test, this course offers participants opportunity to review and learn the knowledge and skill related to reading comprehension. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EPD 163 PPST/Praxis I Writing Review (1)**

Designed to prepare prospective teacher education students for the Pre-Professional Skills test. Organized around the knowledge and skills addressed on the test, this course offers participants opportunity to review and learn the knowledge and skills related to the kinds of writing tested that will be assessed on the Praxis I. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EPD 164 PPST/Praxis I Math Review (1)**

Designed to prepare prospective teacher education students for the Pre-Professional Skills Test. Organized around the knowledge and skills addressed on the test, the course offers participants opportunity to review and learn the knowledge and skills related to the mathematics tested on the Praxis I. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EPD 226 The Tutoring Process (1)**

Provides training and understanding of the tutor's role and responsibilities. Topics include tutoring strategies, tutoring options, role modeling, interpersonal communications, questioning skills, and active listening skills. Students also participate in supervised tutorials. Not required as part of the Education Program. [S/U]

**EPD 227 Tutoring Methods (1)**

Provides advanced application of learning theories relating to one-to-one tutorials. Emphasis is placed on philosophies, procedures, and practices that have proven effective in teaching children in diverse populations. Not required as part of the Education Program. [S/U]

**EPD 229 Tutoring Practicum (1-4)**

Provides supervised instruction of students in one-to-one tutorials. Students tutor in local schools approximately 15 hours per month and participate in special workshops as required. Not required as part of the Education Program. Class may be repeated up a total of four credits. [S/U]

**EPD 230 Passing the ParaPro (1)**

Designed to prepare prospective and practicing para-professionals for the ParaPro exam. Organized around the knowledge and skills addressed on the test, this course offers the participant opportunity to collaborate with one another as they learn and review knowledge and skills related to elementary reading, mathematics, and writing. Also addressed are the ways reading, mathematics, and writing skills and knowledge are applied to the paraprofessional as she/he assists in the classroom instruction. [S/U]

**EPD 430 Passing the Praxis II (1)**

Designed to prepare prospective and current elementary school teachers for the Praxis II examination. Organized around the specifications addressed on the test, this workshop offers participants the opportunity to collaborate with one another as they review pertinent topics related to child development, learning theories, curriculum components, general principles of instruction, classroom management, student assessment, and professional growth. [S/U]



**EPD 480 Coaching and Mentoring Student Interns (1-6)**  
Course is designed to provide support for lead teachers who have volunteered to serve as a cooperating teacher for student interns. Explains and demonstrates different observation models, communication techniques, and evaluation skills. May repeat the course up to six credits. Placement with a student intern is required. [S/U] Instructor permission required.

## **Education Leadership and Psychology (EPY)**

**EPY 330 Principles of Educational Psychology (3)**  
General principles, theories, and recent research evidence regarding human development, human learning, and human motivation, especially as they pertain to classroom instruction. Prerequisite: Must have completed ENG 102 and have sophomore standing.

## **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, CO<sub>2</sub>, NO<sub>x</sub>, SO<sub>2</sub>, HCN, and conductivity are becoming more critical to plant processes for environmental reasons. Weight scales are necessary for raw material accounting and inventory. Wireless systems are increasingly demonstrating their usefulness in low cost installations as security issues are resolved. Prerequisite: Must have completed EIT 233.

**EIT 315 Pressure, Level, Flow Measurement (4)**  
Exploration of the physics of pressure, level, and flow. Calculations are derived from formulas that pertain to fluids and solids and used to configure instruments for the purpose of process control. The types of instruments that are presented in this course are found in every industry that produces or manufactures a product. Labs will consist of configuring and calibrating instrumentation to precise standards based on the theory learned in the class lecture. (Formerly EIT 315, Pressure/Level/Flow Measurement and Control) Prerequisite: Must have completed EIT 233.

**EIT 323 Installation and Configuration (3)**  
Provides students with an understanding and practical application of safe and efficient methods of installation and maintenance of process instrumentation. Includes instrument piping, electrical wiring, and mechanical structures as related to physical, chemical, electrical, hydraulic, and pneumatic processes. Configuration of control loop elements is included with detailed exercises on "live" trainers.

**EIT 333 Process (Piping) and Instrument Diagrams (P&ID's) (2)**  
P&ID drawings are integral to understanding how manufacturing process works. P&IDs are the prelude to loop diagrams and other various schematics. All of these drawings are used by technicians for troubleshooting, wiring, and tubing. Prerequisite: Must have completed EIT 233.

**EIT 336 Control Valves and Regulators (4)**  
The theory and operation of valves and associated pneumatic and hydraulic devices used in the control of gasses and fluids. Prerequisite: Must have completed EIT 233 and EIT 315 and EIT 323 and EIT 333 and EIT 368.

**EIT 348 Temperature Measurement and Control (3)**  
The measurement and control of industrial heat and temperature processes. Prerequisite: Must have completed an Associate of Applied Science or Certificate and EIT 315.

**EIT 368 Measurement Systems Analysis (2)**  
Designed to demonstrate the importance of accurate and reliable measurements in process control systems. Covers how to deal practically with inaccuracies and the methods to minimize the downside effects of inadequate measurement systems. Prerequisite: Must have completed EIT 233 and EIT 315.

**EIT 376 CCST Exam Review (1)**  
Fundamentals of "process control" and brief descriptions of individual processes and combination of processes used in industry. Theory of operation and application of associated process instruments covered. [S/U]

**EIT 437 Computer Analog Control (3)**  
Successful completion of this course will provide the student with an understanding of the concepts pertaining to analog control using Programmable Logic Controllers. Selection of hardware including processor architecture, input/output module wiring, programming, controller installation, and system troubleshooting. Students will learn PID control systems by utilizing PLC hardware/software in a "live" process. Loop tuning methodology, controller feed-forward, feedback, cascade, and ratio control will be incorporated on process simulators. Prerequisite: Must have completed ELM 134 and ELM 136 and EIT 233 and EIT 315 and EIT 323 and EIT 333.

**EIT 468 Advanced Control Systems (3)**  
An applications-oriented conclusion to the Instrumentation Program, including an individualized lab project with selected advanced instrumentation topics. Prerequisite: Must have completed an Associate of Applied Science degree or Certificate and EIT 348.

## **Electrical Theory (ELM)**

**ELM 101 Electrical Workforce Training I (1-7)**  
The first of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. May be repeated for up to seven credits. Instructor permission required.

**ELM 102 Electrical Workforce Training II (1-7)**  
The second of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. May be repeated for up to seven credits. Instructor permission required.

**ELM 103 Electrical Workforce Training III (1-7)**  
The third of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Instructor permission required.

**ELM 104 Electrical Workforce Training IV (1-7)**  
The fourth of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Instructor permission required.

**ELM 105 Electrical Workforce Training V (1-7)**  
The fifth of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Prerequisite: Must have completed ELM 104. Instructor permission required.

**ELM 106 Electrical Workforce Training VI (1-7)**

Sixth of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing the student with online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Prerequisite: Must have completed ELM 105. Instructor permission required.

**ELM 107 Electrical Workforce Training VII (1-7)**  
Seventh of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task assessment. Prerequisite: Must have completed ELM106. Instructor permission required.

**ELM 108 Electrical Workforce Training VIII (1-7)**  
This course is the eighth of eight courses offered in the electrical Workforce Training Program. The course offers a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Prerequisite: Must have completed ELM 107. Instructor permission required.

**ELM 112 Electrical Theory, DC (1-4)**  
The study of matter, atomic structure, electron theory, sources of electricity, and magnetism. Theory and shop application in Ohm's Law, voltage, current, resistance, and power in series, parallel, and series-parallel direct current circuits. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 120 Low Voltage Systems (1-3)**  
An introduction to low voltage systems used to distribute, carry, capture, and display voice, video, audio, and data signals. Topics include entertainment (video and audio media systems), communications (telephone, fax, modem, networks, and publication address systems), life safety (access control, alarm systems, and video surveillance), environmental control (HVAC and energy management), and automation controls (residential and commercial buildings). Instructor permission required.

**ELM 121 Circuit Design (1-2.5)**  
Developing and drawing electrical diagrams and graphs using standard electrical and JIC symbols. Prerequisite: Must have completed ELM 112. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 122 AC Theory (4)**  
Analyze AC series, parallel, and combination circuits with resistance, inductance, and capacitive elements using mathematics, measuring devices, and other test equipment. Prerequisite: Must have completed ELM 112. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 123 Solid State (1-2.5)**  
Study of the theory and operation of such solid-state devices as diodes, transistors, diacs, triacs, and SCRs. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 124 DC Generators, Motors, and Controls (2)**  
Theory, design, applications, and testing of direct current (DC) generators, DC motors, and the study of such DC control devices as manual starting rheostats, reduced-voltage starting mechanisms, and speed controls. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 125 AC Motors and Alternators (2)**  
Theory, design, application, and testing of alternating current (AC) motors and alternators; single- and three-phase generation of alternating current; paralleling alternators; and calculating load and power factor characteristics under various load conditions. Prerequisite: Must have completed ELM 124. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 126 Motor Maintenance (2)**  
Explores the mechanical aspects of small and larger motor disassembly and assembly; bearing, commutator, slip ring and brush care; electrical maintenance; safety planning; and variable frequency drives. Prerequisite: Must have completed ELM 125. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 127 Introduction to AC Controls (2.5)**  
Introduction to pilot devices, wiring diagrams, ladder diagrams, and basic motor circuits. Areas of emphasis include two- and three-wire controls, parallel stop-start, and hand-off automatic controls. Prerequisite: Must have completed ELM 125. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 128 Transformers and Industrial Lighting (4)**  
Comprehensive study of the theory and operation of transformers and industrial lighting. The functions of various types of transformers and the maintenance and repair of industrial lighting systems will be emphasized. Perform the actual hookup and testing of basic single-phase and three-phase transformer connections. Observe and demonstrate proper safety and maintenance techniques and develop service wiring techniques. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 130 Low Voltage Systems II (3)**  
The second of three courses offered in Low Voltage Systems. Low voltage systems are used to distribute, carry, capture, and display voice, video, audio, and data signals. Industries addressed in the course include entertainment (video and audio media systems), communications (telephone, fax, modem, networks, and public address systems), life safety (access control, alarm systems, and video surveillance), environmental control (HVAC and energy management), and automation controls (residential and commercial buildings). Topics covered include network cabling, cabling for wireless networks, testing of voice, video and data wiring, and fiber optic systems. Prerequisite: Must have completed ELM 120.

**ELM 131 National Electric Code (2.5)**  
Survey of the National Electric Code and its application to the safe installation of electrical conductors and equipment. Prerequisite: Must have completed ELM 122. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 132 Digital Concepts (1-2.5)**  
Introduction to digital electronics including numbering systems, binary codes, Boolean algebra, and logic hardware. Prerequisite: Must have completed ELM 123. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 133 Advanced AC Controls (4)**  
Applications and testing of a variety of AC controls, including limit switches, control relays, timing circuits, control transformers, and variable frequency drives. Prerequisite: Must have completed ELM 127. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 134 Introduction to Programmable Logic Controllers (2.5)**  
Introduction to programmable controller hardware, numbering systems, memory organization, and peripheral devices. Prerequisite: Must have completed ELM 127 and ELM 132. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 135 National Electric Code 430 (1)**  
In-depth study of Article 430 of the National Electric Code and its application to motors, motor circuits, and controllers. Prerequisite: Must have completed ELM 133. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 136 Programmable Controllers Applications (2.5)**  
Practical experience in programming circuits using relay-type instructions, timers, counters, data manipulation, arithmetic functions, and other advanced features and techniques. Prerequisite: Must have completed ELM 133 and ELM 134. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 141 Blueprint Reading (2)**  
Focus on electrical prints, drawings, symbols, and specifications for construction and electrical plans. Prerequisite: Must have completed ELM 121 and ELM 128. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 142 Raceways (2.5)**  
Introduction to the types and applications of raceways, wireways, and ducts. Students will learn how to cut, ream, thread, connect, and bend conduit using hand, mechanical, hydraulic, and electric benders. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 143 Wiring Techniques (1-4)**  
Practical application in a variety of building types and remodeling of existing buildings. Course will include job building, material estimation, tool and material use, and installation techniques. Prerequisite: Must have completed ELM 128 and ELM 131 and ELM 141 and ELM 142. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ELM 198 Special Topics in Electrical Maintenance (1-6)**  
A special topics course in Electrical Systems Technology to serve a variety of needs. Topics are determined by the course instructor.

## **Electronics (ET)**

**ET 114 Introduction to Robotics (3-6)**  
This course will take the student through most of the different technologies required to create all forms of robotic technology. A basic start will introduce the student to the basics of electronics, schematic reading, part recognition, electronic measurements and measuring devices, electronic tools, motor (DC and AC), generators (DC and AC), pneumatics and hydraulics, data acquisition (sensoric devices), data handling (reading and controlling data), servo and synchro devices, and robotic design and construction. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ET 270 Electronic Bench Servicing Technician (1-5)**  
Course emphasizes troubleshooting and repair of electronic components. Students are introduced to soldering and de-soldering techniques, selection and use of test equipment, and interpretation of block schematics as related to electronic circuit repair. Safety is stressed in this electronic service course. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ET 280 Digital Electronics (1-4)**  
Covers 10 major areas of digital electronics, including Digital Logic Circuits, Digital Integrated Circuits, Boolean Algebra, Flip-Flops and Registers, Counters, Shift Registers, Arithmetic Circuits, Memories, Digital Systems, and Connecting digital and analog Devices. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

## **Emergency Medical Services (EMS)**

**EMS 108 EMT (7)**  
Designed for individuals who anticipate working with an ambulance service, fire department, police department, mining industry or other occupational fields where medical emergencies are common. Upon successful completion of the course, the student will be eligible to take the National Registry of Emergency Medical Technicians (NREMT) examination. (Formerly EMS 108B, Emergency Medical Technician Training) Prerequisite: Current Healthcare Provider CPR card and proof of health insurance. Must be 18 years of age by the time the course is completed. Immunizations: MMR, TD, TB skin test and at least the second Hepatitis B immunization must be submitted the week of class. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EMS 109 EMT Refresher Training (2)**  
The EMT, 30-hour Refresher Course is offered for individuals who wish to renew their EMT-Basic or Intermediate certification for a two-year period. Each student must complete six online assignments and six tests (passing with a 70% average) prior to scheduling CPR and skills evaluation. Unlimited repeatability. (Formerly EMS 109B, Emergency Medical Services Refresher Course) Prerequisite: Current certification as an EMT. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EMS 110 EMT Instructors Training Course (1)**  
Trains instructors to teach the U.S. Department of Transportation Basic Training program for Emergency Medical Technician - Basic. Emphasizes the development of teaching skills, rather than emergency care skills. Includes components of the learning process, methods of teaching, preparation and use of various media/materials, and purpose and methods of evaluation. Upon successful completion of the course, the student will have a minimum of 10 hours under the supervision of a currently certified EMS Instruction and be for Nevada EMS Instructor certification. Prerequisite: Current Nevada EMT certification. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EMS 113 First Responder Training Course (3)**  
Emphasizes development of student skills in patient assessment and emergency care procedures including life-threatening emergencies, injuries to various body parts, emergency childbirth, techniques of moving patients, and more. This course offers a certificate by the State of Nevada Bureau of Licensure and a Certificate as a Nevada Emergency Medical Services First Responder. A certificate will allow students to volunteer with various fire and rescue agencies. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EMS 114 First Responder Refresher (1)**  
A 16-hour refresher course in emergency medical care. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EMS 118 Advanced Emergency Medical Technician (AEMT) (10.5)**  
This course is designed to instruct students to the level of Advanced Emergency Medical Technician (AEMT) based upon the new National EMS Education Standards. These AEMTs will provide both basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system (EMS). AEMTs function as part of the comprehensive EMS response, under medical oversight. AEMTs perform interventions with the basic and advanced equipment typically found on the ambulance. The AEMT is a vital link in the pre-hospital care system. Prerequisite: Current Nevada EMT certification. Current Healthcare Provider CPR card and proof of health insurance. Must be 18 years of age by the time the course is completed. Immunizations: MMR, TD, TB skin test and at least the second Hepatitis B immunization must be submitted the week of class. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EMS 119 EMT Intermediate 85 to Advanced EMT Bridge Refresher Course (3)**  
The Emergency Medical Technician Intermediate 85 to Advanced Emergency Medical Technician (AEMT) Bridge Refresher Course is offered for individuals who wish to bridge from Intermediate 85 to Advanced EMT to meet the new national standards. This course will also serve as a State of Nevada accepted refresher course for re-certification purposes. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**EMS 198 Special Topics in Emergency Medical Services (0.5-3)**  
Selected emergency medical technician topics offered for general interest. No prerequisites. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

## **English (ENG)**

**ENG 95 Basic Writing II (3)**  
Designed to develop writing skills. Focuses on the review of grammatical relationships, sentence patterns, punctuation, and usage, with concentration on writing expository paragraphs and essays. Students will have additional Academic Success Center requirements. Upon successful completion of the course, the student may move directly into ENG 101. (Formerly ENG 095, Effective Writing)

**ENG 101 Composition I (3)**  
Critical reading and writing of the expository essay. Emphasizes pre-writing, strategies for organization, and revision. Prerequisite: Must have completed ENG 95 or ENG 103 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 101 or ENG 107.

**ENG 102 Composition II (3)**  
Continuation of English 101. Emphasizes writing from sources, argument, the investigative paper, and research techniques. Prerequisite: Must have completed ENG 101 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 102.

**ENG 103 English Fundamentals for Technical Writing (3)**  
Emphasizes the essentials of sentence structure, paragraph development, grammar, and punctuation. Class writing assignments apply these essentials to a variety of on-the-job related documents such as memos, letters, and reports. Course is recommended for students seeking certificates of achievement and meets the requirement for a 100-level English course. Upon successful completion of ENG 103, students may move directly into ENG 107 or ENG 101. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**ENG 107 Technical Communications I (3)**  
Basic skills necessary for successful on-the-job communications including improved letter and report writing, persuasion, interviewing, process, mechanism description, and business and technical grammar. Prerequisite: Must have completed ENG 95 or ENG 103 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 101 or ENG 107.

**ENG 108 Technical Communications II (3)**  
Advanced letter and report writing techniques including proper word choice, tone, and structure. Business letters, memorandums, formal and informal reports, process, and mechanism descriptions. Prerequisite: Must have completed ENG 101 or ENG 107.

**ENG 203 Introduction to Literary Study (3)**  
Introduction to the elements of fiction, poetry, and drama used in the analysis of literature. [H\*] Prerequisite: Must have completed ENG 102.

**ENG 221 Writing Fiction (3)**  
The writing of fiction in a workshop setting. Students are required to produce several works of short fiction. [F] Prerequisite: Must have completed ENG 101.

**ENG 223 Themes of Literature (3)**  
Themes and ideas significant in literature. [H\*] Prerequisite: Must have completed ENG 102.

**ENG 250 Introduction to Children's Literature (3)**  
Study of outstanding children's books to promote ways in which the books can be used to enhance the lives and skills of children, teachers, and parents. [H] Prerequisite: Must have completed ENG 102.

**ENG 258 Shakespeare Theatre Festival (1)**  
A tour to one of the summer festivals to view and study Shakespearean theatre in performance. [H] Prerequisite: Must have completed ENG 102.

**ENG 261 Introduction to Poetry (3)**  
Study of a variety of poets and their techniques. [H] Prerequisite: Must have completed ENG 102.

**ENG 299 Special Topics in English (1-3)**  
Consideration of special topics and issues in English. Selection will depend upon current interests and needs. No prerequisite.

**ENG 325 Advanced Literary Study (3)**  
Designed for students who are familiar with basic elements of literature and who have some experience with literary interpretation. Students will examine the major critical approaches to literature and learn to apply these approaches. Students will read and analyze works of fiction, poetry, and drama; write several essays; and one longer paper. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

**ENG 327 Composition III (3)**  
A practicum in writing, this course provides instruction in all of the stylistic choices a writer makes to communicate, not only information, but the voice behind the information. Experimentation with sentence patterns, sentence length, word choice, word placement, and punctuation. Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).



**ENG 329**                      **Language Study**                      (3)  
A consideration of language history, function, and use. Topics include the historical development of languages, language acquisition, descriptive grammar, language controversies, etc. [H] Prerequisite: Must have completed ENG 102 and one of the following: ANTH 101 or SOC 101 or GEOG 106 or a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

**ENG 333**                      **Professional Communications**                      (3)  
A course in applied rhetoric for students to develop the writing and communication skills they will need as professionals. The goal is to make strong writers with flexible analysis, writing, and oral communication skills. Prerequisite: Must have completed ENG 102 or ENG 108 with a grade of 'C' or better.

**ENG 411B**                      **Principles of Modern Grammar**                      (3)  
Principles of modern grammar and usage. Designed for students seeking certification in secondary English. Prerequisite: Must have completed ENG 102.

**ENG 416C**                      **Special Problems in English**                      (1-6)  
Workshops in language, literature, and composition. May be repeated up to two times. (Formerly ENG 429, Special Topics in English) Instructor permission required.

**ENG 418A**                      **Advanced English Reading Strategies**                      (3)  
Designed for the secondary level pre-service education student and/or the actual practicing educator (at either the secondary or post-secondary levels). Its primary aim is to provide a theoretical and practical base for connecting effective reading strategies to the teacher's specific content area of instruction. These strategies will be specifically targeted to the secondary/post-secondary levels of instruction. Students will be engaged in the effective design and implementation of reading into the delivery of their own content area. Topics to be explored include reading comprehension of expository and narrative texts (especially fiction and literature), developing life-long habits across the realm of reading, integrating reading across all of the language arts (speaking, listening, and writing) as well as across one's content area of instruction. Prerequisite: Must have completed ENG 102.

**ENG 433A**                      **Shakespeare: Tragedies and Histories**                      (3)  
An examination of some of Shakespeare's major tragedies and histories. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

**ENG 449A**                      **British Literature I**                      (3)  
Major authors and works in British literature from the beginning through the eighteenth century. The course includes reading and analysis of works of prose, poetry, and drama. This course fulfills the British literature requirement for secondary education majors. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

**ENG 449B**                      **British Literature II**                      (3)  
Reading and discussion of major British authors from the Romantic Movement to the present. This course fulfills the British literature requirement for secondary education certification in English. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

**ENG 451A**                      **American Literature I**                      (3)  
Major figures and movements from the beginnings of the Civil War. Fulfills the American literature requirement for secondary education certification in English. [H] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

**ENG 451B**                      **American Literature II**                      (3)  
Major figures and movements from the Civil War to the present. Fulfills the American literature requirement for secondary certification in English. [H\*] Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

**ENG 497A**                      **Topics in Multi-Cultural Literature**                      (3)  
Reading and analysis of works of fiction, non-fiction, and drama by Asian American, Latin American, Native American, and/or African American writers. This course fulfills the multi-cultural literature requirement for secondary education certification in English. Prerequisite: Must have completed ENG 101 and 102 and a 200 level literature course (ENG 203 or ENG 223 or ENG 231 or ENG 232 or ENG 250 or ENG 267 or ENG 275).

## **Energy** **(ENRG)**

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**ENRG 147**                      **Solar Water Heating Systems**                      (3)  
This course is designed to train students in the installation, maintenance, and theory of solar hot water heating systems for residential and commercial use. This course focuses on hot water systems for domestic uses. Core topics in this course are workforce safety, solar panel installation, system layout, and hot water heater theory.

## **Environmental Studies** **(ENV)**

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**ENV 100**                      **Humans and the Environment**                      (3)  
Introduction to the relationship of man and his environment. Current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface, and water; and the public agencies and policies designed to solve environmental problems. Prerequisite: Must have completed MATH 96 or higher or attained satisfactory score for placement into MATH 120 in ACT, SAT or placement tests.

**ENV 422**                      **Environmental Regulation and Compliance**                      (3)  
A review of the important environmental regulations - federal, state, and local - and the processes and methods of compliance with those regulations. The NEPA process is a major component of this course, from points of view of both the regulatory agencies and the entities with activities falling under the regulations.

## **Film Studies** **(FIS)**

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**FIS 100**                      **Introduction to Film**                      (3)  
Introduction to the historical development of film as art. Considers the development of cinematic techniques (i.e., cinematography, editing, sound, etc.), cinematic genres (i.e., the western, romantic comedy, etc.) and narrative elements (i.e., plot, character, conflict, etc.) as exemplified by the work of major American and international directors. [H\*]

## Finance Management (FIN)

**FIN 101 Personal Finance (3)**  
Discussion and analysis of problems relating to financial independence. Budgeting, personal tax concerns, cash and savings investments, real estate, financial institutions and borrowing, insurance, investing, retirement programs, and estate planning are covered for real world applications.

**FIN 240 Introduction to Budgeting (1)**  
An introduction to financial budgeting for individuals. Topics include the time value of money, the mathematics of finance, the borrowing decision, the lending decision, and capital budgeting. No prerequisites.

**FIN 310 Applied Accounting and Finance (3)**  
Course is designed to provide the student with the keys, concepts, and tools used in understanding the financial functions of a business enterprise. For those students with no previous education or experience in accounting, the course will include an introduction to the essential concepts necessary in understanding formal financial statements from the user's perspective. Prerequisite: Must have completed an associate's degree.

## Fire Science (FS)

**FS 285 Selected Topics in Fire Science (0.5-6)**  
Elective course in which subjects will vary and cover critical and current issues in fire science. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

## French (FREN)

**FREN 101 Conversational French I (3)**  
Develops a working knowledge of French, listening and speaking skills, and practice in reading and writing. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**FREN 102 Conversational French II (3)**  
A continuation of FREN 101, this course is designed to be social, interactive, and fun. Introduces the student to the essentials of French grammar, vocabulary, and culture with an emphasis on practical and oral conversation. Additional cultural and listening activities include a French film festival, access to audio and audiovisual tapes, and a French luncheon. Prerequisite: Must have completed FREN 101. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**FREN 111 First Year French I (3-4)**  
Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required. [H\*]

**FREN 112 First Year French II (3-4)**  
A continuation of FREN 111. Language practice required. [H\*] Prerequisite: Must have completed FREN 111.

**FREN 211 Second Year French I (3)**  
Continues development of the four basic skills involved in the acquisition of a foreign language: listening, speaking, reading, and writing. Also introduces essential elements of French culture. [H] Prerequisite: Must have completed FREN 112.

**FREN 212 Second Year French II (3)**  
Continuation of FREN 211. [H] Prerequisite: Must have completed FREN 211.

## Geographic Information Systems (GIS)

**GIS 109 Introduction to Geographic Information Systems (3)**  
An introduction to Geographic Information Systems (GIS) covering the basic concepts. Principles of cartography and spatial analysis are presented. The intent is to prepare the student for advanced training using specific GIS software.

**GIS 110 Principles of Cartography (3)**  
The basics of analog and digital cartography (map making). Students will be exposed to different types of maps, scales, symbols, and projections and learn how cartography and geographic information systems interact.

**GIS 111 Introduction to Remote Sensing (3)**  
Introduces basic remote sensing, aerial photograph interpretation, basic photogrammetry, and satellite image processing. Students will learn the basic techniques of remote sensing and learn how to integrate remote sensing information with GIS techniques and databases.

**GIS 205 GIS Applications (3)**  
This course in Geographic Information Systems concepts covers map components (including a brief discussion of coordinate systems), spatial relationships, and management of relationships description through tabular data. There will be extensive work using spatial and spatial data using ArcView. A knowledge of Windows will be advantageous. Students are advised to take GIS 109 if not familiar with technical program and Windows operating systems.

**GIS 212 Intermediate Arcinfo (3)**  
Offers students exposure to and experience with macro designs, the Arc Macro language, managing tabular data, scripting in ArcGIS, including ArcObjects, and knowledge of various ArcInfo modules. Prerequisite: Must have completed GIS 205 and CIT 129.

**GIS 250 GIS Database (3)**  
Emphasis on creating, using, editing, and managing spatial and attribute data stored in a geodatabase. Lectures and hands-on will emphasize loading data into the geodatabase, defining domains, subtypes, and relationship classes. Applications of geodatabases and geodatabase management will be explored. Prerequisite: Must have completed GIS 205.

**GIS 270 GIS Extensions (3)**  
Advanced ArcGIS is a course designed for those proficient in ArcGIS and wanting to improve its functionality. Areas of study include the major extensions used in ArcGIS including ArcGIS, Spatial Analyst, 3-D Analyst, and Network Analyst as well as others. Both raster and vector data will be used. Emphasis will be on GIS as a decision making tool. Prerequisite: Must have completed GIS 205.

**GIS 290 Portfolios in GIS (3)**  
Students will focus on job opportunities and career fields in GIS. Current trends and uses of GIS in the workplace will be explored. Students will also create a portfolio of GIS work illustrating their broad understanding of the software including database management, spatial analysis, cartography, and customization. Prerequisite: Must have completed GIS 212 or higher.

**GIS 301 Geographic Information Systems Essentials (1)**  
This course is designed for non-CADD/GIS majors and covers essential concepts in geographic information systems required for a manager of digital technology systems. Students will start work on individual portfolios of their achievements in this degree program. Before taking this course, the student should complete an AAS degree in Computer Technologies. [S/U] Prerequisite: Must have junior standing or higher.



**GRC 350 Design Ideation and Process (3)**

Course investigates a range of approaches and strategies to enrich the conceptual and exploratory phases of the design process. Studio Projects in digital process drawing and concept rendering. Prerequisite: Must have completed GRC 256 and an AAS degree.

**GRC 360 Typography and Letterforms (3)**

The historical context of letterforms and visual languages in type as symbol and image. Exploring typographic form expressing visual concepts and narratives. Prerequisite: Must have completed GRC 320.

**GRC 364 Publication Design (3)**

Course covers topics central to the design of long format publications, including layout and design, typography, production technologies and standards, and instruction in industry-standard software applications. Prerequisite: Must have completed GRC 320.

**GRC 365 Web & Interface Design (3)**

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

**GRC 383 Advanced Multimedia Design: Video and Audio (3)**

Covers planning, design, and creation of multimedia projects which include video and audio elements. Student will build on processes learned in prior classes to learn scene creation, transitions, voice over, digital music recording, sound effects, and other techniques. This course culminates in planning, creating, and presenting a project making use of the techniques learned. Prerequisite: Must be in junior standing and have completed GRC 119 or GRC 301 or CIT 303.

**GRC 455 Motion Graphics (3)**

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

**GRC 490 Graphic Design/Media Internship (3)**

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

**GRC 492 Individual Studies (3)**

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

**Health Information Technology (HIT)****HIT 100 Introduction to ICD-9-CM Coding (2)**

Introduction to the mechanics of using ICD-9-CM medical coding. Procedures for assigning code numbers, guidelines for use and interpreting coding rules, and regulations that govern ICD-9-CM coding. [S/U] Prerequisite: Must have completed NURS 140. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**HIT 101 Current Procedural Terminology (3)**

An introduction to outpatient procedural coding. The student will be introduced to HCFA's HCPCS three-level coding system, including basic coding guidelines and practice using CPT-4. Designed to meet the needs of the medical record practitioner in hospital medical record/billing departments, physicians' offices, and insurance companies for both reimbursement and research needs. [S/U] Prerequisite: Must have completed NURS 140. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**Heating, Ventilation, and Air Conditioning (HVAC)****HVAC 101 Introduction to Heating, Ventilation, and Air Conditioning (3)**

A lecture, demonstration, and laboratory course introducing the basics and theory of heating, air conditioning, and refrigeration. In addition to the basic theory, students will also learn basic tools of the industry and how they are used, basic electricity, circuits, wiring, ohms, amps, watts, and resistance will be covered. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**History (HIST)**

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: [www.gbcnv.edu/departments/SOC.html](http://www.gbcnv.edu/departments/SOC.html)

**HIST 101 U.S. History to 1877 (3)**

Survey of U.S. political, social, economic, diplomatic, and cultural development from Colonial Times through Reconstruction. When taken with HIST 102 or 217, class satisfies the United States Constitution requirement. (Formerly HIST 101, U.S. History to 1865)

**HIST 102 U.S. History Since 1877 (3)**

Survey of U.S. political, social, economic, diplomatic, and cultural development from 1877 to the present. Includes examination of Nevada Constitution and, when taken with HIST 101, satisfies the U.S. and Nevada Constitution requirement. (Formerly HIST 102, U.S. History 1865 to Present)

**HIST 105 European Civilization I to 1648 (3)**

Survey of the development of Western civilization from the dawn of human history to 1648. [H\*]

**HIST 106 European Civilization to Present (3)**

Survey of the development of Western civilization from 1648 to the present. [H\*]

**HIST 217 Nevada History (3)**

Nevada history from early exploration to the present. Includes examination of the Nevada Constitution and satisfies the Nevada Constitution requirement.

**HIST 247 Introduction to the History of Mexico (3)**

A review of pre-Columbian, Colonial, and Mexican national history with emphasis on culture and politics.



**HIST 295**                      **Special Topics in History**                      (1-3)  
Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions.

**HIST 417C**                      **The West as National Experience**                      (3)  
Historical development of the American West utilized to examine contemporary issues of resources and ownership, demographic change, and national myth-making. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

**HIST 441**                      **American Environmental History**                      (3)  
Explores the relationships between human beings and the physical environment on the North American continent. Examines how different cultural groups have used and transformed the continent. Examines the ebb and flow of environmental consciousness from its roots in the nineteenth century to the rise of environmentalism in the twentieth century. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

**HIST 458**                      **Roman Civilization**                      (3)  
Analyzes all aspects of Roman history from earliest times to the late antique period, with central attention to the politics and society of the later Republic and how Rome became the monarchy of the Caesars. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

**HIST 478B**                      **Islamic and Middle Eastern History since 1750**                      (3)  
An examination of the Middle East from the 18th century to recent times. The predominant focus will be on how the indigenous leadership and peoples of the region grappled with the challenges posed by the advent of the modern world. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

**HIST 498**                      **Advanced Historical Studies**                      (1-3)  
Course may utilize special emphasis topics or be offered as an individualized study format with directed readings. Prerequisite: Must have completed 40 or more credits including PSC 101 or (HIST 101 and HIST 102).

## **Home Economics**                      (HEC)

**HEC 122**                      **Creative Cooking**                      (1-3)  
From sourdough to haute cuisine to regional cooking and crepes suzette, class combines good nutrition and economical shopping tips with a variety of cooking techniques and recipes. Unlimited repeatability. [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

## **Human Development and Family Studies (HDFS)**

**HDFS 201**                      **Lifespan Human Development**                      (3)  
Individual development, roles, and interrelationships within the family system through the lifespan.

**HDFS 202**                      **Introduction to Families**                      (3)  
Study the dynamics of development, interaction, and intimacy for primary relationships in contextual and theoretical frameworks. Review societal issues and choices facing diverse family systems and individuals living within families. Prerequisite: Must have completed or be taking ECE 250.

**HDFS 232**                      **Diversity in Children**                      (3)  
The course considers the development of young children from the prenatal period through age eight, focusing in particular on diversity among children. Diversity will be explored in the terms of cultural, ethnic, and linguistic variations as well as differences in ability and typical and atypical development. (Formerly HDFS 232, Diversity and the Young Child) Prerequisite: Must have completed ECE 250.

## **Humanities**                      (HUM)

**HUM 101**                      **Introduction to Humanities I**                      (3)  
An introduction to humanities through a study of seven major arts including film, drama, music, literature, painting, sculpture, and architecture. Each of these arts is considered from the perspective of historical development, the elements used in creating works of art, meaning and form, and criticism and critical evaluation. [H\*]

**HUM 111**                      **Gateway to the Humanities**                      (3)  
Through five distinct modules, students discover answers to all of the following questions: What attributes are irreducibly human - that is, independent of gender, race, culture, society, nationality, or philosophy? How do human beings relate to one another? How do we humans express ourselves? In what ways do we limit ourselves? The student will explore: philosophy/religion; language/linguistics; history; art and architecture; law and ethics; and literature/performance. Students will seek out applications of the humanities to chosen disciplines.

## **Human Services**                      (HMS)

**HMS 101**                      **Introduction to Human Services**                      (3)  
An overview of human services as a profession, including the exploration of the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on discovering employment in the human services, self-assessment activities, and development of interpersonal skills common to human services providers.

**HMS 102**                      **Introduction to Counseling**                      (3)  
Assessment, interviewing, intervention, referral, and documentation skills related to client communications in human services professions are emphasized. Students receive HIPPA training in basic client/patient confidentiality. Course is required for HMS 106, Human Services Practicum.

**HMS 105**                      **Substance Abuse Counseling Methods**                      (3)  
Addiction counseling theory and application methods for addiction counselors, social services/human services/health sciences students, or for anyone interested in developing skills for assisting individuals, couples, and families with substance abuse issues. Prior completion of HMS 102, or the equivalent, is highly recommended.

**HMS 107**                      **Small Group Interaction Techniques**                      (3)  
Theory and methods of group dynamics and group interaction applications in social/human services settings are explored. Group leadership skills related to addiction treatment, relapse prevention, grief and loss adjustment, problem-solving, and personal development are emphasized.

**HMS 200**                      **Ethics in Human Services**                      (3)  
Real life applications for personal and professional boundaries, beliefs, ethics, values, morals, and codes of conduct in human relationships using ethical decision-making, problem-solving, and critical-thinking activities are emphasized. This course may be repeated up to three times for continuing education credit. (Check with individual licensing boards prior to registering.)

**HMS 205**                      **Human Services Practicum I**                      (5)  
This Human Services Practicum course will allow students to begin preparing for their entry into Human Services Practicum II. During this phase students will be completing the application process for their practicum, background checks, reference letters, visiting a variety of mental health agencies, securing a site for their final practicum, observing professionals and clients of those agencies to gain a better understanding of real world experiences in human services. Includes one lecture contact hour and 12 clinical practice /observation hours per week. (Formerly HMS 106, Human Services Practicum I) Practicum application approval required. Prerequisite: Must have completed all general educational courses. Prerequisite: Must have completed HMS 101 and HMS 102 and HMS 200. Instructor permission required.

**HMS 206 Human Services Practicum II (5)**  
Advanced human services skills development through interaction with clients, client support systems, and other human service professionals within community agencies. Includes one lecture contact hour and twelve clinical practicum hours per week. Practicum application approval required. Prerequisite: Must have completed HMS 101 and HMS 102 and earned a grade of B- or higher in HMS 205. Instructor permission required.

**HMS 250 Human Services Seminar (3)**  
Explores emerging issues and current trends in human services employment as they relate to the student's goals, interests, and abilities. This course is required for students seeking an AAS degree in Human Services but is open to any student who is or desires to be involved in human services work. Students create a career plan; develop a resume based on skills training, employment experiences, and current job opportunities; and practice job interviewing techniques. Prerequisite: Must have completed HMS 101 and HMS 102. Instructor permission required.

## **Industrial Millwright Technology (IT)**

**IT 103 Industrial Pump Technology (1-4)**  
A one-to-four-credit laboratory and lecture course covering various industrial pumps. Emphasis is on centrifugal pump maintenance and repair and introductory hydraulic engineering concepts that pertain to centrifugal pumps. Pump seals, packing techniques, and bearings are also discussed. Unlimited Repeatability. (Formerly IT 103B, Mill Pump Technology) Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 105 Mechanical Power Transmission (1-4)**  
A one-to-four-credit lecture, demonstration, and laboratory course in the study and application of bearings, belt and mechanical drives, chain and chain drives, couplings, clutches, gears, and fluids in the transmission of power used in the industrial processes. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 106 Millwright and Process Terminology (1.5)**  
A lecture, discussion, and laboratory course designed to introduce students to millwright and process terminology. Students will learn basic terminology and functions of primary process equipment and their sub-components. This will include Ag mills, Sag mills, autoclaves, roasters, crushers, conveyors, and power plant components. Material flow within process plants will also be covered. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 201 Blueprint Reading and Measurement Fundamentals (1-4)**  
A one-to-four credit laboratory and lecture course covering blueprint reading fundamentals for mechanical and construction drawings. Also, an introduction to different types of measuring instruments and their proper uses in industry. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 207 Boiler, Conveyor, and Pneumatic Systems (1-5.5)**  
A one to five-point-five credit lecture, demonstration, and laboratory course in the study and application of boiler, conveyor, and pneumatic systems. The course will cover operation, maintenance, and repair of boiler, conveyor, and pneumatic systems. Safety is emphasized. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 208 Fluid Power (1-9)**  
A review of fluid power mechanics with an emphasis on schematic symbols, circuit operation and design, hydraulic component theory and operation, and hydraulic terminology. Course may be taught in modules. Prerequisite: Must have completed DT 100 or TA 100. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 210 Failure Analysis and Predictive/Preventive Maintenance (4)**  
A four-credit lecture, demonstration, and laboratory course in the study of predictive and preventive maintenance techniques. Emphasis will be placed on root cause analysis, vibration analysis, and the proper use of lubrication to prevent failures. Prevention of maintenance problems through predictive methods will be emphasized. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 212 Inventory and Planning (1-2)**  
A one-to-two-credit lecture designed to acquaint the student with the principles of planned maintenance and inventory control as it relates industrial maintenance. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 214 Basic Electrical Theory for Industrial Mechanics (4)**  
A four-credit lecture, demonstration, and laboratory course in the diagnosis of common electrical problems associated with industrial equipment. The course covers basic AC/DC electrical theory, electrical motor maintenance, motor control, and uses of electrical tools for troubleshooting. Prerequisite: Must have completed IT 216. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 216 Basic Metallurgy (4)**  
A four-credit lecture, demonstration, and laboratory course which emphasizes the practical approach to the basic principles of metallurgy. The course explores the behavior of metals subjected to metallurgical processes and explains how desired material properties are attained. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 220 Alignment Principles (1-4)**  
Study and practice and shaft and gear alignments using the four-step method to align and correct misalignments as a procedure to extend the life of bearings, couplings, and seals, and to reduce vibration in equipment and components and gears. Tools and equipment used in the course include dial indicators, and electronic and laser measuring devices. Safety is emphasized. Unlimited repeatability. Prerequisite: Must have completed IT 103. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**IT 299 Special Topics in Industrial Technology (2)**  
A special topics course in Industrial Millwright Technology to serve a variety of needs. Topics are determined by the course instructor.

## Information Systems (IS)

### IS 101 Introduction to Information Systems (3)

Introduction to computer-based information systems management including hardware/software relationships, business applications usage, systems theory, current technology, networking, the Internet, computer security, and privacy issues. Recommended corequisite: IS 201.

### IS 201 Computer Applications (3)

An introduction to the most commonly used microcomputer business software with emphasis on operating systems, word processing, spreadsheets, database management, presentation software, and software integration. Substantial hands-on work provides practical experience using this software. Recommended corequisite: IS 101.

### IS 301 Management Information Systems (3)

The fundamentals of design, implementation, control, evaluation, and strategic use of computer-based information systems for business data processing, office automation, information reporting, and decision making. Emphasizes managerial and strategic aspects of information technology with some hands-on work using information management software. Prerequisite: Must have junior standing or higher.

## Integrative Studies (INT)

### INT 100 GBC Orientation (0.5)

An introduction to GBC and its programs and services. The goal of the course is to achieve student success. (Required for first-time full-time students and for part-time degree-seeking students before they complete 24 credits.) No prerequisite. [S/U]

### INT 105 Volunteering in Your Community (0.5)

Provides the student with an opportunity to perform several hours of community service and to then reflect on both the personal experience of giving of oneself and on volunteerism in general. Repeatable up to four times. [S/U]

### INT 106 Job Search and Resume Preparation (0.5)

Exploration of job search techniques, determination of the most effective resume format, and preparation of an appropriate resume and cover letter for a prospective career. [S/U]

### INT 295 Educational Travel (1-6)

The study of people, art, music, culture, and history through travel. Unlimited repeatability. [S/U]

### INT 301 Integrative Research Methodology (3)

An interdisciplinary integration of research methods in the natural sciences, social sciences, and history. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or higher or AMS 310 or STAT 152).

### INT 339 Integrative Humanities Seminar (3)

An integrative seminar on topics in the humanities. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative humanities general education requirements. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and (ENG 102 or ENG 333) and (MATH 116 or MATH 120 or Math 126 or higher or AMS 310 or STAT 152).

### INT 349 Integrative Social Science Seminar (3)

An integrative seminar on topics in the social sciences. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative social sciences general education requirements. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and (ENG 102 or ENG 333) and (MATH 116 or MATH 120 or Math 126 or higher or AMS 310 or STAT 152).

### INT 359 Integrative Math Seminar (3)

An integrative seminar on topics in mathematics. The topics will vary to address needs and interests of programs. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or higher or AMS 310 or STAT 152).

### INT 369 Integrative Science Seminar (3)

An integrative seminar on topics in science. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative science general education requirements. May be repeated once for credit if the topics are different. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or higher or AMS 310 or STAT 152).

### INT 400 Internship in Integrative Studies (3-6)

A semester placement within a student's concentration (emphasis) area. The internship requires an integration of work experience and a course of study in a specific emphasis area. May be taken for credit more than once, but no more than a total of six credit hours of INT 400 may be counted toward the BA degree. Prerequisite: Must have senior standing and have declared Bachelor of Arts in Integrative Studies and have completed INT 301. Instructor permission required.

### INT 496 Capstone in Integrative Studies (3)

The application of communication skills, core course knowledge, critical thinking, analysis, and other program skills to conducting an independent research project. The course involves intensive self-directed research and requires students to write an extensive senior paper. Prerequisite: Must be in senior standing, have declared a Bachelor of Arts in Integrative Studies, and have completed INT 301 and INT 400. Instructor permission required.

## Journalism (JOUR)

### JOUR 102 News Reporting and Writing (3)

Principles of researching news stories, gathering information in the appropriate arenas and writing clear and accurate articles in accordance with journalistic standards established by the Associated Press. Explores the roles and responsibilities of a reporter for a news organization in keeping the public informed as well as acting as a watchdog. Examines ethical concerns in journalism and legal issues that influence media coverage.

### JOUR 105 News Production I (3)

Course designed to qualify students to produce the college newspaper, literary magazine, or any other student publication. Combination of graphics and journalism in one class period which will familiarize students with the total makeup of the newspaper assembly procedures. (Formerly JOUR 105, Publications Workshop I)

### JOUR 106 News Production II (3)

A continuation of JOUR 105. (Formerly JOUR 106, Publications Workshop II)

### JOUR 120 Introduction to Broadcasting (3)

A survey of the principles and trends involved in radio and television broadcasting, cable, and other electronic media, including history, regulation, programming, and business practices. Examines communication theories, legal, ethical, and socio-cultural issues as well as career potential in the present and future electronic cultures. (Formerly COM 120, Introduction to Broadcasting)

### JOUR 124 Introduction Broadcast News and Production (3)

Techniques of gathering, writing, editing, and producing news for radio and television. Topics include broadcast style, working with wire services, codes of ethics, legal considerations, and news applications of audio and video technology. Students experience all aspects of studio newscast production from producing to anchoring.



**JOUR 125 Electronic News Gathering/Video Editing (3)**  
An introduction to all elements involved in field reporting for television news. Topics include contacting and selecting the most appropriate sources, interviewing techniques, selecting sound-bites, visual storytelling, developing on-camera, as well as as behind-the-camera skills, and ethical and legal considerations. Students will create voice-overs and packages using non-linear digital video editing equipment.

**JOUR 201 Television Studio Production I (3)**  
Study and hands-on training in basic television studio and control room operations for live and live-to-tape multi-camera productions. Students experience all positions in a production crew including producing, directing, camera, audio, lighting, switching, and learning the underlying principles of video technology. (Formerly COM 201, Television Production)

**JOUR 205 Television Field Production I (3)**  
Techniques of shooting video and television programs and segments single-camera-film style, on location, rather than in a multi-camera studio. Students learn the necessary preproduction planning steps including location scouting, storyboarding, and budgeting; then progress to digital video field production, including camera, audio, and lighting practices. Projects will be edited using Adobe Creative Suite Production Premium non-linear editing software.

**JOUR 290 Internship in Journalism (1-3)**  
Limited to students interested in a career in broadcast journalism. To participate, students must fill out an internship application, meet with an intern advisor, and interview with internship sponsor and instructors. Interns will not be compensated and hours will be determined by enrollment credits. Instructor permission required.

**JOUR 298 Advanced Video Production and Editing (3)**  
Advanced techniques in pre-production, production, and post-production for single-camera-film-style digital video and television short program creation. Topics include field camera operations, audio set-up, and lighting techniques for unusual or adverse conditions, troubleshooting, and continuity shooting. Students learn complex editing techniques and digital audio and video special effects. Prerequisite: Must have completed JOUR 205.

## **Land Surveying/Geomatics (SUR)**

**SUR 280 Fundamentals of Geomatics I (4)**  
A comprehensive study of angle measurement systems, taping, the traverse, differential leveling, profile leveling, plan and profile sheet, the circular curve, the vertical curve, the USGS 7.5 minute map, and elementary topographic mapping. The application of statistics to surveying, the assumptions underlying surveying on the plane, and reference surfaces are stressed in this course. In the laboratory portion of the course, students will make survey measurements, maintain a field book, and adjust survey data as appropriate. Weekly laboratory reports using the measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: Must have completed MATH 128 and be taking or have completed STAT 152 and CADD 121.

**SUR 281 Fundamentals of Geomatics II (4)**  
A comprehensive study of the construction and calibration of the modern total station, instrument errors, face positions, survey astronomy, control leveling, calibration of the EDM, large-scale topographic mapping, and the use of the data collector. In the laboratory portion of this course, students will apply the fundamental principles underlying total station instrument errors, EDM calibration, astronomic observations for azimuth and large-scale topographic mapping. Weekly laboratory reports using measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: Must have completed SUR 280.

**SUR 290 Introduction to Urban Development (4)**  
An introduction to the process of land development and construction layout. An emphasis is placed on those Nevada State Statutes that define the duties of the Professional Land Surveyor in the subdivision of land. The laboratory portion of the course provides practical exercises involving Topographic Mapping, ALTA/ACSM Title Surveys, Standards of Practice, Elevation Certificates, and Subdivision Design. Lecture+Lab: 3+3. Four semester hours. Prerequisite: Must have completed CADD 121.

**SUR 320 GIS for Surveyors (3)**  
Reviews the basic concepts in the development and use of Geographic Information Systems (GIS). The course focuses on the application of GIS for land parcel management or the Land Information System (LIS). Applies measurement science to the collection of land information data and the development of the base map. Develops the legal issues associated with the development of land information systems. Introduces the concept of the cadastre and the history associated with land parcel management in the United States. Prerequisite: Must have completed GIS 205.

**SUR 330 Introduction to Least Square Adjustment (3)**  
This course provides an introductory study of the concepts and mathematics involved in performing least squares adjustment of survey data. The student is introduced to the use of matrices to handle data, systems of linear equations, the use of the Taylor series to linearize equations, the principles of error propagation, and several methods used to fit survey data to mathematical and survey models. Prerequisite: Must have completed MATH 181.

**SUR 340 Photogrammetry and Remote Sensing (3)**  
Principals of photogrammetry and remote sensing as applied to surveying and mapping. Includes the mapping camera, the photograph, the stereo model, the strip and the block, and flight planning principles. The impact of the digital revolution on photogrammetry, image processing, and remote sensing principles are important topics covered in this course. (Formerly SUR 340, Photogrammetry.) Prerequisite: Must have completed MATH128 and be taking or have completed PHYS152.

**SUR 360 Public Land Surveying System (3)**  
The U.S. Public Land Survey System (PLSS) as described in Official Government Survey Manuals (1851-1973) with emphasis on evidence, both federal and state rules, resurveys, and subdivision of sections. A field project to recover original evidence of the GLO Surveys is required. Prerequisite: Must have completed MATH 126 or higher.

**SUR 365 Land Descriptions (3)**  
Analysis, interpretation, and writing of land descriptions, proper form, controlling elements, metes-and-bounds, sectionalized land descriptions, easements, and right-of-way. Considerations of the parent title, interpretation of expressions, bounds calls, different types of descriptions, junior-senior rights in descriptions, title considerations, and research of public and private records. (Formerly SUR 365, Legal Descriptions.) Must have completed SUR 360. Prerequisite: Must have completed SUR 360.

**SUR 440 Geodetic and GPS Surveying (3)**  
Introduces geometric reference to ellipsoids, ellipsoidal and local coordinate systems, coordinate transformation in 2D and 3D, datums and datum transformations, orthometric heights, the reduction of field observations, effects of the earth's gravitational field, state plane coordinate systems, and GPS network design. The student is expected to design a GPS network, collect the data, and process the data to extend control to unknown project control stations. Prerequisite: Must have completed SUR 281 and SUR 330 and PHYS 152.

**SUR 450 Construction Surveying (3)**  
Prepares students for organizing, planning, and cost estimating for construction and civil engineering projects. Topics include intersections, horizontal curve, spiral curves, vertical curve fitting, route design elements, cross sections, volumes, and other pertinent topics. Prerequisite: Must have completed SUR 281 and SUR 290.



## Mathematics

## (MATH)

### **MATH 91 Basic Mathematics (3)**

The fundamental operations of whole numbers, fractions and mixed numbers, decimals, percentages, measurement, and integers. Intended to provide a review of basics needed in later math courses and on the job.

### **MATH 95 Elementary Algebra (3)**

A first course in algebra for students who plan to continue in the math sequence. Topics include operations on real numbers, simplifying expressions, solving linear and quadratic equations, polynomials, factoring, radicals, and the concept of graphing. Prerequisite: Must have completed MATH 91 or earned a satisfactory score for placement into MATH 95 or MATH 97.

### **MATH 96 Intermediate Algebra (3)**

This is a second course in algebra for students who have completed one elementary algebra course. The topics covered include polynomials, rational functions, linear equations and inequalities, absolute value inequalities, exponents and radicals, quadratic equations, relations and functions, systems of equations, and applications. This is a developmental course. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 95 or have earned a satisfactory score in Accuplacer, ACT or SAT placement tests for MATH 96.

### **MATH 97 Elementary and Intermediate Algebra (5)**

A one-semester course equivalent to the combination of MATH 095 and MATH 096. Topics include solving linear equations in one variable, polynomials, integer exponents, factoring, rational expressions and equations, graphic linear equations in two variables, inequalities, systems of linear equations, radicals and rational exponents, and quadratic equations. Prerequisite: Must have completed MATH 91 or earned a satisfactory score for placement into MATH 95 or MATH 97.

### **MATH 116 Technical Mathematics I (3)**

Provides technical mathematical core material so that the student gains practical problem solving experience. May include arithmetic operation, integers, exponents, scientific notation, algebraic expressions, equations, metric system, trigonometry, and logarithms. This course satisfies the general education requirement for occupational/technical AAS degree. Prerequisite: Must have completed MATH 95 or MATH 97 or earned a satisfactory score for placement into MATH 96 or MATH 116.

### **MATH 120 Fundamentals of College Mathematics (3)**

Includes real numbers, consumer mathematics, variation, functions, relations, graphs, geometry, probability, and statistics. Course is broad in scope, emphasizing applications. Fulfills the lower-division mathematics requirement for a Bachelor of Arts Degree. Satisfies mathematics requirement for baccalaureate degrees. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 96 or MATH 97 or earned a satisfactory Accuplacer, ACT, or SAT score for placement into MATH 120 or have completed MATH 95 and ENG 101 with a 'C' or better.

### **MATH 122 Number Concepts for Elementary School Teachers (3)**

A course for students preparing for elementary school teaching or those who already hold teaching certificates. Topics include the real number system and its subsystems, algorithms, primes and divisibility, algebraic thinking, and a variety of applications. The course presumes mathematical knowledge of the material and goes more in depth giving backgrounds for the real number system and preparation of students for teaching the material. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 120.

### **MATH 123 Statistical and Geometrical Concepts for Elementary School Teachers (3)**

A course for students preparing for elementary school teaching or for those who already hold teaching certificates. Topics include probability, statistics, geometry, constructions, similar figures, trigonometric ratios, areas and volumes, motion geometry, and a variety of applications. Backgrounds for the concepts and preparation of students for teaching the material. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 120 or MATH 122.

### **MATH 126 Precalculus I (3)**

A third course in algebra, intended for those who are majoring in a science field, a business-related field, or mathematics; as part of a mathematics endorsement for elementary education; or for students who are going on to calculus. This course stresses functions, including their graphs and applications, polynomial functions, radicals, rational functions, exponential, and logarithmic functions. This is the first half of a two-semester sequence. MATH 126 and MATH 127 together, or MATH 126 and STAT 152 together, satisfy the mathematics requirement for an Associate of Science degree; also see the bachelor's degree requirements. This course satisfies the College Algebra requirement for programs that require College Algebra and Statistics. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 96 or MATH 97 or earned a satisfactory score in Accuplacer, ACT, or SAT tests for placement into MATH 126 or MATH 128.

### **MATH 127 Precalculus II (3)**

A course intended for those majoring in a science field or mathematics, as part of a mathematics endorsement for elementary education, or for students going on to calculus. Topics include circular functions, their graphs, and applications; trigonometric identities and equations; conic sections; complex numbers; matrices; sequences and mathematical induction. This is the second half of a two-semester sequence. The two semesters satisfy the mathematics requirement for a bachelor's degree. The two-course sequence, MATH 126 and MATH 127, are equivalent to MATH 128 at UNR or UNLV. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 126 or earned a satisfactory score in Accuplacer, ACT, or SAT test for placement into MATH 127.

### **MATH 128 Precalculus and Trigonometry (5)**

Includes equations, relations, functions, graphing; polynomial, rational, exponential, logarithmic, and circular functions with applications; coordinate geometry of lines and conics; analytic trigonometry; matrices and determinants; and binomial theorem. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 96 or MATH 97 or earned a satisfactory score in Accuplacer, ACT, or SAT tests for placement into MATH 126 or MATH 128.

### **MATH 181 Calculus I (4)**

The fundamental concepts of analytic geometry and calculus functions, graphs, limits, derivatives, integrals, and certain applications. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed (MATH 126 and MATH 127) or MATH 128.

### **MATH 182 Calculus II (4)**

A continuation of MATH 181. The course covers transcendental functions, methods of integration, conic sections, sequences and series, and vectors. Prerequisite: Must have completed MATH 181.

### **MATH 251 Discrete Mathematics I (3)**

Topics include set operations, Cartesian product relations and functions, equivalence relation, graphs and digraphs, propositional calculus, truth tables, mathematical induction, and elementary combinatorics. Applications are made to probability. It is recommended that students have completed prerequisites within three years of enrolling in this course. Prerequisite: Must have completed MATH 182.

**MATH 283**                      **Calculus III**                      (4)  
A continuation of MATH 182. Topics include infinite sequences and series, vectors, differentiation and integration of vector-valued functions, the calculus of functions of several variables, multiple integrals and applications, line and surface integrals, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 182.

**MATH 285**                      **Differential Equations**                      (3)  
Theory and solving techniques for general ordinary differential equations, first order and second order linear equations, boundary value problems, power series solutions, Laplace transforms, and system of first order equations. Emphasis on real world phenomena. Prerequisite: Must have completed MATH 283.

**MATH 310**                      **Introduction to Analysis I**                      (3)  
A re-examination of the calculus of functions of one-variable: real numbers, convergence, continuity, differentiation, and integration. Prerequisite: Must have completed MATH 283.

**MATH 314**                      **History of Mathematics**                      (3)  
Evolution of mathematics from ancient numeral systems to twentieth-century mathematics. The effects of culture on mathematics and the impact of mathematics on cultures also considered. Prerequisite: Must have completed MATH 330.

**MATH 330**                      **Linear Algebra**                      (3)  
An introduction to linear algebra, including matrices and linear transformations, eigenvalues, and eigenvectors. It is recommended that students have completed prerequisites within three years of enrolling in this course. Prerequisite: Must have completed MATH 182.

**MATH 331**                      **Groups, Rings, and Fields**                      (3)  
Elementary structure of groups, rings, and fields, including homeomorphisms, normal subgroups, and ideals. Prerequisite: Must have completed MATH 330.

**MATH 333**                      **Number Theory for Secondary School Teachers**                      (3)  
Examines in detail the structure of number systems and polynomials over these number systems, and teaches the careful art of mathematical reasoning. The course is designed for those who will make the transition from techniques courses to conceptual mathematics. Designed for prospective high school teachers but is open to other students. Prerequisite: Must have completed MATH 182.

**MATH 352**                      **Probability and Statistics**                      (3)  
Probability experiments; sample spaces, discrete and continuous random variables and distributions; mathematical expectation, central limit theorem; hypothesis testing, and linear regression. Prerequisite: Must have completed MATH 181 and MATH 182.

**MATH 475**                      **Euclidean and Non Euclidean Geometry**                      (3)  
Axiom systems, models, independence, consistency; incidence, distance betweenness, congruence, convexity, inequalities, parallels, perpendiculars, the Klein model; Saccheri quadrilaterals, limit triangles, and the non-Euclidean geometry of Bolyai-Lobatchevsky. Prerequisite: Must have completed MATH 333.

## **Medical Coding and Billing**                      **(MCOD)**

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**MCOD 110**                      **Introduction to Medical Coding and Billing**                      (3)  
An introduction to Medical Coding and Billing, technology and the medical professional, and learning about documentation, confidentiality, and ethics. Instructor permission required.

**MCOD 120**                      **Medical Terminology and Healthcare Environment**                      (3)  
Designed for students to master medical terminology and learn the history of coding and billing. Instructor permission required.

**MCOD 130**                      **Introduction to Anatomy, Pathophysiology, Disease Processes, and Pharmacology**                      (5)  
Designed as an introduction to pharmacology, anatomy, pathophysiology and disease processes. Instructor permission required.

**MCOD 140**                      **Health Care Structure and Medical Record Content**                      (3)  
Designed as an introduction to healthcare structure. Provides an overview of detailed information of each report in the outpatient medical record, and will also present the composition of each of the report types and how they relate to medical coding and billing. Instructor permission required.

**MCOD 200**                      **Introduction to Diagnostic Coding**                      (3)  
Introduction to Basic Diagnosis Coding. Learn to navigate the code book and find official addition coding conventions and general coding guidelines. Prerequisite: Must have completed MCOD 110 and MCOD 120 and MCOD 130 and MCOD 140.

**MCOD 210**                      **Exploring Reimbursement and Procedural Coding and Billing**                      (5)  
Explores healthcare reimbursement and provides detailed information about the various types of payment systems used to reimburse outpatient services. Introduction to the Current Procedural Terminology (CPT) codebook. Prerequisite: Must have completed MCOD 110 and MCOD 120 and MCOD 130 and MCOD 140.

**MCOD 220**                      **Skill Building for Outpatient Coding**                      (6)  
Skill building for outpatient coding of actual outpatient medical records. Prerequisite: Must have completed MCOD 110 and MCOD 120 and MCOD 130 and MCOD 140.

## **Metals**                      **(MTL)**

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**MTL 101**                      **Basic Machine Shop I**                      (4)  
Learn the basics of work setup, machine operation, turning, threading, broaching, and boring operations. Students will also learn interpretation of and uses of formulas and charts associated with the machine trades. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**MTL 102**                      **Basic Machine Shop II**                      (4)  
A four-credit lecture, demonstration, and laboratory course in the study of machine operations used in the reconstruction and repair of industrial equipment. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.



## Music (MUS)

**MUS 101 Music Fundamentals (3)**  
Notation, terminology, intervals, and scales. Designed to furnish a foundation for musicianship. Recommended for teachers in public schools and all others desiring a basic music background. (Formerly MUS 101, Music Fundamentals and Ear Training) [F\*]

**MUS 103 Voice Class I (1)**  
Fundamentals of tone production, breath control, pronunciation, and practical techniques for interpreting songs. May be repeated for a total of four credits. [F]

**MUS 104 Voice Class II (2)**  
A continuation of MUS 103 introducing the Italian art song. [F]

**MUS 111 Piano Class I (2-3)**  
Beginning piano class. Music reading and keyboard techniques from beginning through early intermediate levels. No previous musical training required. (Formerly MUS 111, Piano I) [F]

**MUS 121 Music Appreciation (3)**  
The historical and cultural background of music and origins to the twentieth century. [H\*]

**MUS 125 History of Rock Music (3)**  
The history and stylistic development of rock from its origins, through transitions, and subsequent revolutions. [H\*]

**MUS 175 Rock Jazz Ensemble (1-2)**  
Ensemble members will perform a variety of music, ranging from early jazz styles and standards to contemporary fusion. There will be considerable opportunity for reading music and ad-lib soloing, to increase exposure and the skill level of the performers. The ensemble will vary each semester depending on instrumentalists enrolled and may provide opportunities for vocalists. Some music theory and notation will be studied. Repeatable up to six credits.

**MUS 203 Music Theory I (4)**  
Counterpoint and harmony (written and keyboard). [F] Prerequisite: Must have completed MUS 101

**MUS 204 Music Theory II (4)**  
A continuation of MUS 203. [F] Prerequisite: Must have completed MUS 203.

**MUS 299 Special Topics in Music (0.5-6)**  
Consideration of special topics in issues and music. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**MUS 301 Music Theory III (3)**  
An advanced class in tonal theory which includes the study of enriched harmonic resources of the eighteenth and nineteenth centuries as well as an introduction to counterpoint and large musical forms. [F] Prerequisite: Must have completed MUS 203 and MUS 204.

## Music Applied (MUSA)

**MUSA 145 Voice - Lower Division (1)**  
Private vocal instruction. (Formerly MUS 153, Voice) [F]

## Music Education (MUSE)

**MUSE 101 Concert Choir (1-2)**  
Performance of representative choral music of all periods. [F]

**MUSE 108 Concert Singers (1)**  
Performance of representative choral music of all periods. [F]

## Natural Resource and Environmental Science (NRES)

**NRES 150 Fundamentals of Plant Science (3)**  
An introduction to plant science including structure, growth process, propagation, growth media, biological competitors, and physical and chemical surroundings of the environment, including soils and practices in the modern world.

**NRES 222 Soils (3)**  
Introductory course providing an understanding of soils structures, properties, formations, and composition as it relates to plants and other environmental aspects. Emphasis will be placed on study soils from a land use and management perspective. (Formerly NRS 101, Introduction to Soil Science)  
Prerequisite: Must also be enrolled in NRES 223

**NRES 223 Soils Laboratory (1)**  
Designed to complement NRES 222 lecture course. This one-credit hour course is presented to provide students with hands-on laboratory and field experiences to better understand the science and management of soils. Designed to complement NRES 222 lecture course. Prerequisite: Must also be enrolled in NRES 222.

**NRES 241 Principles of Range Management (3)**  
Basic principles of range management as they apply and relate to livestock production, conservation practices and wildlife management, regional vegetation types and range sites, and grazing systems along with considerations of multiple range uses. (Formerly NRS 100, Introduction to Principles of Natural Resources)

**NRES 251 Rangeland Measurements and Monitoring (4)**  
Designed to instruct students in livestock and plan management on rangelands. Provides instruction in the most common and acceptable rangeland monitoring systems. Students will participate in actual rangeland monitoring and plant/data collection. (Formerly NRES 215, Principles of Rangeland Management and Monitoring)

**NRES 299 Special Topics in Natural Resources (1-6)**  
Various short courses (one-to-six credits) covering a variety of subjects in natural resources. May be repeated up to nine credits.

**NRES 310 Wildlife Ecology and Management (4)**  
Wildlife ecology is the study of interactions between organisms and their environment. Wildlife management is the practice of balancing the needs of wildlife and other factors that have an adverse impact on these species. Explores many aspects of what wildlife managers do to help insure the long term success of wildlife. Prerequisite: Must have completed BIOL 190 or BIOL 191.

**NRES 330 Rangeland Plant ID (1-6)**  
Designed to provide students with the skills and knowledge to identify, collect and mount native and cultivated plants found in the rangelands of Northeastern Nevada. Students learn and demonstrate appropriate plant mounting protocol. This is a student self-paced course. May be repeated up to six credits.

**NRES 375 Rangeland Watershed Management (3)**  
Advanced course investigating the study of rangeland watershed management. Includes soils, plant diversity and inventory, rangeland conditions, range site verification, archaeology, hydrology, wildlife, and livestock management as these pertain to a watershed and watershed management. Prerequisite: Must have completed NRES 150 and NRES 222 and NRES 241.

**NRES 485 Special Topics in Environmental Science (1-3)**  
Presentation and review of recent research, innovations and developments related to natural resources management, hydrology, conservation biology, and environmental chemistry. May be repeated up to nine credits.

## **Nursing (NURS)**

**NURS 130 Nursing Assistant (6)**  
Provides students with classroom, laboratory, and clinical experience. Successful completion fulfills requirements for eligibility to take the Nevada State Certified Nursing Assistant examination. Contact the Department of Health Sciences and Human Services at 775.753.2301. Completed background check and drug screening will be required prior to class start. Prerequisite: Proof of a current two-step TB test and Professional CPR certification is required. Instructor permission required.

**NURS 135 Fundamental Concepts in Nursing (8)**  
Introduction to basic concepts and competencies for the application of the nursing process in the care of diverse patients with common health alterations and to promote the health of individuals. Introduction of basic concepts of safe, patient-centered, evidence-based nursing care considering legal and ethical responsibilities of the nurse. Also introduces caring, clinical reasoning, quality improvement, communication, and teamwork when interacting with patients and members of the interprofessional team. Emphasis on essential psychomotor skills and obtaining patient information relevant to care planning. Five credits theory, three credits clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 140 Medical Terminology (3)**  
A study of word derivations and formations with emphasis on understanding of common usage in the health-care setting. Offered as a self-paced class and is open to anyone.

**NURS 154 Introduction to Pharmacology (1)**  
Basic principles of safe and effective medication administration and pharmacology of major drug classifications. Principles of medication administration including aspects of best practice for safe, quality, patient-centered care. Includes the use of informatics and media to obtain evidenced-based drug information. One theory credit. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 155 Clinical Decision Making in Drug Therapy (1)**  
Common drug therapy regimen and application of clinical reasoning in management and monitoring of drug effects in acutely ill patients for safe, quality, evidence-based nursing care. Focuses on patient teaching and the nurse as a member of the interprofessional team when providing pharmacological interventions. One credit theory. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 158 Nursing Care of Adults in Health and Illness (5)**  
Building on fundamentals of nursing, this course provides for the acquisition and application of basic adult health nursing theory by applying clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse patients with common acute health problems. Incorporates a focus on health promotion. Includes the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when caring for adults. Two credits theory, three credits clinical. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 159 Nursing Care of Individuals with Mental Health Problems (3)**  
Provides for the acquisition and application of mental health nursing theory for safe, evidence-based, patient-centered, holistic nursing care for diverse patients experiencing common acute and chronic mental health disorders and treatment modalities. Includes the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with patients with mental health disorders. Two credits theory, one credit clinical. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 252 Nursing Care of the Childbearing Family (3)**  
Provides for the acquisition and application of maternal/child nursing theory for safe, evidence-based, family-centered nursing care for diverse patients. Includes a focus on health promotion and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with the childbearing family. Two credits theory and one credit clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 253 Nursing Care of Children and Adolescents (3)**  
Provides for the acquisition and application of pediatric nursing theory by applying clinical reasoning and safe, evidence-based, family-centered, holistic nursing care to diverse children and adolescents with acute and chronic health problems. Includes a focus on health promotion, and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when caring for children and adolescents. Two credits theory and one credit clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 257 Nursing Care of Adults with Acute and Chronic Illness (5)**  
Provides for the acquisition and application of adult health nursing theory by applying clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse adults with acute illnesses and long-term management of chronic illnesses. Includes a focus on health promotion and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with adults. Three credits theory and two credits clinical. Offered fall semester only. Prerequisite: Must be accepted to the Nursing Program.

**NURS 258 Patients with Complex Health Problems (4)**  
Provides for the acquisition and application of nursing theory for patients experiencing physiological crisis and end of life. Applies clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse patients with complex health problems. Includes a focus on collaboration and care management, and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse in the management of patients in crisis and at the end of life. Two credits theory, two credits clinical. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

- NURS 273 Professional Development and Transition to Practice (2)**  
Provides for an examination of the impact of clinical microsystems and organizational culture on patient care delivery and nursing practice. Incorporates an analysis of professional development resources for nurses upon entry into practice to facilitate progress from novice to expert. Two credits theory. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.
- NURS 280 Evidence Based Practice for Quality Improvement Seminar (2)**  
This seminar course focuses on the study of collecting and using evidence as a tool for microsystem change and promotion of quality and safety in a variety of healthcare environments. Takes a project-focused approach to collaboration and problem-solving for quality improvement. One credit theory and one credit clinical. Offered spring semester only. [S/U] Prerequisite: Must be accepted to the Nursing Program.
- NURS 285 Selected Topics in Nursing (0.5-6)**  
Selected nursing topics offered for general interest and nursing continuing education. Not a required course. No prerequisite. Unlimited repeatability. Formerly NURS 285B, Selected Topics in Nursing) Instructor permission required.
- NURS 303 Health and Physical Assessment (3)**  
Application of strategies and skills associated with history taking, physical examination, and psychosocial evaluation to assess the health-care needs of individuals across the lifespan.
- NURS 312 Health Assessment and Health Promotion (3)**  
Explores assessment of the healthcare needs of diverse and underserved populations. The importance of the nurse in identifying health promotion and disease prevention issues for individuals and communities is explored. Refines and expands the nurse's perspective on health assessment through integration of an expanded knowledge base in ethnic and cultural variations, risk behaviors, and common health deviations of populations. Instructor permission required.
- NURS 315 Self-Leadership and Professional Role Transition (4)**  
Focus is on strategies and reflective analysis related to establishing goals, managing time, setting priorities, dealing with stress, and utilizing human and material resources that support successful and timely completion of all BSN coursework requirements. Will assist the learner to integrate self-leadership strategies into their professional nursing practice. Prerequisite: Must be accepted to the RN-BSN program.
- NURS 326 Transition to Professional Nursing (5)**  
This course serves as a bridge between the student's current views and those that are presented throughout the program related to the major program concepts and differentiates the baccalaureate program from the AD program at Great Basin College. The course provides an overview of the major areas of nursing studied in more depth throughout the RN and BSN program including: current healthcare systems including rural health and agencies serving underserved populations; quality improvement; nursing research and evidence-based practice; collaborative relationships with the interprofessional team; leadership principles and theories; and information management. Prerequisite: Must be accepted to the RN-BSN program.
- NURS 335 Concepts in Professional Nursing Practice (4)**  
Examination of the historical, theoretical, economic, legal/ethical, cultural, and technological issues related to clinical nursing practice, professionalism, nursing education, and nursing research. Prerequisite: Must be accepted to the RN-BSN program.
- NURS 336 Acute Health Nursing (Pathophysiology) (4)**  
Systematic exploration of normal and pathophysiological responses to states of health and illness. Examines internal and external defense systems, balance and regulation of body systems, and integration of these concepts in the assessment and management of patient problems. Four credits theory, zero credits clinical. Prerequisite: Must be accepted to the RN-BSN program.
- NURS 337 Pathophysiology (3)**  
Explores the pathophysiologic processes associated with common chronic and acute health problems across the lifespan. Incorporates the influence of age, ethnicity, and cultural patterns on illness development and resolution. The evidence base supporting current knowledge of disease processes and common health problems is explored. Instructor permission required.
- NURS 338 Acute Health Nursing (Pathophysiology) Practicum (6)**  
An application of theory, knowledge, and skills in assessing human functioning, pathophysiology, pharmacology, psychosocial, cultural variation, health-care resources, and person-environment relationships with respect to select nursing strategies for acutely ill individuals of all ages in variety of rural acute care settings. Prerequisite: Must have completed or be taking NURS 315 and NURS 335 and NURS 336 and have been accepted to the RN-BSN program.
- NURS 416 Introduction to Nursing Informatics (4)**  
An introduction to the fundamental knowledge and skills needed for effective delivery of patient care through application of clinical information systems. Emerging trends in information technology will be explored. Four credits theory, zero credits clinical.
- NURS 417 Information Systems and Quality Management (4)**  
This course examines the role of information systems and quality improvement processes used to monitor and improve healthcare outcomes. Covers the use of information management to impact cost, safety, and coordination of care. Includes adaptations of information access and management in rural environments. Instructor permission required.
- NURS 420 Evidence Based Practice and Research in Nursing (3)**  
Introduces students to the nurse as an evolving scholar using the research process, including skills in interpreting published research findings, the science of nursing as the basis for best practices, and evidence based quality improvement measures in healthcare environments. Application of ethics, legal principles, and professional standards are considered when carrying out the research process. Prerequisite: Must have completed NURS 326 and be accepted to the RN-BSN program.
- NURS 429 Population Focused Community Health Theory (4)**  
Synthesis of community and public health nursing concepts and theories for health promotion and disease prevention of rural communities and underserved populations. Application of nursing concepts to plan for health promotion and disease prevention of these populations. Prerequisite: Must have completed NURS 326 and NURS 420 and be accepted to the RN-BSN program.
- NURS 436 Population Focused Community Health Practicum (4)**  
Students engage in experiential learning activities that focus on application of public/community health nursing concepts to promote optimum health and wellness for rural communities and underserved populations. Incorporates project-focused group work and interprofessional planning and intervention. Prerequisite: Must have completed NURS 326 and NURS 420 and NURS 429 and be accepted to the RN-BSN program.
- NURS 437 Diversity and Healthcare Policy in Rural Environments (3)**  
Students explore the influence of diversity and healthcare policy on local, national and global issues of healthcare equity, access, affordability, and social justice. Incorporates an analysis of nursing practices that increase cultural competence, affect health policy resulting in improved healthcare access, and reduced health disparities. Prerequisite: Must have completed NURS 326 and NURS 420 and NURS 429 and NURS 436 and be accepted to the RN-BSN program.
- NURS 440 Nursing Leadership in the 21st Century (4)**  
A writing intensive course which requires the integration and synthesis of previously learned theory, knowledge, and skills with contemporary leadership and management principles and theories, enabling learners to critically analyze a variety of societal, economic, political, and professional issues that influence nurses and nursing. Prerequisite: Must have completed or be taking NURS 303 and NURS 315 and NURS 335 and NURS 336 and NURS 429 and NURS 436 and be accepted to the RN-BSN program.



**NURS 443 Nursing Leadership and Management Theory (4)**

The course explores leadership and management concepts essential for professional nursing practice in current, diverse healthcare environments. Examines the responsibilities of the professional nurse as a leader within structured and unstructured healthcare systems working with the interprofessional healthcare team. Explores the cost of care, safety, legal guidelines, regulatory factors, and measurement of patient satisfaction. Prerequisite: Must have completed NURS 326 and NURS 420 and NURS 429 and NURS 436 and NURS 437 and be accepted to the RN-BSN program.

**NURS 449 Nursing Leadership and Management Practicum (4)**

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

**NURS 456 Senior Synthesis Seminar (5)**

This major senior project course engages students in an in-depth exploration of practice area/issue, integrating the knowledge acquired in the liberal arts, science, and baccalaureate nursing courses. Students also identify areas of professional opportunities and continuing education as methods for engaging in life-long learning. Prerequisite: Must have completed NURS 326 and NURS 420 and NURS 429 and NURS 437 and NURS 443 and NURS 417 and NURS 449 and an elective nursing course (NURS 312 or NURS 337 or NURS 490).

**NURS 490 Special Topics in Nursing (0-6)**

Exploration of health issues of specific populations, or aspects of health care and nursing practice including disease prevention and health promotion. Instructor permission required.

**Nutrition (NUTR)****NUTR 121 Human Nutrition (3)**

An introductory nutrition course for the beginning student. Course will center on the major nutrients and their roles in maintaining good health. Students will learn to recognize well-balanced diets and acquire shopping tips and preparation techniques for optimum utilization of food dollars. Class includes four required labs. Prerequisite: Must have completed MATH 95 or higher or earned a satisfactory score in Accuplace, ACT, SAT for placement into MATH 96 or MATH 116.

**NUTR 223 Principles of Nutrition (3)**

Application of principles of nutrition. Concepts of nutrients, nutrient requirements, and nutritional changes associated with the aging process, infants to seniors.

**Philosophy (PHIL)****PHIL 101 Introduction to Philosophy (3)**

Basic problems in different areas of philosophy such as ethics, political theory, metaphysics, and epistemology. [H]

**PHIL 102 Critical Thinking and Reasoning (3)**

Covers nonsymbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; and the uses of language, including techniques of persuasion. [H\*]

**PHIL 129 Introduction to the New Testament (3)**

Surveys New Testament books and related literature from a nondenominational perspective. Textual and literary criticism will be practiced, and the historical background of the authors and their writings will be considered. [H\*] Prerequisite: Must have completed ENG 101 or have satisfactory score in accuplacer, ACT or SAT placement tests for ENG 102.

**PHIL 145 Religion in American Life (3)**

History and organization of major religious groups in America, with special attention given to the relationships between religious convictions and social issues such as minority rights, welfare, sexual mores, and political affiliation. [H]

**PHIL 200 The Judeo-Christian Tradition (3)**

The philosophy of Biblical religion in the Old and New Testaments. Includes Israelitic cosmology, monotheism, the prophets, the parables of Jesus, and the letters of Paul. [H]

**PHIL 207 Introduction to Social and Political Philosophy (3)**

Readings and discussion of theories concerning the nature of society and political structure from classical and contemporary philosophers. (Formerly PHIL 207, Social and Political Philosophy) [H]

**PHIL 210 World Religions (3)**

The moral and religious views of world religions including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. [H]

**PHIL 361 Introduction to the Pauline Letters (3)**

Students will study the writings of Paul, using the practices of literary criticism, historical criticism, textual criticism, and other modern method of literary study. Course material includes Saul of Tarsus as an historical figure, Paul in the book of Acts, an exegesis of each of Paul's letters, the collation and distribution of the Pauline corpus, the Acts of Paul, and the place of Paul in Christian tradition. Prerequisite: Must have completed ENG 101.

**Physical Education and Exercise (PEX)**

Each PEX course may be taken for credit up to a maximum of three times.

**PEX 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. [S/U]

**PEX 134 Rock Climbing (1)**

Beginning rock climbing class: students will demonstrate safe and proper technique for belaying, including knots and basic anchor set up. Intermediate class: students are expected to have knowledge of basic skills so that they will be able to demonstrate safe, proper sport climbing, multi-pitch commands, repelling skills, and proper anchor set up in climbing with a partner/s. [S/U] Instructor permission required.

**PEX 143 Karate (1-2)**

An introduction to martial arts for beginners and a continuation of training for more advanced students. Students will learn martial art skills through the practice of basics, forms, and sparring. Together, with the self-defense aspect, the student will develop a sense of well being through the self-confidence produced by disciplined training. May be repeated three times. [S/U]

**PEX 148 Tai Chi (1-2)**

Tai Chi is an internal martial art and a set of self-practicing exercises. Because it is an internal martial art, it is used solely for self defense. It is comprised of four parts: 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." [S/U]



## Political Science (PSC)

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: [www.gbcnv.edu/departments/SOC.html](http://www.gbcnv.edu/departments/SOC.html)

- PSC 100 The Nevada Constitution (1)**  
An introduction to the political history of Nevada through an in-depth examination of the basic law of the state, the Nevada Constitution as originally written and subsequently amended. Self-paced reading program. Course satisfies the Nevada Constitution requirement for out-of-state students who have already satisfied the three-credit U.S. Constitution requirement and are transferring into a GBC program.
- PSC 101 Introduction to American Politics (3)**  
A survey of United States, national, state, and local governments with emphasis on the cultural aspects of the governing process. Satisfies the legislative requirement for the United States and Nevada Constitutions. (Formerly PSC 103, Principles of American Constitutional Government)
- PSC 210 American Public Policy (3)**  
Analysis of the interplay of forces involved in policy making at all levels of American government. Study of the impact of policy on individuals and institutions.
- PSC 231 World Politics (3)**  
Introduction to the study of international relations that stresses a systematic approach to world politics.
- PSC 295 Special Topics in Political Science (1-3)**  
Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions. Unlimited repeatability. [S/U]
- PSC 401F Public Opinion and Political Behavior (3)**  
Studies factors which shape basic political attitudes, circumstances which result in different kinds of political behavior, and psychological aspects of American government and politics in relation to public opinion in electoral politics, governance, and democratic theory. Prerequisite: Must have completed 40 or more credits including PSC 101.
- PSC 401Z Special Topics in American Government (3)**  
Analysis of selected research and topical issues of political systems. May be repeated for a maximum of 12 credits. Prerequisite: Must have completed 40 or more credits including PSC 101.
- PSC 403C Environmental Policy (3)**  
An examination of environmental policy and environmental law including issues in policy formulation and implementation, the basic statutory and regulatory framework, and judicial interpretation of the law. (Formerly PSC 421, Environmental Policy) Prerequisite: Must have completed 40 or more credits including PSC 101.
- PSC 403K Problems in American Public Policy (3)**  
Examination of American public policy frameworks and spectrum of the political characteristics, institutions, and dynamics associated with decision-making processes in American government. Prerequisite: Must have completed 40 or more credits including PSC 101.

## Psychology (PSY)

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- PSY 101 General Psychology (3)**  
Survey of the discipline introducing psychological theories, research methods, and principles of behavior.
- PSY 102 Psychology of Personal and Social Adjustment (3)**  
A study of personality and adjustment in normal persons. Adjustment techniques and reactions to frustration and conflict in the content of various social groups considered.
- PSY 130 Human Sexuality (3)**  
Provides a practical, informational approach to this subject. Surveys the biological, cultural, and ethical aspects of human sexuality.
- PSY 208 Psychology of Human Relations (3)**  
Explores the relationships between human beings and assists in the development of interpersonal communication skills which can be used personally and professionally.
- PSY 233 Child Psychology (3)**  
An overview of the theories, stages, and development of the child. Provides a practical and informational view of a child's cognitive, social, and personality development.
- PSY 234 Psychology Of Adolescence (3)**  
Examines psychological development during adolescence with emphasis on special problems in American society including drug abuse, pregnancy, and familial problems.
- PSY 241 Introduction to Abnormal Psychology (3)**  
An overview of abnormal psychology with emphasis on the symptomology, etiology, diagnosis, treatment and prevention of the major psychological disorders. Prerequisite: Must have completed PSY 101.
- PSY 276 Aging in Modern American Society (3)**  
The psychological and sociological development and the changes attendant to the process of aging in society. The course presents theory and research in the field, implications for social policy, and discusses perspectives on death and dying. Also available as SOC 276.
- PSY 290 Special Topics in Psychology (1-4)**  
Selected problems and conceptual issues in psychology. Issues selected will depend upon current interest of staff and students.
- PSY 412 Motivation and Emotion (3)**  
Basic principles and theories of motivation and emotion. Examination of major themes and contemporary research in the field. Prerequisite: Must have completed PSY 101.
- PSY 435 Personality (3)**  
Study of personality as a psychological construct with emphasis on its structure, development, and measurement. Prerequisite: Must have completed PSY 101.
- PSY 460 Social Psychology (3)**  
Social and group factors affecting individual behavior. Topics include social perception, opinions, and attitudes; influence processes; and small group behavior. Prerequisite: Must have completed 40 or more credits including PSY 101.

## **Radiology (RAD)**

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### **RAD 101 Exploration of Radiology (0.5)**

For students who are interested in becoming a radiological technologist. Designed to give basic knowledge of what a radiological technologist does and what careers are available in this field. The major learning outcome of this course is to help students determine if this is the right career choice for them. Formerly RAD 090B.

### **RAD 112 Patient Care and Medical Terminology (2)**

Covers procedures and practices related to radiological technology with an emphasis in patient care, patient safety, and communication. Aseptic techniques and procedures used to maintain a sterile field is explained. The use of prefixes, suffixes, roots, and medical terms will be covered. Previous Medical Terminology course is recommended but not required. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 116 Radiography I (3)**

Learn radiology positioning and anatomy. Identify the anatomic structures that will be on an x-ray examination, pathology noted, and radiation safety measures that should be used. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 118 Electrical and Radiation Physics (3)**

Provides knowledge of x-ray terminology and structure of x-ray circuitry, radiation production, radiation characteristics, and the photon interactions. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 124 Radiographic Photography and Techniques (3)**

Covers processing of the radiographic image, from darkroom to computerized radiography. The principles and practices with manipulation of exposure factors to obtain acceptable image quality will be discussed at length. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 126 Radiography II (3)**

A continuation of RAD 116. Reviews advanced radiology procedures, pathology noted on images, radio-pharmacology, and film critique. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 128 Imaging Equipment (3)**

Review all the radiographic equipment used in imaging departments and the equipment works. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 198 Special Topics in Radiology (0.5-6)**

Covers limited radiology technology procedures and practices related to radiology technology with an emphasis on improving quality, radiation safety, and patient positioning. Designed for students who work with radiology equipment and want to enhance their skills. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 225 Clinical Radiology I (7)**

A planned clinical experience. Gives the student the opportunity to apply didactic education to work-related examinations under the supervision of a registered technologist. The student must demonstrate clinical competency to continue in the program. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 226 Clinical Radiology II (7)**

A continuation of RAD 225. The student will continue to apply knowledge gained in the classroom to work experience. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 227 Clinical Radiology III (14)**

A continuation of RAD 226. Further clinical experiences will take place in order to achieve required competency. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 238 Radiation Safety and Protection (2)**

Course covers the ALARA (as low as reasonable achievable) concept. It also includes the definitions and significance of radiation protection and the biological effects of radiation. National and state requirements will be discussed. Offered online. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### **RAD 242 Radiography Quality Management (1)**

A study of quality control methods pertaining to equipment and quality issues in the radiology department. Covers performance improvement studies and quality assurance programs in relationship to current health-care trends. Offered online. Prerequisite: Must be admitted into the Radiology Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

## **Real Estate (RE)**

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### **RE 101 Real Estate Principles (3)**

A general overview of the field touching on a variety of topics such as escrow, title work, contracts, appraising, and listings. It is designed to give the student a basic understanding of how the business operates. Can be taken concurrently with RE 103.

### **RE 103 Real Estate Law and Practice (3)**

Includes 45 hours of instruction in real estate practices including land economics and appraising, land description, financing and insurance, escrows and closings, subdivisions and developments.

**Nevada Real Estate Division**  
Department of Business and Industry  
788 Fairview Drive, Suite 200  
Carson City, NV 89710-5453  
775.687.4280



## Social Work

(SW)

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### SW 101 Introduction to Social Work (3)

Overview of the public and private social services and the social work profession including analysis of their functions as modes of social problem solving. (Formerly SW 220)

### SW 230 Crisis Intervention (3)

Analysis of crisis theories, definition of crisis, what can cause crisis, effects of crisis, and resources for crisis, and resources for crisis intervention. Prerequisite: Must have completed PSY 101.

### SW 250 Social Welfare History and Policy (3)

Explores the historical development of the social work profession and current policies governing the social service delivery system within the United States. Social policy is presented as a social construction influenced by a range of ideologies and interests. Special attention is paid to social welfare policy and programs relevant to the practice of social work, including poverty, child and family well-being, mental and physical disability, health, and racial, ethnic, and sexual minorities. The course includes a focus on the role of policy in creating, maintaining or eradicating social inequities. Prerequisite: Must have completed SW 101.

### SW 310 Human Behavior and the Social Environment I (3)

Examines human development from conception through young adulthood from an ecological-systems approach using a biopsychosocial perspective. Theories related to typical and atypical biological, psychological, cognitive, and social development will be explored. In addition, theories regarding small groups, communities, and social organizations will be presented to focus on the interaction among the social, political, economic, biological, cultural, and environmental forces that come to bear on the growth and development of all individuals including minority groups, women, gays and lesbians, and other oppressed groups. Prerequisite: Must have completed ANTH 101 and BIOL 100 and PSY 101 and SOC 101 and SW 101 and (ECON 102 or ECON 103) and (HIST 101 nad HIST 102) or PSC 101).

### SW 311 Human Behavior and the Social Environment II (3)

Examines human development from adulthood through old age and death as a continuation from SW 310, utilizing the same theoretical perspectives related to biological, psychological, cognitive, and social development. In addition, as in SW 310, theories regarding small groups, communities, and social organizations will be presented to focus on the interaction among the social, political, economic, biological, cultural, and environmental forces that come to bear on the growth and development of all individuals including minority groups, women, gays and lesbians, and other oppressed groups. Prerequisite: Must have completed SW 310.

### SW 321 Basics of Professional Communication (3)

Focuses on the development of basic communication and observational skills needed for subsequent social work methods courses. Communication topics to be addressed include: active listening, questioning, empathetic responding, paraphrasing, summarizing, persuasive writing, and non-verbal communication. Emphasis will be placed on developing observation and communication skills that capture events in ways that are descriptive, accurate, and unbiased. Given the importance of nonjudgmental and unbiased communication to rapport, the course will examine the role of power differentials, gender, culture, class, context and ethnicity/race on professional communication. Prerequisite: Must have completed ENG 101 and ENG 102 and PSY 101 and SW 101.

## Sociology

(SOC)

To view the Social Sciences Department Academic Dishonesty Policy, visit the Social Sciences Department website: [www.gbcnv.edu/departments/SOC.html](http://www.gbcnv.edu/departments/SOC.html)

### SOC 101 Principles of Sociology (3)

Sociological principles underlying the development, structure, and function of culture including society, human groups, personality formation, and social change.

### SOC 275 Introduction to Marriage and the Family (3)

Prepares the student for contemporary issues or problems encountered in dating, courtship, marriage, and parenthood. Emphasis will be on changing roles within families, communications, and parent-child interactions.

### SOC 276 Aging in Modern American Society (3)

The psychological and sociological development and the changes attendant to the process of aging in society. The course presents theory and research in the field, implications for social policy, and discusses perspectives on death and dying. Also available as PSY 276.

## Spanish

(SPAN)

### SPAN 101 Basics of Spanish I (3)

Listening, reading, writing, and basic conversational skills. Building a vocabulary of Spanish-English words. (Formerly SPAN 101B, Spanish, Conversational I) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### SPAN 102 Basics of Spanish II (3)

A second semester of Conversational Spanish, designed to continue and improve the skills learned in the first semester. (Formerly SPAN 102B, Spanish, Conversational II) Prerequisite: Must have completed SPAN 101. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### SPAN 109 Spanish for Law Enforcement I (3)

Spanish for Law Enforcement is a comprehensive language course designed to provide functional Spanish language skills for law enforcement personnel/officers who have contact with Spanish speaking individuals. In addition, it includes language training pertinent to alert words, vital phrases of law enforcement operations and procedures. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### SPAN 111 First Year Spanish I (3)

Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required. [H\*]

### SPAN 112 First Year Spanish II (3)

A continuation of SPAN 111. Language practice required. [H\*] Prerequisite: Must have completed SPAN 111.

### SPAN 199 Special Topics in Spanish (1-3)

Emphasizes intermediate to advanced speaking, reading, writing, and grammar skills in Spanish. Advanced-level Spanish will focus on reading literature excerpts with discussion in Spanish, with a continued review of previously learned grammar and vocabulary. Emphasis will be placed on grammatically correct usage, pronunciation, and communication, with expanded vocabulary usage. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.



## Welding

## (WELD)

### WELD 105 Drawing and Weld Symbol Interpretation (3)

An introduction to the interpretation of basic elements of blueprints, sketches, and interpretation of welding symbols. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 110 Basic Arc Welding Principles and Practices (2.5-5.5)

Course provides students with the basic knowledge and understanding to complete fillet and groove welds in the 1G and 1F positions using the shielded metal arc welding (SMAW) process on plain carbon steel. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 115 Welding Inspection and Testing Principles (3)

Course will allow students to examine cut surfaces and edges of prepared base metal parts, examine tack, intermediate layers, and completed welds. Students will also study nondestructive testing examination (NDE) methods such as Magnetic Particle (MT), Liquid Penetrate (PT), Ultrasonic (UT), and Radiographic (RT) testing methods. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 150 Metallurgy Fundamentals for Welding (3)

Explore the basic scientific theory as well as the practical side of metallurgy as it pertains to the welding field. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 160 Welding Design/Layout and Pipefitting (5.5)

A laboratory and lecture course in the design, layout, and construction of plate, pipe, and structural beams used in the fabrication and welding industries. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 198 Special Topics in Welding (1-6)

Consideration of special topics and issues in welding. Selection will depend upon current interests and courses may include pipefitting techniques, blacksmithing, ornamental iron work, other welding projects, and Tech Prep related theory. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 210 Advanced Welding Principles and Practices (5.5)

Course provides students with the advanced knowledge to produce high quality welds in all positions on plain carbon steel, using the shielded metal arc welding (SMAW) process. Requires passing a 2G-3G limited thickness qualification test on plain carbon steel. (15 contact hours per credit) Prerequisite: Must have completed WELD 110. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 211 Welding I (3)

Introduction to shielded metal arc welding (SMAW). Also includes oxy-fuel cutting. Shop safety is emphasized.

### WELD 220 Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) (11)

Course provides students with the knowledge to produce high quality welds in all positions on plain carbon steel, using the gas metal arc welding (GMAW) short circuit transfer mode and flux cored arc welding (FCAW) processes. Also requires use of the spray transfer mode for the 1F-2F and 1G positions on plain carbon steel. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 221 Welding II (3)

A continuation of WELD 211 with emphasis on developing welding skills for arc welding in overhead, horizontal, and vertical positions. Does not include pipe welding. Prerequisite: Must have completed WELD 211.

### WELD 224 Welding Projects (1-6)

Layout, fit up, and fabrication. Class provides an opportunity to use welding skills to produce any number of different projects. (15 contact hours per credit) [S/U] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 231 Welding III, Gas Metal and Flux Cored Arc Welding (3)

Provides training and hands-on welding experience in the welding process of Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW).

### WELD 240 Gas Tungsten Arc Welding (GTAW) (1-8)

Course provides students with the knowledge to produce high quality welds in all positions on plain carbon steel, aluminum, and stainless steel using the gas tungsten arc welding (GTAW) process. (15 contact hours per credit) This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 241 Welding IV, Gas Tungsten Arc Welding (3)

Provides training and hands-on welding experience in the welding process of Gas Tungsten Arc Welding (GTAW). [N] This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 250 Welding Certification Preparation (1-6)

Through instruction and practice, this course prepares the student to pass one or more of the American Welding Society certification tests. [S/U] Prerequisite: Must have completed WELD 210 and WELD 221. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

### WELD 260 Pipe Welding (8)

Course provides students with the knowledge of pipe welding principles using shielded metal arc welding processes. (15 contact hours per credit) Prerequisite: Must have completed WELD 210. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.



## **Women's Studies**

**(WMST)**

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**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)**

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**WOOD 197 Beginning Woodworking (3)**

Tool identification and uses, tools and machine safety, project design and construction, gluing, laminating, mechanical drawings, and sketches of three views. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

**WOOD 221 Advanced Woodworking (3)**

Advanced woodworking is a continuation of the skills and practices learned in beginning woodworking. The course is designed to meet the individual needs of the student through advanced woodworking construction practices which will be employed on an individual student need basis. Prerequisite: Must have completed WOOD 197. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), or a Bachelor of Arts (B.A.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

# College Board Advanced Placement Examination (CBAPE)\*

Upon receipt of an official score report from the College Board, the Great Basin College Office of Admissions and Records grants credit as specified and assigns a grade of P for scores as follows:

EXAMINATION	SCORE	GBC COURSE EQUIVALENT	CREDIT GRANTED
Art			
History	3, 4, or 5	Art Elective	3
Studio Art	3, 4, or 5	Art Elective	3
Biology	3	Biology 190	3
	4 or 5	Biology 190 and 191	6
Chemistry	3	Chemistry 121	3
	4 or 5	Chemistry 121 and 122	6
Computer Science			
Computer Science A	3, 4, or 5	CS 135	3
Computer Science AB	3	CS 135	3
	4 or 5	CS 135 and CS Elective	6
Economics			
Microeconomics	3, 4, or 5	Economics 102	3
Macroeconomics	3, 4, or 5	Economics 103	3
English Language and Composition	3	English 101	3
	4 or 5	English 101 and 102	6
English Literature and Composition	3	English 101	3
	4 or 5	English 101 and 203	6
Environmental Science	4 or 5	Environmental Studies 100	3
French			
French Language	4 or 5	French 111 and 112	6
French Literature	4 or 5	French 111, 112, 211, and 212	12
Geography, Human	4 or 5	Geography 106	3
History			
American	4 or 5	History 101 and History Elective**	6
European	4 or 5	History 105 and 106	6
World	3, 4, or 5	History Elective	3

Mathematics			
Calculus A, B	3, 4, or 5	Math 181	4
Calculus B, C	3, 4, or 5	Math 181 and 182	8
Statistics	3, 4, or 5	Statistics 152	3
Music Theory	3, 4, or 5	Music Elective	3
Physics			
Physics B	3, 4, or 5	Physics 151 and 152	6
Physics C (Mechanics)	3, 4, or 5	Physics 180	3
Physics C (Electricity and Magnetism)	3, 4, or 5	Physics 181	3
Political Science			
U.S. Government and Politics	3, 4, or 5	Political Science***	3
Comparative Government and Politics	3, 4, or 5	Political Science Elective	3
Psychology	3, 4 or 5	Psychology 101	3
Spanish			
Spanish Language	4 or 5	Spanish 111 and 112	6
Spanish Literature	4 or 5	Spanish 111, 112, 211, and 212	12

\*This grid is subject to change. Please check with Admissions and Records for the most recent version.

\*\*By taking PSC 100, you may receive credit for History 102.

\*\*\*By taking PSC 100, you may receive credit for PSC 101.

## College-Level Examination Program (CLEP)

Upon receipt of an official score report from the College Board, the Great Basin College Office of Admissions and Records grants credits and a grade of P for CLEP exam scores of 50 or above. The general examination(s) should be completed before the student completes 30 credits. Subject examinations may be taken at any time.

Examination	GBC Course Equivalent	Credit Granted
<b>GENERAL</b>		
College Composition (including essay)	ENG 101	3
Humanities	Elective	6
College Mathematics	MATH 120	3
Natural Sciences	Elective	6
Social Sciences and History	Elective	6
<b>SUBJECT</b>		
<b>BIOLOGY</b>		
General Biology	Elective	3
<b>BUSINESS</b>		
Principles of Management	Elective	3
Principles of Accounting	ACC 201	3
Information Systems and Computer Applications	IS 101	3
Introductory Business Law	Elective	3
Principles of Marketing	Elective	3
<b>CHEMISTRY</b>		
General Chemistry	Elective	3
<b>ECONOMICS</b>		
Principles of Microeconomics	ECON 102	3
Principles of Macroeconomics	ECON 103	3
<b>EDUCATION</b>		
Introduction to Educational Psychology	Elective	3
<b>ENGLISH</b>		
American Literature	Elective	3
Analyzing and Interpreting Literature	ENG 203	3
English Literature	Elective	3

<b>FOREIGN LANGUAGES</b>		
French Language	FREN 111	3
German Language	Elective	3
Spanish Language	SPAN 111 <sup>(1)</sup>	3
<b>HISTORY</b>		
U.S. History I: Early Colonization to 1877	HIST 101	3
U.S. History II: 1865 to the present	Elective <sup>(2)</sup>	3
Western Civilization I: Ancient Near East to 1648	HIST 105	3
Western Civilization II: 1648 to the present	HIST 106	3
<b>HUMAN DEVELOPMENT AND FAMILY STUDIES</b>		
Human Growth and Development	HDFS 201	3
<b>MATHEMATICS</b>		
Calculus	MATH 181	4
College Algebra	MATH 126	3
Precalculus	MATH 128	5
<b>POLITICAL SCIENCE</b>		
American Government	Elective <sup>(3)</sup>	3
<b>PSYCHOLOGY</b>		
Introductory Psychology	PSY 101	3
<b>SOCIOLOGY</b>		
Introductory Sociology	SOC 101	3

1. Student will receive six credits of SPAN 111 and SPAN 112 with a Spanish Language CLEP score of 63 or higher.
2. By taking PSC 100, student will receive credit for HIST102.
3. By taking PSC 100, student will receive credit for PSC 101.

TITLE 2 - Nevada System of Higher Education CODE

CHAPTER 10

RULES OF CONDUCT AND PROCEDURES FOR STUDENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION (REV 257 6/13)

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**Section 10.1 Scope of the Chapter**

10.1.1 Applicability of Procedures and Sanctions.  
The procedures and sanctions established in this chapter are applicable to the resolution and determination of charges against students of the Nevada System of Higher Education for allegedly engaging in conduct prohibited by the Nevada System of Higher Education rules of conduct or by other applicable stated policies, procedures, rules, regulations or bylaws of the System institutions. Except as otherwise provided in this chapter, the System institutions and professional schools may establish written policies, procedures and sanctions for the discipline of their students that may be used in lieu of the policies, procedures and sanctions of this chapter, including but not limited to the establishment of student judicial councils, subject to the prior review by the institution's general counsel and to the approval of the president of the institution.

**10.1.2 Proceedings Concurrent.**

Action under the procedures established by this chapter shall go forward regardless of other possible or pending administrative civil or criminal proceedings arising out of the same or other events.

**10.1.3 Student Defined.**

The term "student" means any person who is or was enrolled in courses, either full-time or part-time, including correspondence study, electronic means, study abroad, or auditing, or courses offered through any institution satellite campuses or auxiliary means. Students are subject to disciplinary action for conduct that occurs during any period under this chapter's authority and jurisdiction as defined above. Students who leave the institution before a conduct matter is resolved may be prohibited from future enrollment until such time as the matter is resolved. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the institution are considered "students". This includes individuals who have applied for admission to the institution or have been notified of their acceptance for admission.

**10.1.4 Rules of Conduct.**

The term, "rules of conduct" means the rules established in Section 10.2 of this chapter and includes any rules incorporated by reference in that Section.

**10.1.5 System.**

The term, "System," means the Nevada System of Higher Education.

**10.1.6 Charged Student.**

The term, "charged student," means the student alleged to have violated the rules of conduct.

**Section 10.2 Cause**

**10.2.1 Prohibited Conduct.**

The following conduct is prohibited:

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

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

- (w) The use of threats or violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment, or other service or privilege accorded by the System.
- (x) Any act of unlawful discrimination based on race, creed, color, sex, age, sexual orientation, disability or national origin, gender identity, or genetic information, or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.
- (y) 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. Sexual harassment includes sexual violence.
- (z) Sexual assault, which is the use of, or threat to use, force or violence of a sexual nature, defined as sexual assault, against any member or guest of the institutional community on institution-owned or institution controlled property or at any institution sponsored program.
- (aa) Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university, college or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual.
- (bb) Intentionally making an accusation that is false or is made with reckless disregard for the truth against any member of the System community by filing a complaint or charges under the rules of conduct or under any applicable established complaint or grievance procedures in the System.
- (cc) Willful incitement of individuals to commit any of the acts herein prohibited.
- (dd) Any other conduct that violates applicable stated prohibitions, policies, procedures, rules, or regulations of the institution or Board of Regents.
- (ee) Any act prohibited by local, state or federal law that occurs on System premises or at a System-sponsored function on or off such premises.

#### 10.2.2 Institutions May Prohibit Other Conduct.

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

#### Section 10.3 Student Conduct Officers.

10.3.1 Appointment of Student Conduct Officer. The president of an institution may appoint a student conduct officer and alternate student conduct officers to serve if the student conduct officer is unable to perform the duties of this Section for any reason.

#### 10.3.2 Training of Student Conduct Officer.

Student conduct officers at an institution or professional school must receive training approved by the institution's legal counsel.

#### Section 10.4 Allegations of Violations of the Rules of Conduct.

Procedures unique to allegations of sexual harassment, including allegations of sexual violation, are in Section 10.4.12. The procedures for all allegations are as follows:

##### 10.4.1 Complaints.

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

##### 10.4.2 Investigations.

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

##### 10.4.3 Informal Resolution.

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

##### 10.4.4 Failure to Reach Resolution.

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

##### 10.4.5 Appointment of Hearing Boards or Hearing Officer.

The president or designee may establish one or more student conduct hearing boards or appoint individual hearing officers. A board shall be from three to five persons. Every board shall include at least one student and at least one faculty member. All complaints shall be heard by a board unless the charged student and student conduct officer agree that the complaint may be heard by a hearing officer.

#### 10.4.6 Hearings.

A hearing before a student conduct board or hearing officer shall be conducted under the following rules of procedure:

- (a) In student conduct hearings involving more than one charged student, the student conduct officer, in his or her discretion, may permit the student conduct hearing concerning each charged student to be conducted either separately or jointly.
- (b) The charged student has the right to be assisted by an advisor. The advisor serves as a supporter and advisor during the conduct hearing. The charged student and the student conduct officer are responsible for presenting his or her own information, introducing witnesses, and answering questions throughout the hearing. When a student selects an advisor, in this process the advisor has no right to speak during the hearing except to the charged student. The advisor may be an attorney. The student conduct officer has sole discretion to allow for a delay in the hearing to allow for the scheduling conflicts of an advisor.
- (c) The charged student and student conduct officer shall notify the opposing party of all witnesses and provide copies of all documents and records in writing that the party proposes to introduce as evidence at least five college working days prior to the hearing. The president shall issue subpoenas to compel the attendance of persons and the presentation of documents at all hearings established under this chapter upon the request of the person charged or of the administrative officer. Such subpoena authority shall be exercised under the authority conferred by NRS 396.323.
- (d) The charged student(s) and advisors, if any, along with the student conduct officer shall be allowed to attend the entire portion of the hearing, at which information is received, excluding the time of deliberations. Admission of any other person to the student conduct hearing shall be at the discretion of the student conduct board or hearing officer.
- (e) Witnesses will provide information to, and answer questions from, the student conduct board or hearing officer. The charged student and student conduct officer may suggest questions. These questions will be directed to the chairperson of the conduct board or the hearing officer, who will question the witnesses directly. The chairperson of the conduct board or the hearing officer will decide on the specific course of questioning and/or information sharing throughout the hearing.
- (f) All student conduct boards, hearing officers, or student conduct officers, may accommodate concerns for personal safety, well-being, and/or fears of confrontation, by the complainant, the accused, and witnesses, during the hearing or during the informal resolution process by providing the opportunity for the hearing board or student conduct officer to receive the pertinent information and conduct conversations for the resolution of the case using methods other than requiring both parties to be present in the same room at the same time. Such options include use of a visual screen, participation by videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined by the chairperson of the student conduct hearing board or hearing officer conducting the hearing.
- (g) Either party may present pertinent written statements, records, or other information to the student conduct board or hearing officer. The formal rules of evidence in court shall not apply but irrelevant or unduly repetitious evidence shall be excluded.
- (h) To the extent consistent with the Family Educational Rights and Privacy Act ("FERPA") the hearing, except for deliberations, shall be taped or digitally recorded. Upon request by the student, a written transcript will be provided at the student's expense. Personally identifiable information will be removed. The record shall be the property of the institution, and will be maintained with the student's conduct records by the student conduct officer.
- (i) Student conduct hearings shall be conducted in private, unless the charged student requests an open hearing. An open hearing must be held consistent with Subsection (f).
- (j) If a charged student, with notice, does not appear at a student conduct hearing, the information in support of the complaint shall be presented, considered, and acted upon even if the charged student is not present. Failure of the student to appear is not evidence that the student was responsible for the charge of misconduct.
- (k) The hearing will proceed according to the institution's schedule and will not be delayed by another process off campus.
- (l) The chairperson of the student conduct board or the hearing officer decides procedural questions.
- (m) The members of the student conduct board or the hearing officer deliberates in closed session after the hearing has concluded, and shall determine whether or not the charged student has violated each section of the rules of conduct that the student is charged with having violated. This determination is made through consensus when possible, and if not possible, then by a simple majority vote of the board members.
- (n) The student conduct board or hearing officer's determination shall be made on the basis of whether it is more likely than not that the charged student violated the rules of conduct. An expulsion requires a finding of substantial evidence of wrong doing.
- (o) If the charged student is found not to have violated the rules of conduct, then the hearing is concluded. If the charged student is found to have violated the rules of conduct, then the student conduct board or hearing officer will discuss possible sanctions for the student after being informed of the student's disciplinary record with the institution.
- (p) The student conduct board chairperson or the hearing officer will provide the board's decision on the violation and, if appropriate, for sanctions to the student conduct officer and to the student. This written decision will be served within seven calendar days of the conclusion of the hearing. The written decision may be served by electronic mail or by first class mail with the U.S. Postal Service with delivery confirmation to the last known address of the student or by personal delivery. Service is complete upon sending of the email or depositing with the U.S. Postal Service.

#### 10.4.7 Appeals.

A student who is aggrieved by the decision of a student conduct hearing board or hearing officer may appeal to a vice president designated by the president or the president may decide to hear the appeal. The appeal shall be in writing and delivered to the student conduct officer within 14 calendar days of the student's receipt of the decision. The student's appeal must include all written arguments in support of the appeal.



- (a) Grounds for an appeal are:
  - (1) Deviations from procedures set forth which results in significant prejudice.
  - (2) The decision reached regarding the charged student was not based on a decision that it was more likely than not that the charged student violated the rules of conduct.
  - (3) The sanction(s) imposed were not appropriate for the violation of the rules of conduct which the student was found to have committed.
- (b) The student conduct officer shall review the appeal and direct it, along with the recording of the hearing, any written evidence and arguments, and decision to the vice president designated by the president to hear the appeal within 14 calendar days of receiving the appeal. With the record, the student conduct officer shall file written arguments in opposition to the appeal.
- (c) The designated vice president shall review the recording of the hearing and the complaint, and decision, along with any information and evidence that was part of the decision-making of the conduct case, and will decide whether or not the appeal should be upheld. The designated vice president may uphold the decision, may refer the case back to the original board or hearing officer or may order a new hearing before a new board or hearing officer.
- (d) The decision of the vice president shall be in writing and served upon the student and student conduct officer within 30 calendar days of the receipt of the decision and record of the hearing by the vice president. The vice president may extend the time limit of this section by written notice to the parties.
- (e) Any sanction against the student shall not take effect until any appeal is concluded.
- (f) The student conduct officer may suspend any time limits contained in this chapter during winter or summer breaks.

#### 10.4.8 Sanctions and Expunging the Record.

The student conduct officer or designee will be responsible for monitoring the student in successfully carrying out the sanctions imposed as the result of a hearing or the final determination of the informal resolution process. Unless the student conduct officer otherwise states in writing, any final action resulting from a disciplinary hearing or the informal resolution process shall become part of the student's disciplinary record. Other than institutional expulsion or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, institution suspension, institution expulsion, or withholding of a degree, upon application to the student conduct officer and approval by the president. A student may request that his or her disciplinary record be expunged and any such notation be removed from the student's transcript during the student's semester before graduation or any time following graduation. The burden demonstrating reasonable cause for considering the expunging of a disciplinary record lies with the student. In considering such requests, the institution may consider the:

- (a) Stated reason for request and circumstances surrounding the request;
- (b) Date and seriousness of the violation;
- (c) Student's behavior and disciplinary record since the violation, including successful completion of any imposed sanctions;
- (d) The impact, if any, on the public that failure to give such notice may cause; and
- (e) Consequences of denying the request.

The grant or denial of a request to expunge a student's disciplinary record shall rest solely within the discretion of the institution, and the enumeration of the foregoing factors shall not in any way imply a duty on the institution to grant such a request by means of a balancing or other test. If a request is not granted, the student at yearly intervals thereafter may request that his or her disciplinary record be expunged. The denial of a request to expunge is not appealable.

#### 10.4.9 Sanctions.

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

- (a) Warning. A notice, oral or written, that the student has violated the rules of conduct.
- (b) Reprimand. A written reprimand for violation of specified regulations.
- (c) Restitution. Compensation for loss, damage, theft or misappropriation of property, or injuries sustained in an incident of student misconduct. This may take the form of appropriate service, monetary, or material replacement or a combination of these.
- (d) Probation. Probation consists of a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to have violated any institutional regulation(s) during the probationary period.
- (e) Loss of Privileges. Denial of specified privileges for a designated period of time. This may include denying the student access to any campus, site, or building while permitting the student to enroll in off-campus classes such as internet or correspondence classes.
- (f) Discretionary and Educational Sanctions. Participation in specific educational programs, such as alcohol or other drug educational intervention conferences, assessments, educational activities, including on-line instructional workshops, and work assignments or service to the institution or the community, and other related discretionary assignments.
- (g) Residence Hall Suspension. Separation of the student from the residence halls for a period of time, after which the student is eligible to return. The minimum period of suspension is one semester and the maximum period is two semesters. Conditions for readmission may be specified in the suspension.
- (h) Residence Hall Permanent License Cancellation. Permanent separation of the student from the residence halls.
- (i) Withholding of a Degree. Prior to the awarding of a degree, the institution may withhold a degree from a student.
- (j) Institutional Suspension. Exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked ?DISCIPLINARY SUSPENSION EFFECTIVE \_\_\_\_ TO \_\_\_\_\_. The parents or legal guardians of minor students shall be notified of the action.

A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student's suspension. Such request must be submitted in writing to the president or his designee. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

- (k) Deferred Institutional Suspension. Deferred separation of the student from the institution until the close of the current semester or some other time frame for review of student progress in addressing the conduct matter.
- (l) Institutional Expulsion. Termination of student registration and status for an indefinite period of time. Permission of the president shall be required for readmission. The official transcript of the student shall be marked ?DISCIPLINARY EXPULSION EFFECTIVE \_\_\_\_\_. The parents or legal guardians of minor students shall be notified of the action.

A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary expulsion be removed from the official transcript when four years have elapsed since the expiration of the student's expulsion or termination. Such request must be submitted in writing to the president or designee. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

#### 10.4.10 Emergency Removal.

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

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

#### 10.4.11 Conditions of Emergency Removal and Hearing.

When an emergency removal is imposed, the charged student shall be denied access to the institution, including classes and all other institutional activities or privileges for which the student might otherwise be eligible, as the president or the student conduct officer may determine to be appropriate. During the time of the removal from the institution, the student may not come onto institutional property for any reason other than meeting with the appropriate official(s) regarding resolution of the emergency removal and the student conduct violation. The student conduct officer may permit the student to participate in distance learning classes that do not include entering onto institutional property and provide adequate protections to prevent any of the conditions of (a), (b), (c) or (d), above, from occurring. Any student so removed shall be afforded an opportunity for a hearing on the emergency removal no later than 14 calendar days following the removal unless the student agrees to delay the hearing to a later time. A hearing officer shall hold the hearing under the hearing procedures of the rules of conduct where those may be applicable. The student conduct hearing officer shall make a recommendation to the president. The president's decision upon the hearing officer's recommendation shall be final. The removal does not replace the regular disciplinary process, which shall proceed under this chapter.

#### 10.4.12 Procedures Available when Sexual Harassment is Alleged.

The following additional procedures are available in proceedings alleging sexual harassment:

- (a) An alleged victim of sexual harassment shall have the opportunity to select an independent advisor for assistance, support and advice. The alleged victim shall be advised at the beginning of the complaint process that he or she may select an independent advisor and it shall become the choice of the alleged victim to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The institutional affirmative action officer or the student conduct officer shall advise the alleged victim of this right. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit;
- (b) The complainant may choose to not permit the matter to be resolved by the informal resolution process or may terminate the informal resolution process at any time prior to a written determination being signed. If sexual assault is alleged, the informal resolution process may not be used;
- (c) The complainant must agree to the charge being heard by a hearing officer if the student conduct officer and student agree;
- (d) The complainant must be given the opportunity to participate in any pre-hearing procedures;
- (e) In a hearing involving more than one charged student, the hearing officer or hearing board may require a charged student to be absent from any testimony that is not relevant to that charged student;
- (f) The complainant must receive a list of all witnesses at the same time it is received by the student conduct officer and charged student;
- (g) The complainant must be permitted an advisor during the hearing who shall have the same duties as the advisor for the charged student;
- (h) The complainant may present witnesses and other evidence at the hearing;
- (i) The complainant shall be served a copy of the decision of the student conduct hearing board or hearing officer and of the vice president, if an appeal is filed, except for the discipline imposed upon the student unless the discipline directly relates to the complainant.
- (j) If the complainant is aggrieved by the decision of the student conduct hearing board or hearing officer, the complainant has the right to appeal the decision to the appropriate vice president in the same manner as the student;
- (k) In a complaint alleging sexual violence or non-forcible sex offense, the complete decision of the student conduct hearing board or officer and the decision on appeal shall be given to the complainant and may be released to anyone upon request. (B/R 6/13)

**Title 4 - Codification of Board Policy Statements**  
**Chapter 8**  
**STUDENT RECRUITMENT AND RETENTION POLICY,**  
**EQUAL EMPLOYMENT OPPORTUNITY POLICY AND**  
**AFFIRMATIVE ACTION PROGRAM FOR**  
**THE NEVADA SYSTEM OF HIGHER EDUCATION**

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**Section 1. Introduction**

The Nevada System of Higher Education is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex (including a pregnancy related condition), sexual orientation, military status or military obligations, disability (whether actual or perceived by others to have a disability including veterans with service-connected disabilities, or national origin, and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination or harassment, participate in a discrimination or harassment proceeding, or otherwise oppose discrimination or harassment. This principle is applicable to every member of the Nevada System of Higher Education community, both students and employed personnel at every level, and to all units, facilities, and services of the Nevada System of Higher Education.

This principle governs the admission and subsequent treatment of students in all institutions, as well as student participation in extracurricular activities. It is a guiding policy in the employment of students, either by the Nevada System of Higher Education or by outsiders through the System. All student services, including financial aid, placement, tutoring, and counseling, are governed by the concept of equal opportunity. NSHE does not, on the basis of sex or any other protected classification, exclude from participation in, deny the benefits of, or subject to discrimination any person under any education program or activity.

The same principle is applicable in NSHE-owned or NSHE-approved housing, in the use of food services, student unions, and all other Nevada System of Higher Education facilities.

In the employment or reemployment of all personnel, the Nevada System of Higher Education recognizes that all persons regardless of race, religion, color, age, sex (including a pregnancy related condition), sexual orientation, military status or military obligations, disability (including veterans with service-connected disabilities), or national origin shall have equal access to positions in the public service, limited only by their ability to do the job.

In addition, it is the policy of the Nevada System of Higher Education to undertake affirmative action, consistent with its obligations as a federal contractor or where otherwise required to remedy the effects of past discrimination. Such efforts may require more than employment neutrality by making a positive and continuous effort in the recruitment, employment, retention and promotion of qualified women, minorities, persons with military status or military obligations, and persons with disabilities, including veterans with service-connected disabilities. The Nevada System of Higher Education commits itself to apply good faith efforts to achieve full utilization of qualified women, minorities, persons with military status or military obligations, and persons with disabilities (including veterans with service-connected disabilities) in all segments of the workforce where deficiencies exist. These efforts will conform to all current legal and regulatory requirements, and are consistent with NSHE standards of quality and excellence.

**Section 2. General Policy of the Board of Regents on the Recruitment, Admission and Retention of Students**

Participation by members of minority groups, women, and members of other protected classes in higher education is a priority issue with the Board of Regents. Increasing student participation and the completion of postsecondary educational programs by persons in these groups is important and necessary and will require innovative and diverse approaches for their recruitment, admission and retention in the Nevada System of Higher Education. Each institution is encouraged to devote significant resources to support the recruitment and retention of students from these groups. Each institution should prepare and implement a plan of action to provide outreach to potential students, or organizations, which can find such potential students, for their admission to the Nevada System of Higher Education. Financial incentives should be developed for the financially disadvantaged to encourage their admission and retention in the System. Additional resources should be devoted to activities designed to encourage students from these groups to continue their education in the System.

In short, it is the responsibility of the Board of Regents and the officers and employees of the Nevada System of Higher Education to help diversify our society and establish social justice by actively taking measures to ensure that the growing population of minority groups, women and other protected classes are prepared to participate fully in the life of our state and our nation. At the very least, this requires that the Board, its officers and employees take active steps to recruit and retain students from these groups in the postsecondary educational programs of the Nevada System of Higher Education.

**Section 3. General Policy of the Board of Regents on Equal Employment Opportunity**

It is hereby resolved that the reaffirmed policy of the Nevada System of Higher Education shall be to promote equal opportunity of employment or reemployment for members of minority groups, women (including women with pregnancy related conditions), persons with disabilities (including veterans with service-connected disabilities), persons with military status or military obligations, and members of other protected classes in all positions. Consistent with statutory and legal requirements, any affirmative action necessary to address deficiencies shall include, but not be limited to, active recruitment among minority groups, women, persons with disabilities (including veterans with service connected disabilities), persons with military status or military obligations, and

other protected classes and the creation of programs designed to lead to their qualification for both academic and classified positions.

This affirmative action is not discrimination in reverse; rather, it is a program designed to expand the group of qualified people from whose ranks appointments can be made.

Further, affirmative action requires that the rank and salary of minorities, women, persons with disabilities (including veterans with service-connected disabilities), persons with military obligations or military status, and other protected classes presently employed by the Nevada System of Higher Education be evaluated annually in order to insure that rank and salary determinations are made in an equitable manner.

**Section 4. Responsibility for Compliance**

1. The Board of Regents and the Chancellor have delegated to each President the responsibility for insuring that each administrative unit complies with the terms of the Equal Opportunity and Affirmative Action policies set forth by the Nevada System of Higher Education, as well as all applicable federal and state statutes, laws, orders, and regulations.
2. Vice presidents, deans, and other administrative officers have the direct responsibility for the compliance of the administrative units under their jurisdiction with the System Equal Opportunity and Affirmative Action policies and with the Federal and State statutes, laws, orders, and regulations.
3. Each Office of Admissions and each department, which admits students, has the specific responsibility for insuring that equal opportunity in education is provided to all.

**Section 5. NSHE Equity, Diversity, and Inclusion Council**

To support the principle established in Section 1 of this Chapter, an Equity, Diversity, and Inclusion Council (EDIC) will be established to review, evaluate, and, as needed, formulate additional proposed NSHE equity, diversity, and inclusion goals, policies, and practices, and provide statewide leadership in best practices. The Equity, Diversity, and Inclusion Council shall report to the Chancellor and shall be appointed in conformity with Title 2, Chapter 1, Section 1.4.11 of the Code, to include representatives from each NSHE institution.

The charge of the Council shall be set by the Chancellor to include the following tasks:

1. Recommend to the Chancellor and the Board of Regents proposed goals, policies, practices, related strategies, and accountability measures on diversity, equity, and inclusion;
2. Conduct a continuing review of existing goals, policies, practices, concerns, and information related to diversity, equity, and inclusion on all NSHE campuses;
3. Provide for opportunities for communication among NSHE institutions to identify and promote best practices for ensuring equity, diversity and inclusion among the students, staff and faculty of the System;
4. Support and monitor the Board of Regents' Master Plan goals and strategies for equity and diversity;
5. Encourage regular collaboration between and among institutional faculty members and staff on issues related to equity, diversity, and inclusion; and
6. Support the Board of Regents' Cultural Diversity Committee with regular reports, supported by current research and related data, on the charges outlined in the Committee's mission related to equity, diversity and inclusion issues.

**Section 6. Dissemination of Policies**

1. The NSHE Equal Opportunity Policy Statement, NSHE Affirmative Action Program and the respective institution policies and annual affirmative action plan shall be made available to employees.
2. Information relating to the Nevada System of Higher Education Affirmative Action plan will be communicated in an annual report to the Board of Regents. This information will be available upon request to system employees, community organizations, and federal, state and local agencies, as well as other interested persons.

**Section 7. Implementation Policies**

1. At the institutional level, responsible administrators must:
  - a. Identify a person or persons to be responsible for Affirmative Action and Equal Opportunity programs.
  - b. Analyze the composition of the institution's workforce to determine the existence of any under-utilization of women, minorities, persons with disabilities, or other protected classes.
  - c. State steps that will be taken to correct any such under-utilization.
  - d. Set realistic employment, promotional, and programmatic goals (i.e. the recruitment of minority and female students into fields of study that will prepare them for positions in which such persons are currently under-utilized) that will accomplish the general purpose of this Affirmative Action Program.
  - e. Continue the active recruitment of members of minority groups, women, persons with disabilities, and other protected classes. For professional personnel, this effort is not restricted to the demographic areas from which the Nevada System of Higher Education normally draws its personnel but is expanded to include any areas, nationwide, where qualified minorities, women, and persons with disabilities may be located.
  - f. Publicize all available open positions internally and/or externally. Internal and external searches are defined and reported as follows:
    - (1) Internal within a single institution of the Nevada System of Higher Education.
    - (2) Internal among all NSHE institutions.
    - (3) External among the region or nation.
2. It is the objective of the NSHE to conduct internal or external searches for all full-time and half-time professional staff positions (defined in Title 4, Chapter 3, Section 2) with the exception of Temporary Part-time Faculty (defined in Title 4, Chapter 3, Section 44. The institutional President or Chancellor may waive the search requirement where he or she determines the waiver to be in the best interest of the institution or System unit. Each institution and System unit must have an internal process for requesting search waivers and for obtaining the approval of the institutional President or Chancellor. Each institution or System unit will be expected to maintain a list of search waivers and to report to the Chancellor and the Board annually.
3. This shall not be interpreted as requiring a search within the institution in order to fill positions by internal institutional promotion, transfer, positions of academic department chairs or positions of directors in a community college who serve in the same capacity as academic chairs do in the universities or state college. Such internal institutional

promotions, transfers, and positions of academic department chair or positions of directors in a community college must be approved by the President or the Chancellor, as the case may be. This also shall not be interpreted as altering the 1971 agreement between the NSHE and the U.S. Department of Agriculture related to the Cooperative Extension Service.

4. The Chancellor's Office shall collect and maintain information on (1) the number of minorities, women, and members of other protected classes employed in professional and classified positions; (2) the number of minorities, women, and members of other protected classes enrolled as students; and (3) any additional information necessary to determine the impact of policy changes on the number of minorities, women, and members of other protected classes enrolled or employed in an NSHE institution. Annually this information shall be reported to the Board of Regents.
5. It is the policy of the System to establish and maintain programs whereby women, minority group members, persons with disabilities (including veterans with service-connected disabilities), persons with military status or military obligations, and members of other protected classes will be trained in internally conducted training programs for the purpose of employee development. The Nevada System of Higher Education encourages the establishment of appropriate plans in all its administrative units so that regular evaluations can be made to determine what, if any, changes are needed in these programs and what has been accomplished.

#### Section 8. Academic Reporting and Monitoring

The administrative units must utilize checklists and summaries of the steps of affirmative action taken in the recruitment process and submit them with the employment document to the appointing authorities. These checklists and summaries must identify all final candidates interviewed for the position by sex and race, and also identify the person nominated for the position by name, race, and sex. If minorities, women, persons with disabilities (including veterans with service connected disabilities), persons with military status or military obligations, or members of other protected classes were referred as final candidates for the position and not hired, an explanation must be given as to the reason they were not hired. All unit files must include a list of recruitment sources.

#### Section 9. Monitoring and Reporting

Departments are required to report the reasons that a woman, a minority, a person with a disability (including a veteran with a service-connected disability), a person with military status or military obligations, or a member of a protected class was not hired or promoted. These reports will be monitored to insure that the hiring or the promoting is made on the basis of job-related criteria and is not discriminatory.

#### Section 10. Reviews

Each institution's affirmative action efforts will be reviewed annually by the Board of Regents and are subject to review by federal officials of the U.S. Department of Labor Office of Federal Contract Compliance Programs and the U.S. Department of Health and Human Services Regional Office of the U.S. Commission of Civil Rights, and state agencies as well.

#### Section 11. Participation in Community Affairs

The Nevada System of Higher Education pledges its participation in and support of community programs which relate to the advancement of women, minorities, persons with disabilities (including veterans with service-connected disabilities), persons with military status or military obligations, and other protected classes through education, training, and employment.

#### Section 12. Contract Compliance for Construction, Skilled Trades and Purchasing

1. The federal and state governments require that all contractors working on Nevada System of Higher Education projects provide effective Equal Employment and Affirmative Action programs. On projects contracted for by the State Public Works Board, the responsibility for monitoring compliance will be with appropriate state agencies. Compliance monitoring and enforcement review for all other projects will be the responsibility of institutional affirmative action officers.

2. Each purchasing department within the Nevada System of Higher Education will require each vendor with a contract or subcontract in excess of \$7,500 to certify that it is an Equal Opportunity Employer. Businesses that are women, disadvantaged and minority owned will be identified and will be given an opportunity to bid on Nevada System of Higher Education contracts.

#### Section 13. Policy Against Discrimination and Sexual Harassment; Complaint Procedure Introduction

This policy is divided into three parts. Section A states the NSHE policy against discrimination. Section B states the NSHE policy against sexual harassment. Section C contains the complaint and investigation procedure for discrimination and sexual harassment complaints. These procedures are in addition to disciplinary complaints brought against professional employees or students under Title 2, Chapter 6 or Chapter 10 of the NSHE Code (or if applicable, institution student codes of conduct), or against classified employees under the *Nevada Administrative Code*. However, information gathered as part of the complaint process under this section may be used in connection with disciplinary proceedings.

#### Title IX Notice of Non-Discrimination

NSHE and its member institutions do not discriminate on the basis of sex in their education programs and activities; Title IX of the Education Amendments Act of 1972 is a federal law that states at 20 U.S.C. §1681(a):

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The Chancellor and each President shall designate an administrator to serve as the Title IX Coordinator, whose duties shall include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

Inquiries concerning the application of Title IX may be referred to each member institution's Title IX Coordinator or the Office for Civil Rights of the United States Department of Education. Each member institution shall include on its website and in its general catalog, its Title IX Coordinator's name, office address, telephone number, and email address.

Member institutions shall notify all students and employees of the name or title and contact information of its Title IX Coordinator.

#### A. NSHE Non-Discrimination Policy

##### 1. Policy Applicability and Sanctions.

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of discrimination on the basis of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion. Where discrimination is found to have occurred, the NSHE will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.

No employee or student, either in the workplace or in the academic environment, should be subject to discrimination.

It is expected that students, faculty and staff will treat one another and campus visitors with respect.

##### 2. Policy Applicability and Sanctions.

All students, faculty, staff, and other members of the campus community are subject to this policy. Students, faculty, or staff who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or in the case of students, any applicable student code of conduct) or, in the case of classified employees, the *Nevada Administrative Code*. Other lesser sanctions may be imposed, depending on the circumstances. Complaints may also be filed against visitors, consultants, independent contractors, service providers and outside vendors whose conduct violates this policy, with a possible sanction of limiting access to institution facilities and other measures to protect the campus community.

##### 3. Training.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy.

Each institution shall provide this policy to its students at least annually and may do so electronically.

Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an ongoing non-discrimination training program and shall designate a person or office to be responsible for such training.

##### 4. Discriminatory Practices.

It is illegal to discriminate in any aspect of employment or education, such as:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- grading;
- acceptance or participation in an academic program or school activity;
- use of employer's facilities;
- training programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Determining what constitutes discrimination under this policy will be accomplished on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of discrimination. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include non-discrimination related disciplinary processes as stated above.

Discriminatory practices also include:

- discrimination on the basis of a person's age, disability (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment or education decisions based on stereotypes or assumptions about the abilities, traits or performance of individuals of a certain age, disability (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion; and
- conduct that has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

This behavior is unacceptable in the work place and the academic environment. Even one incident, if it is sufficiently serious, may constitute discrimination. One incident, however, does not necessarily constitute discrimination.

## B. Policy Against Sexual Harassment

### 1. Sexual Harassment is Illegal Under Federal and State Law.

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment, including sexual violence. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, to remedy its effects, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the *Nevada Administrative Code*. Sexual harassment, including sexual violence, is a form of discrimination; it is illegal.

No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance. It is expected that students, faculty and staff will treat one another with respect.

### 2. Policy Applicability and Sanctions

All students, faculty, staff, and other members of the campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or applicable Student Code of Conduct) or, in the case of classified employees, the *Nevada Administrative Code*. Other, lesser sanctions may be imposed, depending on the circumstances.

### 3. Training.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain a record that each new employee received the policy.

Each institution shall provide this policy to its students at least annually and may do so electronically.

Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an on-going sexual harassment training program for employees.

### 4. Sexual Harassment Practices.

Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual or gender bias nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or
3. The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example,

- It may occur between individuals of the opposite sex or of the same sex.
- It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship (such as by a supervisor with regard to a supervised employee or an instructor regarding a current student).
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
- It may consist of repeated actions or may even arise from a single incident if sufficiently severe.
- It may also rise to the level of a criminal offense, such as battery or sexual violence.
- Sexual violence is a physical act perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Determining what constitutes sexual harassment under this policy is dependent upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of sexual harassment. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include disciplinary processes as stated above. Examples of unwelcome conduct of a sexual or gender related nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

Rape, sexual assault, sexual battery, sexual coercion or other sexual violence;

Sexually explicit or gender related statements, comments, questions, jokes, innuendoes, anecdotes, or gestures;

Other than customary handshakes, uninvited touching, patting, hugging, or purposeful brushing against a person's body or other inappropriate touching of an individual's body;

Remarks of a sexual nature about a person's clothing or body;

Use of electronic mail or computer dissemination of sexually oriented, sex-based communications; Sexual advances, whether or not they involve physical touching;

Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;

Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;

Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct.

Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not necessarily constitute sexual harassment.

### C. Complaint and Investigation Procedure.

This section provides the complaint and investigation procedure for complaints of discrimination or sexual harassment, including sexual violence (except that complaints against students may be referred to student disciplinary processes). The Chancellor (for the System Office) and each president shall designate no fewer than two administrators to receive complaints. The administrators designated to receive the complaints may include the following: (1) the Title IX Coordinator; (2) the Affirmative Action Program Officer; (3) the Human Resources Officer; or (4) any other officer designated by the president. The President shall also designate a primary investigating officer (Primary Officer) to process all complaints. The Primary Officer may be any of the individuals identified above. All complaints, whether received by the Affirmative Action Officer, Human Resources Officer or other designated officer, must immediately be forwarded to the Primary Officer. All Title IX complaints must be immediately forwarded to the Title IX Coordinator.

An individual filing a complaint of alleged discrimination or sexual harassment shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Primary Officer, or the Primary Officer's designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit. Rev. 257 (06/13) Title 4, Chapter 8, Page 13

An individual against whom a complaint of alleged discrimination or sexual harassment is filed shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Primary Officer, or by the Primary Officer's designee. It shall be the choice of the individual against whom the complaint is filed to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged perpetrator. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

Complaints of discrimination or sexual harassment should be filed as soon as possible with the supervisor, department chair, dean, or one of the administrators listed above and/or designated by the president to receive complaints of alleged sexual harassment or discrimination.

#### 1. Employees.

- a. An employee who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged—but it is neither necessary nor required, particularly if it may be confrontational—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. An employee is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the employee.
- b. The employee may file a discrimination or sexual harassment complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
- c. If the employee feels uncomfortable about discussing the incident with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
- d. After receiving any employee's complaint of an incident of alleged discrimination or sexual harassment, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.

Rev. 257 (06/13) Title 4, Chapter 8, Page 14

#### 2. Students.

- a. A student who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged—but it is neither necessary nor required, particularly if it may be confrontational—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A student is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the student.
- b. The student may file a complaint with his or her major department chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.
- c. If the student feels uncomfortable about discussing the incident with the department chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

#### 3. Non-Employees and Non-Students

Individuals who are neither NSHE employees nor NSHE students and who believe they have been subjected to discrimination or sexual harassment by a NSHE employee during the employee's work hours or by a NSHE student on campus or at a NSHE-sponsored event may utilize any of the complaint processes set forth above in this section.

#### 4. Investigation and Resolution.

- a. After receiving a complaint of the incident or behavior, the Primary Officer, or designee, will initiate an investigation to gather information about the incident. If the Primary Officer is unable to initiate an investigation, due to a conflict or for any other reason, the President shall designate another individual to act as Primary Officer for the matter. Each institution may set guidelines for the manner in which an investigation shall be conducted. The guidelines shall provide for the prompt, thorough, impartial, and equitable investigation and resolution of complaints, and shall identify the appropriate management level with final decision-making authority. The guidelines shall, at a minimum, provide the person subject to the complaint with information as to the nature of the complaint, and shall further provide that the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses and provide documentation pertaining to the complaint. In most cases, an investigation should be completed within 45 calendar days of receipt of the complaint..
- b. The standard for evaluating complaints shall be a preponderance of the evidence. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.
- c. After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken, as applicable, in accordance with NSHE Code Chapter 6 or Chapter 10 (or applicable Student Code of Conduct), or, in the case of classified employees, *Nevada Administrative Code* (NAC) Chapter 284. Other appropriate actions will be taken to correct problems and remedy effects, if any, caused by the conduct, if appropriate. If proceedings are initiated under Title 2, Chapter 6 or Chapter 10, the applicable Student Code of Conduct, or the NAC, the investigation conducted pursuant to this policy may be used as part of such investigations. The administrative officer, in his or her discretion, may also supplement the investigation with additional investigation. In any disciplinary hearings conducted pursuant to a Student Code of Conduct or under Title 2, Ch. 6 or Chapter 10, the burden of proof shall be by a preponderance of the evidence. In connection with any such disciplinary hearings, the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses, and provide and receive documentation and witness lists pertaining to the complaint, and if an appeal is provided, to appeal the decision.
- d. After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed concurrently of the resolution.
- e. In the event actions are taken against an individual under NSHE Code Title 2, Chapter 6 or Chapter 10 (or applicable Student Code of Conduct) or NAC Chapter 284, such matters generally remain confidential under those sections, except that final decisions following hearings or appeals of professional employees and State of Nevada personnel hearings involving classified employees are public records. Student matters generally remain confidential under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 34 CFR Part 99 (FERPA).
- f. When discriminatory conduct or sexual harassment involves a crime of violence or a non-forcible sex offense, FERPA permits the institution to disclose to the alleged victim the final results (limited to the name of the alleged perpetrator, any violation found to have been committed, and any sanction imposed) of a disciplinary proceeding against the alleged perpetrator, regardless of whether the institution concluded that a violation was committed. With respect to an institutional disciplinary proceeding alleging a sex offense, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (f), 34 CFR 668.46 (Clery Act) requires that the accuser and the accused must be informed of the outcome.
- g. In the event a student is found to have engaged in sexual harassment of another student, the institution shall disclose to the student who was harassed, information about the sanction imposed on the student who was found to have engaged in harassment when the sanction directly relates to the harassed student.

#### 5. Prompt Attention.

Complaints of discrimination or sexual harassment are taken seriously and will be dealt with promptly, thoroughly, impartially, and equitably. Where discrimination is found to have occurred, the NSHE institution or unit where it occurred will act to stop the discrimination or sexual harassment, to prevent its recurrence, to remedy its effects, if any, and to discipline those responsible.

#### 6. Confidentiality.

The NSHE recognizes that confidentiality is important. However, confidentiality cannot be guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of discrimination or sexual harassment to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the NSHE is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

#### 7. Retaliation

Retaliation against an individual who in good faith complains of alleged discrimination or sexual harassment or provides information in an investigation about behavior that may violate this policy is against the law, will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a discrimination or sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information is also grounds for discipline.

"Retaliation" may include, but is not limited to, such conduct as:

- the denial of adequate personnel to perform duties;
- frequent replacement of members of the staff;
- frequent and undesirable changes in the location of an office;
- the refusal to assign meaningful work;
- unwarranted disciplinary action;
- unfair work performance evaluations;
- a reduction in pay;
- the denial of a promotion;
- a dismissal;
- a transfer;
- frequent changes in working hours or workdays;
- an unfair grade;
- an unfavorable reference letter.

#### a. Employees

- I. An employee who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
- II. If the employee feels uncomfortable about discussing the alleged retaliation with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
- III. After receiving any employee's complaint of an incident of alleged retaliation, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.

#### b. Students

- i. A student who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her major department chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.
- ii. If the student feels uncomfortable about discussing the alleged retaliation with the department chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

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

#### 8. False Reports

Because discrimination and sexual harassment frequently involve interactions between persons that are not witnessed by others, reports of discrimination or sexual harassment cannot always be substantiated by additional evidence. Lack of corroborating evidence or "proof" should not discourage individuals from reporting discrimination or sexual harassment under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth, may be subject to disciplinary action under the applicable University and Board of Regents disciplinary procedures. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

#### 9. Supervisors' Responsibilities.

Every supervisor has responsibility to take reasonable steps intended to prevent acts of discrimination or sexual harassment, which include, but are not limited to:

Monitoring the work and school environment for signs that discrimination or harassment may be occurring;

Refraining from participation in, or encouragement of actions that could be perceived as discrimination or harassment (verbal or otherwise);

Stopping any observed acts that may be considered discrimination or harassment, and taking appropriate steps to intervene, whether or not the involved individuals are within his/her line of supervision; and

Taking immediate action to minimize or eliminate the work and/or school contact between the two individuals where there has been a complaint of sexual harassment, pending investigation.

If a supervisor receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the supervisor must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken.

Failure to take the above action to prevent the occurrence of or stop known discrimination or harassment may be grounds for disciplinary action.

#### 10. Relationship to Freedom of Expression.

The NSHE is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental rights and this policy is not intended to stifle teaching methods or freedom of expression. Discrimination or sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of institutions, the tradition of intellectual freedom and the trust placed in the institutions by their members.

# Faculty and Administration

<b>Addenbrook, Bernard</b> ..... 2012 Industrial Lab Technician Certificate — Great Basin College	<b>Byrnes, Julie</b> ..... 2000 Director, Disability Support and Related Resources BS — Boise State University MCOUN — Idaho State University	<b>de Braga, Angie</b> ..... 2007 Director, Continuing Education and Community Outreach BS — University of Nevada, Reno MEd — University of Nevada, Reno
<b>Akers, Twila</b> ..... 2014 PeopleSoft iNtegrate Assistant	<b>Calkins, Byron</b> ..... 2014 Land Surveying/Geomatics Instructor AS — Lyndon State College BS — New Mexico State University MA — New Mexico State University	<b>Donnelli, Amber</b> ..... 2006 Dean of Health Sciences and Human Services BSN — University of Phoenix MSN — University of Phoenix PhD — University of Nevada, Las Vegas
<b>Anderson, Pat</b> ..... 2001 Director, Environmental Health, Safety and Security AA — Diablo Valley College BS — University of California, Davis MS—Columbia Southern University	<b>Campbell, Lisa</b> ..... 2005 Director, Winnemucca Center BS — Santa Clara University MA — Santa Clara University	<b>Doucette, Mary</b> ..... 2006 Radiology Technology Instructor RT — Marlan Health Center School of Radiology Technology CBRPA — Weber State University BS — Weber State University MS — University of Nevada, Reno
<b>Bagley, Peter</b> ..... 1996 Life Sciences Professor BS — University of Maryland MS — University of Kentucky	<b>Charlebois, Wendy</b> ..... 2006 Social Work Professor BS — University of Maryland University College MSW — University of Nevada, Reno	<b>Douglas, Dave</b> ..... 2012 Technical Mathematics Instructor BS — Montana Tech MS — Montana Tech
<b>Bagwe, Rita</b> ..... 2012 Biology Instructor BS — Zoology B. ED — University of Mumbai, India MS — University Of Mumbai, India PhD — UNC Charlotte	<b>Chidester, Gary</b> ..... 2013 Millwright Technology Instructor	<b>Drussell, Peggy</b> ..... 2011 Nursing Instructor ASN — Great Basin College BSN — Great Basin College MA — Grand Canyon University
<b>Bailey, Jeannie</b> ..... 2001 Grants Director BA — Eastern Oregon University MBA — University of Nevada, Reno	<b>Coates, Kara</b> ..... 2004 Lab Manager AS — John A. Logan College AAS — John A. Logan College BA — Southern Illinois University, Carbondale	<b>Du, Xunming</b> ..... 2003 Mathematics Professor BS — Hubei University MA — Tongji Medical University MS — Ohio University
<b>Baker, Sheri</b> ..... 2006 Human Resources Specialist	<b>Combs, Stacie</b> ..... 2006 Coordinator, Housing	<b>Elbert, Michael</b> ..... 2013 Electrical Technology Instructor BS — University of Alaska
<b>Beasley, Tim</b> ..... 2009 Computer Technician I AS — Brigham Young University	<b>Cooper, Darius</b> ..... 2013 Human Services Instructor BS — Hampton University MS — Radford University ME — Grand Canyon University PhD — Capella University	<b>Foster, Jonathon</b> ..... 2012 History Instructor BA — University of Alabama at Birmingham MA — University of Alabama at Birmingham PhD — University of Nevada, Las Vegas
<b>Bentley, Susanne</b> ..... 2004 English Professor AA — Lake Tahoe Community College BGS — Indiana University MA — University of Nevada Reno	<b>Cortes, Tony</b> ..... 2013 Buildings and Grounds Manager AAS — Great Basin College	<b>Fox, Patricia</b> ..... 1991 Art Professor BFA — University of Nevada, Las Vegas MFA — Utah State University
<b>Bhattarai, Smriti S.</b> ..... 2014 Institutional Research/Score Card Coordinator BS — Tribhuvan University, Kathmandu Nepal MS — Troy University PhD — George Mason University Fairfax	<b>Crum, Tawny</b> ..... 2003 Assistant Director, Student Financial Services and Veterans Affairs	<b>Frazier, Lisa</b> ..... 2000 Director, Curriculum Development BA — Utah State University ME — Leslie College
<b>Bingaman, Linda</b> ..... 2012 Emergency Medical Services Education Program Director	<b>Curtis, Mark A.</b> ..... 2012 President AAS — Kellogg Community College BS — Western Michigan University MA — Western Michigan University PhD — Western Michigan University	<b>Freistroffer, David</b> ..... 2007 Life Sciences Professor BS — California State Polytechnic University, San Luis Obispo PhD — Uppsala University-Sweden
<b>Blanchard, Chrissie</b> ..... 2012 Lead Teacher, Child Center AS — Great Basin College AA — Great Basin College BA — University of Nevada, Las Vegas	<b>Daniels, Frank</b> ..... 1995 Mathematics/Computing Professor BS — University of Florida MS — University of Florida PhD — University of Florida	<b>Friez, Dorinda</b> ..... 2005 Assistant to the Vice President for Business Affairs Certificate — Great Basin College AAS — Great Basin College
<b>Bruno, Caroline</b> ..... 2005 Earth/Physical Sciences Professor BA — Franklin and Marshall College MS — Oregon State University	<b>Davis, Stephanie</b> ..... 2010 Social Sciences Instructor BEd — University of Calgary MS — Brigham Young University	
<b>Bruns, Thomas</b> ..... 2008 Millwright Instructor		
<b>Byram, Robert</b> ..... 1996 Electrical Technology Professor		

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Director of Institutional Research  
BA — University of Nevada Reno  
MA — Washington State University
- Garcia, Steve** . . . . . 1994  
Electrical Technology Professor  
AS — Dixie College  
BS — Northern Arizona University  
MVE — Northern Arizona University
- Gavorsky, Scott** . . . . . 2012  
History Instructor  
BA — Oglethorpe University  
MS — Emory University  
PhD — Emory University
- Gerrits, Jodi** . . . . . 2012  
Student Data Specialist  
AAS — Great Basin College  
BAS — Great Basin College
- Gomez, Melinda** . . . . . 2010  
Preschool Teacher  
BA — Great Basin College
- Gonzales, Brenda** . . . . . 2012  
Accountability Specialist  
AAS — Great Basin College
- Gonzales, Danny** . . . . . 1999  
Political Science Professor  
BA — University of Nevada, Reno  
MPA — University of Nevada, Reno  
PhD — University of Nevada, Reno
- Griffith, Dale** . . . . . 2006  
English Professor  
MA — University of Nevada, Reno  
MA — University of Nevada, Las Vegas  
Candidatus Theologie in Philosophie and  
Theologie from Institut de Theologie  
Orthodoxe (St Serge), Paris, France  
PhD—University of Nevada, Las Vegas
- Hanington, Gary** . . . . . 2000  
Chemistry/Physics Professor  
AS — SUNY at Farmingdale  
BS — SUNY at Stony Brook  
MS — SUNY at Stony Brook  
PhD — University of California, San Diego
- Hannu, Robert** . . . . . 2006  
Interactive Video Coordinator/Technician  
BS — University of Wisconsin, Platteville
- Hiles, Dwaine** . . . . . 2004  
Computer Technician  
Certificate — DeVry University
- Hogan, Douglas** . . . . . 2002  
Biology/Chemistry Professor  
BS — California State Polytechnic College  
MS — California State Polytechnic College
- Holford, Marsha** . . . . . 2010  
Associate Registrar
- Howell, Mary Teresa** . . . . . 2004  
English Professor  
BA — University of North Dakota  
MA — University of North Dakota
- Hyslop, Cindy** . . . . . 2004  
Computer Technologies Professor  
BS — Western Montana College  
MS — Boise State University
- Jaques, Cherie** . . . . . 2007  
Medical Imaging Instructor  
AAS — Oregon Institute of Technology  
BAS — Great Basin College
- Jensen, Joe** . . . . . 2012  
Diesel Technology Instructor  
Advanced Certificate — Idaho State University
- Johnson, Patricia** . . . . . 2014  
Adult Learner Concierge  
BS — University of Minnesota  
MED — Vernon College, Union Institute &  
University
- Johnston, Heidi** . . . . . 2008  
Nursing Professor  
BSN — University of Phoenix  
MSN — University of Phoenix
- Jones, Donald** . . . . . 2011  
Computer and Classroom Technology  
Technician  
BAS — Great Basin College
- Kelly, Dwaine “Clint”** . . . . . 2012  
Electrical Technology Instructor  
AA — Idaho State University
- Kimber, Karen** . . . . . 2010  
Workforce Advisor/Fitness Center Coordinator  
BS — University of Nevada, Reno
- King, Janice** . . . . . 2001  
Director of Admissions and Registrar  
BA — University of California, Los Angeles  
MA — California State University, San Diego
- Kleeb, George** . . . . . 2012  
Small Business Development Coordinator  
BA — Chadron State College
- LaSalle Walsh, Meachell** . . . . . 2000  
Director, ABE/ESL Workplace Literacy  
BA — University of Idaho  
MA — University of Texas
- Licht, Jon** . . . . . 1997  
Welding Technology Professor  
BS — Northern Montana College
- Lino, Sarah** . . . . . 2013  
CNA Coordinator  
ADN — Great Basin College  
BSN — Great Basin College
- Luke, Chad** . . . . . 2014  
Instructional Designer
- Macfarlan, Lynette** . . . . . 2000  
Education Professor  
AA — Great Basin College  
BA — Sierra Nevada College  
MS — Walden University
- Mackey, Rick** . . . . . 2012  
Criminal Justice Instructor  
AA — Criminal Justice  
BA — Political Science  
MA — California State University
- Mahlberg, Lynn** . . . . . 1991  
Vice President, Student Services  
Administrative Officer  
AA — Yuba Community College  
BS — California State University, Chico  
MBA — Golden Gate University,  
San Francisco
- Matula, Thomas L.** . . . . . 2010  
Management and Marketing Instructor  
AS — New Mexico Institute of Mining and  
Technology  
BS — New Mexico Institute of Mining and  
Technology  
MBA — New Mexico State University  
PhD — New Mexico State University
- McCoy, Heather** . . . . . 2000  
Advisor  
BS — Colorado State University  
MBA — University of Nevada, Reno
- McFarlane, Michael** . . . . . 1983  
Vice President, Academic Affairs  
AB — Humboldt State University  
MS — University of Nevada, Reno  
PhD — University of Nevada, Reno
- Mendez, Adriana** . . . . . 2006  
Recruitment Coordinator  
BS — Westminster College
- Mette, Tami** . . . . . 2007  
BSN and ADN Professor  
BSN — University of Wyoming  
MSN — University of Phoenix
- Molyneux, Greg** . . . . . 2000  
Computer Services Technician  
Certified Novell Engineer  
A+ Certified Service Technician
- Moore, James** . . . . . 2013  
Welding Instructor  
Certificate of Achievement —  
American Welding Society
- Moore, Janie** . . . . . 2005  
Assistant to the Vice President for Academic  
Affairs  
Certificate of Achievement —  
Great Basin College
- Murphy, Bret** . . . . . 1984  
Dean of Academic Support, Applied Science  
BT — Northern Montana College  
MEd — University of Nevada, Reno
- Newman, John** . . . . . 2005  
Mathematics Professor  
BS — University of Nevada, Reno  
MEd — University of Nevada, Reno  
PhD — University of Nevada, Reno
- Nguyen, Hang** . . . . . 2012  
Economics/Finance Instructor  
MBA — Southern California, University for  
Professional Studies  
MA — University of Colorado  
PhD — University of Colorado
- Nickel, Ed** . . . . . 1989  
Computer Technologies Professor  
BA — Kansas State University  
MLS — Emporia State University



**Nielsen, Brandy** ..... 2011  
Associate Director of Development  
BAS — Great Basin College

**Nielsen, Scott** ..... 2000  
Director, Student Financial Services and  
Veterans Affairs  
BS — Brigham Young University  
MBA — University of Nevada, Reno

**Orr, John R.** ..... 2009  
English Professor  
AAS — Utah Technical College  
BS — University of Nevada, Reno  
MA — California State University, Dominguez  
Hills

**Owen, Earl** ..... 2011  
Diesel Technology Instructor  
AAS — Rick's College

**Owens, Lynne** ..... 1997  
Mathematics Professor  
BS — Montana State University  
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**Phillips, Stacie** ..... 2013  
Child Center Lead Teacher  
AA — Great Basin College

**Pike, Laura** ..... 2012  
Computer Technologies Professor  
BS — South Dakota School of Mines  
and Technology

**Potter, Tami** ..... 2009  
Grant and Accounting Specialist  
BBA — Idaho State University

**Quijada, Roger** ..... 2012  
Computer Services Technician  
AS — Great Basin College  
BS — Great Basin College

**Reagan, Tom** ..... 2007  
Secondary Education Professor  
BS — Idaho State University  
MS — Rensselaer Polytechnic Institute

**Reggiatore, Nicole** ..... 2014  
Pathways Specialist  
AS — Axia College of University of Phoenix  
BS — Western International University

**Rice, John** ..... 1996  
Chief Development Officer / Theatre Instructor  
BA — Viterbo College (WI)  
MFA — University of Wisconsin, Milwaukee  
PhD — Capella University

**Riley, Season** ..... 2014  
Project Director  
BA — Great Basin College

**Rogers, Ami** ..... 2011  
Coordinator, Battle Mountain Center  
AA — Great Basin College  
BA — Great Basin College

**Sawyer, Frank** ..... 2013  
Web Master  
BFA — University of Nevada Reno

**Schwandt, Katherine** ..... 1996  
Computer Technologies Professor  
BA — University of Nevada, Reno  
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**Scilacci, Steven** ..... 2011  
Welding Technology Instructor  
AAS — Great Basin College

**Senecal, Brandis** ..... 2012  
Research Analyst  
AA — Great Basin College  
BA — Great Basin College

**Sibert, Sonja** ..... 2010  
Vice President for Business Affairs  
BS — University of Nevada, Las Vegas  
MBA — University of Nevada, Reno

**Skivington, Gretchen** ..... 2002  
Romance Languages Professor  
BA — University of California, Berkeley  
MA — University of Nevada, Reno  
PhD — University of California, Davis

**Sproul, Jessica** ..... 2013  
Director, Child Center  
AA — Great Basin College  
BA — Great Basin College  
MS — Nova Southeastern University

**Stauffer, Teresa** ..... 2014  
Education Instructor  
BS — Philsbury Baptist Bible College  
MA — Western Governor's University  
MA — University of Pennsylvania

**Steel, Heather** ..... 2008  
Tech Prep Coordinator  
AAS — Great Basin College  
BA — Great Basin College

**Stout, Justine** ..... 2004  
Student Account Specialist  
AA — Great Basin College

**Stugelmayer, Jim** ..... 2012  
Instrumentation Technology Instructor  
Certificate of Instrumentation  
from JM Perry Technical Institute

**Sutherland, Sharon F.** ..... 2007  
BSN and ADN Professor  
BSN — University of Nevada, Reno  
MSN — University of New Mexico

**Swetich, Mary** ..... 1994  
Director, Ely Center  
BS — Colorado State University

**Tenney, Glen** ..... 1990  
Accounting/Economics Professor  
BS — Arizona State University  
MS — Western International University  
PhD — Touro University International

**Therriault, Stephen J.** ..... 2011  
Management and Marketing Professor  
AA — Citrus College  
BS — University of Phoenix  
MBA — University of Nevada Reno

**Trainor, Carolyn** ..... 2007  
Foundation Services Coordinator

**Volkert, Delene** ..... 2012  
Nursing Instructor  
MSH — Walden University  
BSN — Great Basin College  
ASN — Great Basin College

**Vavrick, Elex** ..... 2014  
Diesel Instructor

**Walsh, Eric** ..... 2006  
Reference Librarian/  
Interim Library Coordinator  
BS — University of Scranton  
MA — University of Kent, Canterbury  
MA — University of South Florida

**Walsh, Laurie** ..... 2005  
Anthropology Professor  
BA — Washington State University, Pullman  
MA — University of Nevada, Reno  
PhD — University of Nevada, Reno

**Wang, Ping** ..... 2014  
Academic Success Center, Director  
BS — University of Electronic Science and  
Technology of China  
MS — University of North Florida

**Warnert, Staci L** ..... 2013  
Practice Lab Manager I  
BSN — University of Nevada, Reno

**Webster, Joshua C** ..... 2014  
English Instructor  
BA — Madonna University  
MA — Wayne State University  
PhD — University of Southern Mississippi

**Whitehead, Michael** ..... 2013  
Diesel Technology Instructor  
Certificate — ASAF Tech School

**Whittaker, Delores** ..... 2012  
Academic System Specialist

**Whittaker, Norman** ..... 2006  
Industrial Millwright Technology Professor  
AAS — Southern Utah University  
BS — Southern Utah University

**Witherington, James W** ..... 2014  
Program Administrator  
BA — University of Northern Colorado

**Wilkins, Mardell** ..... 2003  
Assistant to the President  
AAS — Great Basin College

**Wrightman, Diane** ..... 2009  
Pahrump Valley Center Manager  
BS — Grand Valley State University  
MS — Southern Illinois University

# Emeritus Faculty

**Aiazzi, Stan** . . . . **Vice President Emeritus**  
Student Services  
BS — University of Nevada, Reno  
MA — University of Nevada, Reno

**Avent, Gary** . . . . . **Emeritus**  
Director, Library  
BA — Central State College  
MLS — University of Oklahoma

**Barton, Richard** . . . . . **Emeritus**  
Welding Professor  
AAS — Northwest Community College

**Berg, William\*** . . . . . **President Emeritus**  
BS, MS — University of Wisconsin  
EdD — University of Arizona

**Borino, Dick** . . . . . **Emeritus**  
Diesel Technology Professor  
Diploma — Wyoming Technical Institute  
AA — Great Basin College

**Call, Dorothy** . . . . . **Emeritus**  
Office Administration Instructor  
BS — Indiana State University

**Day, Delna\*** . . . . . **Emeritus**  
Nursing Instructor  
Diploma — Salt Lake City Hospital  
AGS — Great Basin College

**Diekhans, Carl** . . . . . **Emeritus**  
Mathematics Professor  
Vice President for Administrative Services  
BS — College of Great Falls  
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**Elliott, Betty** . . . . . **Emeritus**  
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BS — University of Nevada, Reno  
MS — University of Nevada, Reno  
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**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  
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**Hannah, Paul Shelley\*** . . . . . **Emeritus**  
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PhB — University of North Dakota  
MA — University of North Dakota  
MA — Texas A & I University  
DPL — Oxford University

**Heberer, Garry** . . . . . **Emeritus**  
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BA — William Penn College  
MA — University of South Dakota  
PhD — Ohio University

**Holland, Ruth** . . . . . **Emeritus**  
Nursing  
BS — University of Cincinnati  
MSN — University of Utah

**Hyslop, Larry** . . . . . **Emeritus**  
Computer Technologies Professor  
BA — University of Montana  
MA — University of Montana

**Kuhl, Marilee** . . . . . **Emeritus**  
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MSN — Idaho State University

**Martin, Karen** . . . . . **Emeritus**  
Social Sciences Professor  
AA — Rick's College  
BS — Utah State University  
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**McMullen, Cyd** . . . . . **Emeritus**  
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**McNally, Richard\*** . . . . . **Emeritus**  
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**Myrhow, Michael** . . . . . **Emeritus**  
Computer Technologies Professor  
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MS — Kansas State University

**Popeck, Stan\*** . . . . . **Emeritus**  
Director, Occupational Education  
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**Ports, Mark** . . . . . **Emeritus**  
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BS — Oklahoma State University  
MS — Ft. Hays State University

**Pryor, John** . . . . . **Emeritus**  
Business Administration Professor  
BA — Williams College  
MBA — Babson Institute

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BSN — University of California, San Francisco  
MSN — University of California, San Francisco  
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Graphic Designer/Editor  
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**Smith, Georgeanna** . . . . . **Emeritus**  
Director, Nursing  
BSN — Montana State University  
BS — Utah State University  
MEd — University of Nevada, Reno  
MSN — Idaho State University

**Smith, Jack** . . . . . **Emeritus**  
Humanities/Social Sciences Professor  
BA, MA, PhD — University of Utah

**Sweetwater, Sarah** . . . . . **Emeritus**  
Art Professor  
BS — West Texas State University  
MEd — University of Utah

**Uhlenkott, Linda** . . . . . **Emeritus**  
English Professor  
BS — Lewis-Clark State College  
MA — University of Nevada, Las Vegas  
PhD — University of Nevada, Reno

**Warren, Pat** . . . . . **Emeritus**  
Director, Continuing Education  
BS — California State Polytechnic University,  
San Luis Obispo  
MEd — University of Nevada, Reno

\*Deceased

# Adjunct Faculty

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**Alderman, Minnis A.**  
MA — Psychology  
Murray State College

**Anderson, Andrew A.**  
MED — Education  
The College of St. Catherine

**Bail, Michael A.**  
AS — Graphic Communications  
Great Basin College

**Berg, Becky A.**  
MS — Education Technology  
Boise State University

**Boak, Carissa A.**  
MFA — Play Righting  
University of Nevada Las Vegas

**Borkman, Jessica M.**  
BS — Nursing  
Great Basin College

**Bucarey, Ethan**  
MA — English  
Montclair State University

**Buchel, Jacqueline A.**  
BA — Elementary Education  
Great Basin College

**Budd, William J.**  
BS — Electrical Engineering  
University of Missouri

**Byra, Kristen L.**  
Ph.D — Psychology  
Western Michigan University

**Cameron, Robert M.**  
MBA — Business Administration  
University of Nevada Las Vegas

**Cheney, Melvin D.**  
BS — Agronomy  
Brigham Young University

**Davis, Susan W.**  
MA — Education Administration  
University of Nevada, Reno

**Delaney, Cynthia A.**  
MA — ART  
Lesley University

**Downs, Joseph O.**  
BS — Business  
Lewis & Clark State College

**Doyle, Gregory N.**  
BA — Geology  
California State University

**Eardley, Ross P.**  
JD — Law  
Stanford University

**Ericksen-Wedmore, Leaf A.**  
MA — Educations  
University of Nevada, Las Vegas

**Eriksen, Lisa M.**  
BS — Botany  
Oregon State University

**Fenton, George E.**  
MSE — Engineering  
University of Michigan

**Fernandez, Jennifer L.**  
BSN — Nursing  
Dominican College of San Rafael

**Finley, Deborah L.**  
MFA — Ceramics  
University of Wisconsin - Milwaukee

**Fisher, Aaron W.**  
MS — School Psychology  
Brigham Young University

**Ford, Carol A.**  
ME — Literacy Studies  
University of Nevada, Reno

**Galvin, William A.**  
BA — Political Science  
University of California, Los Angeles

**Gerber, Michael R.**  
MFA — Stage Direction  
Ohio University

**Gilboay, James M.**  
ME — Education  
Lesley College

**Goddard, Malia N.**  
AAS — ASL Interpreting  
Howard College/SWCID

**Gordon, Christian D.**  
BS — Mathematics  
Westminster College

**Haas, Robert S.**  
MA — Political Science  
St. Joseph College

**Harp, Carrie L.**  
BA — Elementary Education  
Great Basin College

**Hawkins, Allison P.**  
BA — English  
University of Texas at Austin

**Heaton, Margaret R.**  
MA — Marriage Therapy  
University of Nevada Reno

**Hepburn, Thelma J.**

**Hicks, William Brandon R.**

**Hritz, Raegan R.**  
MS — Education  
Walden University

**Jefferson, Ryan M.**  
MBA — Business Administration  
National University

**Johnson, Byron E.**  
ASOC — Civil/Survey  
Texas State Tech College

**Jones, Shaquita R.**  
MED — Education  
Howard University

**Joyce, Jeanne E.**  
BS — Business Education  
Black Hills State University

**Killion, Marlene D.**  
MS — Home Economics  
University of Nevada, Reno

**Kimble, Jo J.**  
AA — Liberal Arts  
Cochise Community College

**Kurka, Mira T.**  
PhD — Geology  
University of Oregon

**LaFleur, Marc T.**  
MA — Business  
University of Phoenix

**Latham, Robert G.**  
BA — Christian Education  
Midwestern Baptist Seminary

**Lissolo, Nicole D.**  
AA — Associates of Arts  
Great Basin College

**Lords, Paul O.**  
Ph.D — Counseling & Ed. Psych  
Capella University

**Maborang, Elena P.**  
MSN — Nursing Administration  
Aurora University College of Nursing

**Mahlberg-Grant, Jennifer C.**  
BS — Nursing  
Great Basin College

**Mahoney, Bryan R.**  
BS — Mathematics  
Evangel University

**Maynard, Kenneth H.**

**McDermott, Salli R.**  
MA — Education  
Grand Canyon University

**McMullen, Emily A.**  
MA — English Literature  
University of Nevada Reno

**Melgar-Murcia, Julio L.**  
MS — Information Systems & Human  
Resource Management  
University Francisco Morroquin

**Mierins, Andrew M.**  
JD — Law  
University of New Hampshire School of Law

**Mitton, Dawn**  
BS — Municipal Education  
University of Nevada, Reno

**Mobley, Robert A.**  
MA — History  
University of Tulsa

**Moore, Allen Justin**  
BS — Geological Engineering  
University of Nevada Reno

**Moss, Barbra F.**  
ME — Instructional Design  
Western Governors University

**Moyle-Hicks, Deanne M.**  
ME — Education  
Lesley University

**Murphy, Christopher J.**  
MS — Vocational Education  
Bemidji State University

**Musial, Diann**  
PHDCAS — Social Theory  
University of Chicago

**Naffziger, Arthur R.**  
BS — Industrial Tech  
California State University

**Neschke, Jennifer C.**  
BA — English  
University of Nevada Las Vegas

**Nichols, Matthew C.**  
AA — Welding Technology  
Great Basin College

**Orr, Kristen F.**  
BA — Journalism  
University of Nevada, Reno

**O'Shea-Hockett, Regina K.**  
MS — Nutrition  
University of Nevada, Reno

**Pantello, Russell J.**  
BA — Elementary Education  
Great Basin College

**Pardovich, Juanita D.**  
BA — Education  
Great Basin College

**Paxton, James A.**  
BS — Secondary Education  
University of Nevada Las Vegas

**Pennington, Gerald**  
AS — Applied Science Electronics  
Truckee Meadows Community College

**Phillips, Patricia A.**  
AA — Computer Information System  
Laramie Community College

**Pitts, Sean D.**  
MA — American Studies  
Utah State University

**Plager-Heard, Heather C.**  
BS — Psychology  
Boise State University

**Ports, Mark E.**  
BA — Education  
University of Nevada Reno

**Rappa, Gail P.**

**Raynor, Wendy A.**  
MS — Counseling & Ed. Psych  
University of Nevada, Reno

**Rynearson, Jon L.**  
Law Enforcement  
Idaho State Post Council

**Sanchez, Sheri L.**  
BS — Education  
Slippery Rock University

**Sausman, George R.**  
MBA — Business Administration Accounting  
California Coast University

**Schafer, Robert E.**  
MPA — Management  
Marywood University

**Sellers, Luke M.**  
MA — Education  
University of Idaho

**Smales, Cathy D.**  
ME — Curriculum, Instruction & Assessment  
Walden University

**Smiley, Alissa R.**  
BA — Elementary Education  
Western Montana College

**Spratling, Boyd M.**  
PHD — Veterinary Medicine  
Washington State University

**Stephenson, John N.**  
JD — Law  
Southwestern Law School

**Stieger, Jennifer L.**  
AA — Associates of Arts  
Great Basin College

**Supp, Lisa A.**  
BA — English  
Western Montana College

**Tacadina, Kristie M.**  
MA — Criminal Justice  
Boston University

**Thiesen, Amy D.**  
BA — Elementary Education  
Montana State University

**Thomas, William D.**  
MS — Geology  
Utah State University

**Whalen, Mona D.**  
ASOC — Nursing  
Northern Nevada Community College

**Whiteley, Jennifer E.**  
BS — Agriculture Education  
Montana State University

**Wickersham, Timothy P.**  
MA — History  
Northern Arizona University

**Williams, Tiffany M.**  
BA — Business  
Great Basin College

**Wilson, Mary E.**  
BA — Theatre  
CSU Fullerton

**Withers, Katherine M.**  
BS — Education  
Northern Illinois University

**Wright, Ann M.**  
BS — Mathematics  
University of Utah

**Zeisler, Brian K.**  
MED — Education  
Montana State University

**Zielinski, Stephanie M.**  
MA — English Lang/Linguistics  
University of Arizona

**Zumwalt, Don**  
MS — Criminal Justice  
Kaplan University

# A GBC Quick Reference Guide

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## **Academic Advisement Reports (AAR) (Degree Audits)**

Admissions and Records Office,  
Berg Hall, 775.753.2279

## **Academic Affairs**

Berg Hall, 775.753.2187

## **Academic Records**

Admissions and Records Office,  
Berg Hall, 775.753.2102

## **Academic Success Center**

Electrical Industrial Technology Building,  
775.753.2149 or 775.753.2144

## **Activities**

(Student Organizations)  
Leonard Center for Student Life,  
775.753.2256

## **Adding and Dropping Classes**

(Information only)  
Admissions and Records Office,  
Berg Hall, 775.753.2102

## **Admission Advising and Career Center**

Berg Hall, 775.753.2180

## **Admission Information**

Admission Advising and Career Center  
Berg Hall, 775.753.2180

## **Adult Basic Education (ABE)**

Adult Learning Center,  
1020 Elm Street, 775.753.2230  
Chilton Circle Modular,  
775.753.2126 or 775.753.2109

## **Adult High School Diploma Program**

Adult Learning Center,  
1020 Elm Street, 775.753.2233

## **Affirmative Action**

Berg Hall, 775.753.2282

## **Area Health Education Center/ UNSOM Outreach**

AHEC, Elizabeth Griswold Hall, 701 Walnut  
775.738.3828

## **Assistance with Substance Abuse**

Leonard Center for Student Life  
775.753.2271

## **Audio-visual Equipment**

Lundberg Hall, 775.753.2343

## **Battle Mountain Center**

835 N. Second Street  
Battle Mountain, NV 89820  
775.635.2318

## **Books/Periodicals/Reference**

GBC Library, 775.753.2222

## **Bookstore**

Leonard Center for Student Life,  
775.753.2270

## **Building and Grounds**

Central Receiving, 775.753.2369

## **Business**

Greenhaw Technical Arts, 775.753.2235

## **Business Affairs**

Berg Hall, 775.753.2227

## **Campus Tours**

Leonard Center for Student Life,  
775.753.2201

## **Career and Technical Education**

Electrical Industrial Technology Building,  
775.753.2217 or 775.753.2175

## **Challenge Examinations**

Admissions and Records Office,  
Berg Hall, 775.753.2273

## **Change of Name/Address/Major**

Admissions and Records Office,  
Berg Hall, 775.753.2102

## **Mark H. Dawson Child and Family Center and the House that Tom and Jack Built**

775.753.2225 or 775.753.2224

## **Community Education Courses**

Berg Hall, 775.753.2231

## **Computer Technologies**

High Tech Center, 775.753.2363

## **Computer Services**

Lundberg Hall, 775.753.2220

## **Continuing Education**

Berg Hall, 775.753.2231

## **Controller's Office**

Berg Hall, 775.753.2110

## **Cooperative Education**

Electrical/Industrial/Technology Building,  
775.753.2175

## **Copy Machines**

Media Services, Lundberg Hall 775.777.8864  
Evenings: GBC Library 775.753.2222  
Minimal charge for students

## **Deferred Payments**

See *Payments Plans*  
See *Veterans' Deferred Registration Payments*

## **Degree Audits**

See Academic Advisement Report (AAR)

## **Department of Health Sciences and Human Services**

Dorothy S. Gallagher Health Sciences  
Building, 775.753.2301

## **Distance Education**

See Office of Classroom of Technology

## **Dorms—See Student Housing**

## **Education Department**

Electrical Industrial Technology Building,  
775.753.2177

## **Ely Center**

2115 Bobcat Drive  
Ely, NV 89301  
775.289.3589

## **English**

McMullen Hall, 775.753.2221

## **English as a Second Language**

Adult Learning Center, 775.753.2230  
Chilton Circle Modular  
775.753.2126 or 775.753.2109

## **Facility Scheduling**

Berg Hall, 775.753.2227

## **Faculty Offices**

Switchboard, Berg Hall,  
775.738.8493

## **Financial Aid Information**

Student Financial Services,  
Berg Hall, 775.753.2399

## **Fine Arts**

McMullen Hall, 775.753.2221

## **Fitness Center**

775.753.2113

## **Food Service**

Leonard Center for Student Life,  
775.753.2261

## **Foundation Office**

McMullen Hall, 775.753.2246

## **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, 775.753.2155

**Individualized Study**

Leonard Center for Student Life, 775.753.2271

**Industry**

Electrical Industrial Technology Building 775.753.2175

**Information Desk**

Berg Hall, 775.738.8493

**Institutional Research and Assessment**

Berg Hall, 775.753.2009

**Inter-library Loan**

GBC Library, McMullen Hall, 775.753.2222, FAX 775.753.2296

**Interactive Video**

High Tech Center, 775.753.2306

**Internet Classes**

High Tech Center, 775.753.2147

**Jobs (On and Off Campus)**

Berg Hall, 775.753.2180

**Library**

McMullen Hall, 775.753.2222

**Life Sciences**

Lundberg Hall, 775.753.2120

**Lost and Found**

Security, Chilton Circle Modular, 775.753.2293

**Mailing Address**

1500 College Parkway  
Elko, NV 89801

**Maintenance Training Cooperative—MTC**

Electrical Industrial Technology Building, 775.753.2175 or 775.738.2217

**Marketing**

McMullen Hall, 775.753.2260

**Mathematics**

Electrical Industrial Technology Building, 775.753.2120

**Media Services**

Lundberg Hall, 775.777.8864

**Microsoft Training and Certification**

High Tech Center, 775.753.2241

**Non Credit Courses**

Berg Hall, 775.753.2231 or 775.753.2202

**Off-Campus Programs**

Berg Hall, 775.753.2266

**Office of Classroom Technology**

High Tech Center, 775.753.2306

**Orientation**

Berg Hall, 775.753.2102

**Pahrump Valley Center**

1521 E. Idaho Street  
Pahrump, NV 89048  
775.727.2000

**Parking Permits (Students with Disabilities)**

Leonard Center for Student Life, 775.753.2271

**Periodicals**

GBC Library, McMullen Hall, 775.753.2222

**Payment Plans**

Controller Office,  
Berg Hall, 775.753.2243

**Personnel**

Chilton Circle Modular, 775.753.2107

**Phi Theta Kappa**

Library, 775.753.2018

**Physical Science**

Lundberg Hall, 775.753.2120

**Placement Testing**

Electrical Industrial Technology Building, 775.753.2149

**Public Information**

McMullen Hall, 775.753.2260

**President's Office**

Berg Hall, 775.753.2265

**Recruitment Department**

Leonard Center for Student Life, 775.753.2201

**Refunds**

Controller's Office,  
Berg Hall, 775.753.2110

**Registration Information**

Admissions and Records Office,  
Berg Hall, 775.753.2102

**Room/Facility Requests**

Berg Hall, 775.753.2227

**SIS Operations**

Berg Hall, 775.753.2211

**Scholarships**

Student Financial Services,  
Berg Hall, 775.753.2399

**Security**

Chilton Circle Modular,  
775.934.4923 or 775.753.2115

**Services for Students with Disabilities**

Student Services, Leonard Center for Student Life, 775.753.2271

**Sexual Harassment**

Berg Hall, 775.753.2282

**Small Business Development Center**

Greenhaw Technical Arts, 101  
775.753.2245

**Social Sciences**

Electrical Industrial Technology Building, 775.753.2244

**Special Programs**

Berg Hall, 775.753.2231

**Student Employment Services/  
Job Placement**

Berg Hall, 775.753.2180

**Student Financial Services**

Berg Hall, 775.753.2399

**Student Government Association**

Leonard Center for Student Life,  
775.753.2256 or 775.753.2234

**Student Housing**

Griswold Hall, 775.753.2360

**Student Life**

See *Activities*

**Student Services**

Berg Hall, 775.753.2184

**Tech Prep**

Electrical Industrial Technology Building, 775.753.2217 or 775.753.2303

**Testing**

Academic Success Center  
Electrical Industrial Technology Building,  
Berg Hall, 775.753.2149

**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,  
775.753.2180

**Tutoring**

Academic Success Center,  
Electrical Industrial Technology Building,  
775.753.2144 or 775.753.2149

**Veteran's Affairs**

Student Financial Services,  
Berg Hall, 775.753.2399

**Veterans' Deferred Registration Payments**

Student Financial Services,  
Berg Hall, 775.753.2399

**Web Address**  
[www.gbcnv.edu](http://www.gbcnv.edu)

**Winnemucca Center**  
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

**Department of Health Sciences and  
Human Services**  
775.753.2151

**Education Department**  
775.753.7534

**Electrical Technology**  
775.753.3509

**English**  
775.753.2131

**Follett Bookstore**  
775.753.2277

**Foundation, Elko**  
775.738.9321

**Grants**  
775.778.9434

**Greenhaw Technical Arts/  
Small Business Development Center**  
775.753.2322

**High Tech Center**  
775.753.2160

**Housing**  
775.753.2002

**Human Resources**  
775.753.5428

**Interactive Video**  
775.753.2160

**GBC Library**  
775.753.2296

**Lundberg Hall**  
775.738.8771

**McMullen Hall Annex**  
English/Fine Arts/Humanities  
775.753.2131

**President's Office**  
775.778.9358

**Security**  
775.753.3697

**Social Sciences**  
775.753.3509

**Student Employment Services**  
775.753.2311

**Student Life and SGA**  
775.753.2182

## **Off-Campus Fax Directory**

**Austin/Battle Mountain Center**  
775.635.0340

**Ely Center**  
775.289.3599

**Eureka**  
775.237.6050

**McDermitt**  
775.532.8017

**Owyhee**  
775.757.2290

**Pahrump Valley Center**  
775.727.2012 / 2014

**Wells Center**  
775.752.3590

**Wendover**  
775.644.2287

**Winnemucca Center**  
775.623.1812



# A GBC Glossary of Terms

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Words and acronyms used in this catalog and other college publications are unique to GBC and postsecondary education. Some of the more frequently used terms are explained to help you understand us better.

## **Academic Advisement Reports (AAR) (Degree Audits)**

An automated process that tracks a student's academic progress toward completing a degree or certificate. Your advisement report can be obtained by clicking on MyGBC on the GBC web page ([www.gbcnv.edu](http://www.gbcnv.edu)). Once you log into MyGBC, click on Student Center, My Academics, and then View my advisement report.

## **Academic Advisor**

A faculty member who is responsible for providing guidance to students in course or college program issues.

## **Academic Affairs**

Issues that relate to instruction and administered by the Office of Academic Affairs.

## **AA—Associate of Arts**

A two-year degree program for individuals who intend to transfer to a four-year institution.

## **AAS—Associate of Applied Science**

A two-year degree program which emphasizes career and technical education preparation.

## **ABE—Adult Basic Education**

An instructional program in basic skills for undereducated adults who need to become literate to function as citizens in American society.

## **AGS— Associate of General Studies**

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

## **AS—Associate of Science**

A two-year degree program emphasizing the sciences for individuals who intend to transfer to a four-year institution.

## **Adult Diploma Program**

A diploma program, operated at GBC by the Elko County School District, for students who are legally out of secondary school but who want to obtain a high school diploma.

## **Audit**

Enrolling in and participating in a course without the expectation of receiving a grade or credit.

## **BA—Bachelor of Arts**

A degree program consisting of four years of required study in the liberal arts and humanities.

## **BAIS—Bachelor of Arts in Integrative Studies**

A degree program consisting of four years of required study. The program consists of two emphasis areas: Social Science and Resource Management.

## **BAS—Bachelor of Applied Science**

A degree program consisting of four years of required study in the applied sciences. Concurrently, five emphases are available: 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.

## **Catalog Year**

Catalog year is the year that determines the requirements you must meet for your particular degree. For most degrees and certificates, it is the year you officially declare your major. However, for degrees that require a separate application process, such as the baccalaureate degrees and the nursing and radiology associate's degrees, it is the year you are accepted into the program.

## **CEHSO—Center for Education and Health Services Outreach**

Includes the services of the Area Health Education Center, which analyzes needs for health education programs and schedules continuing education for health professionals, and the Office of Rural Health. Located on the GBC campus in Elizabeth Griswold Hall.

## **Certificate of Achievement**

An award given to a student who successfully completes a one-year program of study in a specialized field as outlined in this catalog.

## **Corequisite**

Concurrent enrollment in an additional class required.

## **Credits/Credit Hour**

A standard measure of instructional time required to complete a course. For example, ENG 101, Composition I, is a three-credit-hour course, which usually means that it will meet three hours each week over a semester. A two-credit-hour course usually meets two hours weekly for a semester.

## **Curriculum**

A set of courses focused in a particular field of study (e.g., early childhood education curriculum, nursing curriculum).

## **Degree Audits**

See Academic Advisement Report (AAR)

## **Department Chair**

The faculty member elected by peers and approved by the GBC administration to oversee a department.

## **Departments**

The College organizational pattern from the point of view of instruction. At GBC, these include mathematics, science, business and computing; humanities and social sciences; career and technical education; health science; and community education.

## **ESL**

English as a Second Language is an instructional program operated by GBC for the benefit of people with limited ability in speaking, reading, and writing the English language.

## **FTE**

Full-time equivalent student, statistically speaking. One full-time equivalent student is equal to 15 semester credit hours. For many purposes, however, an actual full-time student may be enrolled for as few as 12 semester credit hours or as many as 21 in certain cases.

## **Full-Time Student**

A student enrolled in minimum of 12 credits for fall/spring semesters or 6 credits for summer semester.

## **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.

**High School Equivalency**

The term refers to instruction which prepares students to take the tests for high school equivalency. Successful completion of the HSE tests is often equated with high school equivalency preparation.

**IAV**

Interactive video. Some GBC classes are offered through IAV. Courses originate in one location and are broadcast to another. Students interact with an instructor through live compressed video on television screens.

**Independent Study**

A non-lecture class. A course of study is outlined between student and instructor and a contract for a grade is established.

**Library**

The Library includes not only books but audio-visual materials. In fact, the Library has all materials which support instruction, including periodicals, microfiche, electronic resources, and more.

**LiveNet Course [LIVENET]**

A synchronous online classroom in which the instructor and students meet through the Internet at a specific time for course discussions using a microphone headset. Students may participate in course discussion on their computer at home or from Great Basin College's computer lab. A 56K or higher Internet connection is required.

**Lower-Division Courses**

Course numbers 100-299.

**MyGBC**

MyGBC is the portal, or log in page, to access the student's Self-Service Center. It can be reached from the main GBC web page ([www.gbcnv.edu](http://www.gbcnv.edu)) and allows the student to add and drop classes, view account and financial aid information, make payments, update personal contact information, view grades, obtain a degree audit, and more.

**MTC**

The College's Maintenance Training Cooperative Program which includes sponsored programs in diesel, electrical systems, welding, and industrial millwright technology.

**NSHE**

The Nevada System of Higher Education, which is made up of four community colleges, two state universities, Nevada State College, and the Desert Research Institute.

**Off-Campus Centers**

All GBC service area sites offering classes outside the Elko Main Campus.

**Part-Time Student**

An individual who is enrolled for fewer than twelve credits in a semester.

**Prerequisite**

A skill or course required before a student is permitted to enter a class or program.

**Recognition of Achievement**

An award given to a student who successfully completes the course of study in the specialized field as outlined in this catalog. Students receiving a Recognition of Achievement do not receive a diploma and do not participate in the graduation ceremony.

**Retention**

Student Retention Services, located in Leonard Center for Student Life, houses and consists of peer mentors who are available to answer any questions students may have regarding their college experience. The Retention program seeks to help students have a successful educational experience by providing information on available resources, assessing individual student strengths, and acting as a support system for students. Students are encouraged to visit with a peer mentor by calling 775.753.2271, stopping by their office in Leonard Center for Student Life, or by emailing [retention@gbcnv.edu](mailto:retention@gbcnv.edu).

**SGA—Student Government Association**

An organization composed of all students taking one GBC credit or more and governed by elected officers who make up student government. The SGA is located Leonard Center for Student Life.

For club and organization information, contact the SGA Student Advocate at 775.753.2256, or by email at [sga@gbcnv.edu](mailto:sga@gbcnv.edu).

**Sexual Harassment**

Includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication. See page 33 for more details.

**Suggested Course Sequence**

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

**Syllabus**

The outline which the instructor furnishes you at the beginning of a course and which contains the main points of study. Includes, where appropriate, a description of the course of study, course goals, a schedule of completion, the method of testing, the grading standard, reading list, and a description of supplementary activity.

**Upper-Division Courses**

Course numbers 300-499.

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