GREAT BASIN COLLEGE

Course Catalog
2025-2026

GREAT BASIN COLLEGE

Higher Education for Rural Nevada

ELKO MAIN CAMPUS
1500 College Parkway
Elko, NV 89801
775.327.5002

ELY CENTER
2115 Bobcat Drive
Ely, NV 89301
775.327.5350

PAHRUMP VALLEY CENTER
551 E. Calvada Blvd.
Pahrump, NV 89048
775.327.5210

WINNEMUCCA CENTER
5490 Kluncy Canyon Road
Winnemucca, NV 89445
775.327.8200

Published April 2025

www.gbcnv.edu

A MESSAGE FROM THE GBC INTERIM PRESIDENT DR. AMBER DONNELLI

It is with great pride and enthusiasm that I welcome you to the vibrant and inclusive world of Great Basin College. As the interim president, I am honored to lead an institution that is deeply committed to transforming lives through education.

GBC's mission goes beyond simply imparting knowledge; it is about empowering individuals to reach their full potential and achieve their dreams. We believe that education is the key to unlocking doors of opportunity and creating a brighter future for all.

Central to our mission are core themes that guide our every endeavor. We are dedicated to enhancing the student experience, and providing a supportive and enriching environment where every individual feels valued and inspired to excel. From innovative programs to comprehensive support services, we are committed to ensuring that our students have the tools they need to succeed.

Workforce development is a cornerstone of our mission because we understand the critical role that education plays in preparing individuals for success in today's rapidly evolving job market. Whether you are pursuing a career in a technical field or seeking to further your education in an academic discipline, GBC offers a wide range of programs and resources to help you achieve your goals.

I am thrilled to invite you to join us on this journey of discovery and transformation at Great Basin College. Whether you are a prospective student, current student, faculty, staff member, or community partner, I encourage you to explore all that GBC has to offer. Together, we can build a brighter future for ourselves and generations to come.

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NOTICES

Title IX Notice/Non-Discrimination

NSHE and Great Basin College are committed to providing a place of work and learning free of discrimination on the basis of a person's age (40 or older), 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 (including hair texture and protected hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks and twists), color, or religion (protected classes).

GBC does not discriminate on the basis of sex in any education program or activity that it operates. Non-discrimination on the basis of sex is mandated by Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the corresponding implementation regulations (34 C.F.R. Part 106). The college's commitment to nondiscrimination in its education programs and activities extends to applicants for admission and employment.

Inquiries concerning the application of these provisions and/or questions as to how to file a complaint of sex discrimination may be referred to GBC's Title IX Coordinator:

Arysta Sweat
Director of Accessibility Services/Title IX Coordinator
Great Basin College
1500 College Parkway
Berg Hall, Room 107
Elko, NV 89801
Phone: 775.327.2336
Email: gbctitleix@gbcnv.edu

AND/OR the U.S. Department of Education, Office of Civil Rights, 1-800-421-3481 or https://ocrcas.ed.gov/contact-ocr

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

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

The Student Assistance General Provisions of Public Law 101-542 requires all institutions that participate in student financial assistance programs as authorized by Title IV of the Higher Education Act of 1965 and Higher Education Technical Amendments of 1991, Public Law 102-26, to disclose the graduation rate and/or persistence rate of all full-time degree-seeking or certificate-seeking undergraduate students. Information and statistics are available from the Admissions and Records Office, Berg Hall, 775.327.2059.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law, originally known as the Campus Security Act, which requires colleges and universities across the United Status to disclose information about crime (murder, robbery, arson, forcible and non-forcible sex offenses, and fire safety) on and around their campuses. The 2008 amendments protect crime victims, "whistleblowers," and others from retaliation. The 2013 Campus SaVE (Sexual Violence Elimination Act) codified certain aspects and adds Domestic Violence, Dating Violence, and Stalking.

In compliance with the provisions of the Act, each October, the Annual Security and Fire Safety Report is prepared by the University Police Services, Northern Command.

This report may be reviewed by anyone seeking this information on file at the following website: https://www.gbcnv.edu/security/crime.html**. The annual Security and Safety report may be viewed at the following website:** http://www.gbcnv.edu/security/securitypolicy.html **.**

A printed copy is available upon request from the University Police Services, GBC Campus Officers by emailing campus.security@gbcnv.edu

Great Basin College Campus Resources:

Arysta N. Sweat
Directory of Accessibility Services
Title IX Coordinator
775.327.2336
arysta.sweat@gbcnv.edu

Safety & Security.....775.934.4923 / campus.security@gbcnv.edu

Director of Accessibility Services.....775.327.2336
arysta.sweat@gbcnv.edu

Housing Coordinator 775.327.2395

Security Department .....775.934.4923 (cell)

Human Resources Department..... 775.327.2349

Behavioral Intervention Team Contact.....775.934.4923
richard.gruber@gbcnv.edu

Great Basin College Center Directors
Ely..... 775.327.5350
Pahrump 775.327.5210
Winnemucca 775.327.8200

DISCLOSURE OF STUDENT EDUCATION RECORDS AND DIRECTORY INFORMATION

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

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

- **School officials with legitimate educational interest**
- **Other schools to which a student is transferring**
- **Specified officials for audit or evaluation purposes**
- **Appropriate parties in connection with financial aid to a student**
- **Organizations conducting certain studies for or on behalf of the institution**
- **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**
- **State and local authorities, within a juvenile justice system, pursuant to specific state law**

Directory Information: Under the provisions of FERPA, institutions may disclose, without consent, Directory information to individuals upon request for enrolled and former students of the institution only. A disclosure of Directory information is discretionary on the part of the institution. By Nevada Revised Statues 396.535, "If the student does not return the form indicating that his or her personally identifiable information must not be released or disclosed, then it is probable that the information will be released or disclosed." Directory information is defined in the Act as information contained in an education record of a current or former student which would not generally be considered harmful or an invasion of privacy if disclosed. The Nevada System of Higher Education designates the following as Directory information for students: name; participation in officially recognized activities and sports; address; telephone number; weight and height of members of athletic teams; email address; degrees, honors, and awards received; major field of study; college; dates of attendance; dates of graduation; undergraduate or graduate status; most recent educational agency or institution attended; and enrollment status (full-time or part-time).

DISCLOSURE OF STUDENT RECORDS OPT OUT FORM

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

- **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 Director of Admissions/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.**
- **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.**
- **The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.**

A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted as its agent to provide a service instead of using institutional employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

- **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**
- **Date of graduation**
- **Undergraduate or graduate status**
- **Most recent educational agency or institution attended**
- **Enrollment status (full-time or part-time)**

DISCLOSURE OF STUDENT RECORDS OPT OUT FORM

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

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

- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.**
- **Sale of Directory Information. Student Directory information for current and former students cannot be sold or rented for a fee by an NSHE institution.**
- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.**

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

- **Remove my name from Directory information for commercial purposes. Commercial purposes is defined as the use of Directory information by any person including, without limitation, a corporation or other business outside of 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**

Please submit completed form to the Admissions and Records Office at admissions@gbcnv.edu or by mail at 1500 College Parkway, Elko, NV 89801.

2025–2026 INSTITUTIONAL CALENDAR

Fall 2025

August 4 .....CTE Housing Check-in
August 14 ..... CTE Faculty Return
August 14 ..... Faculty Return
August 18 .....CTE Instruction Begins
August 18-22.....Faculty In-Service
August 25 .....ABE/ESL Instruction Begin
August 25 ..... Regular Instruction Begins
August 25 - October 17 .....Fall Mini-Session #1
September 1 ..... Labor Day
October 15.....Fall Graduation Application Deadline
October 20 - December 12. .....Fall Mini-Session #2
October 31..... Nevada Day
October 30.....Official Course Drop Deadline
October 30.....Audit/Credit Change Deadline
November 11..... Veterans Day
November 26..... CTE Instruction Ends
November 27-28 .....Thanksgiving Recess
December 5 ..... Regular Instruction Ends
December 8 -12 ..... Final Exam Week
December 14.....ABE/ESL Instruction Ends
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.

Spring 2026

December 22.....CTE Housing Check-In
January 1.....New Year Holiday
January 5 ..... CTE Faculty Return
January 5 .....CTE Instruction Begins
January 7 ..... Faculty Return
January 12-16.....Faculty In-Service
January 19 ..... Martin Luther King Day
January 20 ..... Regular Instruction Begins
January 20 ..... ABE/ESL Instruction Begins
January 20 - March 14.....Spring Mini Session #1
February 16 .....Presidents Day
March 15 ..... Graduation Application Deadline
March 16 – May 16..... Spring Mini Session #2
March 23-27 ..... Spring Break
April 2 ..... Official Course Drop Deadline
April 2 ..... Audit/Credit Change Deadline
April 7....Disclosure of Student Record Opt out deadline
May 8..... Instruction Ends
May 11-15 ..... Final Exam Week
May 15..... ABE/ESL Instruction Ends
May 15..... Graduation
May 19.....Grades Due
May 26.....Memorial Day
May 29..... CTE Instruction Ends

Summer Term 2026

June 15–August 7 ..... Summer Instruction
June 19 ..... Juneteenth
July 4 ..... Independence Day

REFERENCE CALENDAR

2025

January

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2026

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BOARD OF REGENTS—THE NEVADA SYSTEM OF HIGHER EDUCATION

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Email: acarvalho@nshe.nevada.edu

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THE NEVADA SYSTEM OF HIGHER EDUCATION

Chancellor's Cabinet

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Email: pcharlton@nshe.nevada.edu

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Phone: (702) 889.8426
Email: knikolajewski@nshe.nevada.edu

Daniel Archer, Vice Chancellor for Academic and Student Affairs
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Email: darcher@nshe.nevada.edu

Chris Viton, Vice Chancellor of Budget and Finance/Chief Financial Officer
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Email: cviton@nshe.nevada.edu

James Martines, Vice Chancellor and Chief General Counsel
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Email: jmartines@nshe.nevada.edu

Great Basin College

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Sarah Negrete, Associate Vice President
Vacant, Executive Director Finance and Operations
Leslie Maple, Executive Director, Institutional Advancement
Mary Doucette, Dean of School of Arts and Sciences
Karl Stevens, Dean of School of Business, Computer Technologies, and Online Education
Dave Stoddard, Dean of School of Industrial Technology and Workforce Development
Staci Warnert, Dean of School of Health Sciences and Behavioral Health.

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Mr. John Tierney, Elko
Ms. Barbara Gallagher Kidwell, Elko
Ms. Billie Crapo, Elko
Ms. Michelle Hammond, Winnemucca
Mr. Dave Roden, Winnemucca
Mr. Adam Young, Ely
Ms. Caroline McIntosh, Ely
Ms. Stacy Smith, Pahrump
Mr. Tim Sutton, Pahrump

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Elko County School District Superintendent
James D. Fossett,
Esmeralda County School District Superintendent
Tate Else,
Eureka County School District Superintendent
Dr. Dave Jensen,
Humboldt County School District Superintendent
Russ Klein,
Lander County School District Superintendent
Pam Teel,
Lincoln County School District Superintendent
Stephanie Keuhey,
Mineral County School District Superintendent
Joseph H. Gent,
Nye County School District Superintendent
Dennis Holmes,
Pershing County School District Superintendent
Adam Young,
White Pine County School District Superintendent

DEGREE AND CERTIFICATE PROGRAMS

Skills Certificate—fewer than 30 credits

Certificate of Achievement Programs—minimum of 30 credits

Associate of Arts Degrees 91

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

Associate of General Studies Degree 92

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 89

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

Associate of Science Degrees 90

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

DEGREE AND CERTIFICATE PROGRAMS (continued)

ONLINE DEGREE AND CERTIFICATE PROGRAMS

Certificate of Achievement Programs

Associate of Arts Degrees

Associate of Applied Science Degrees

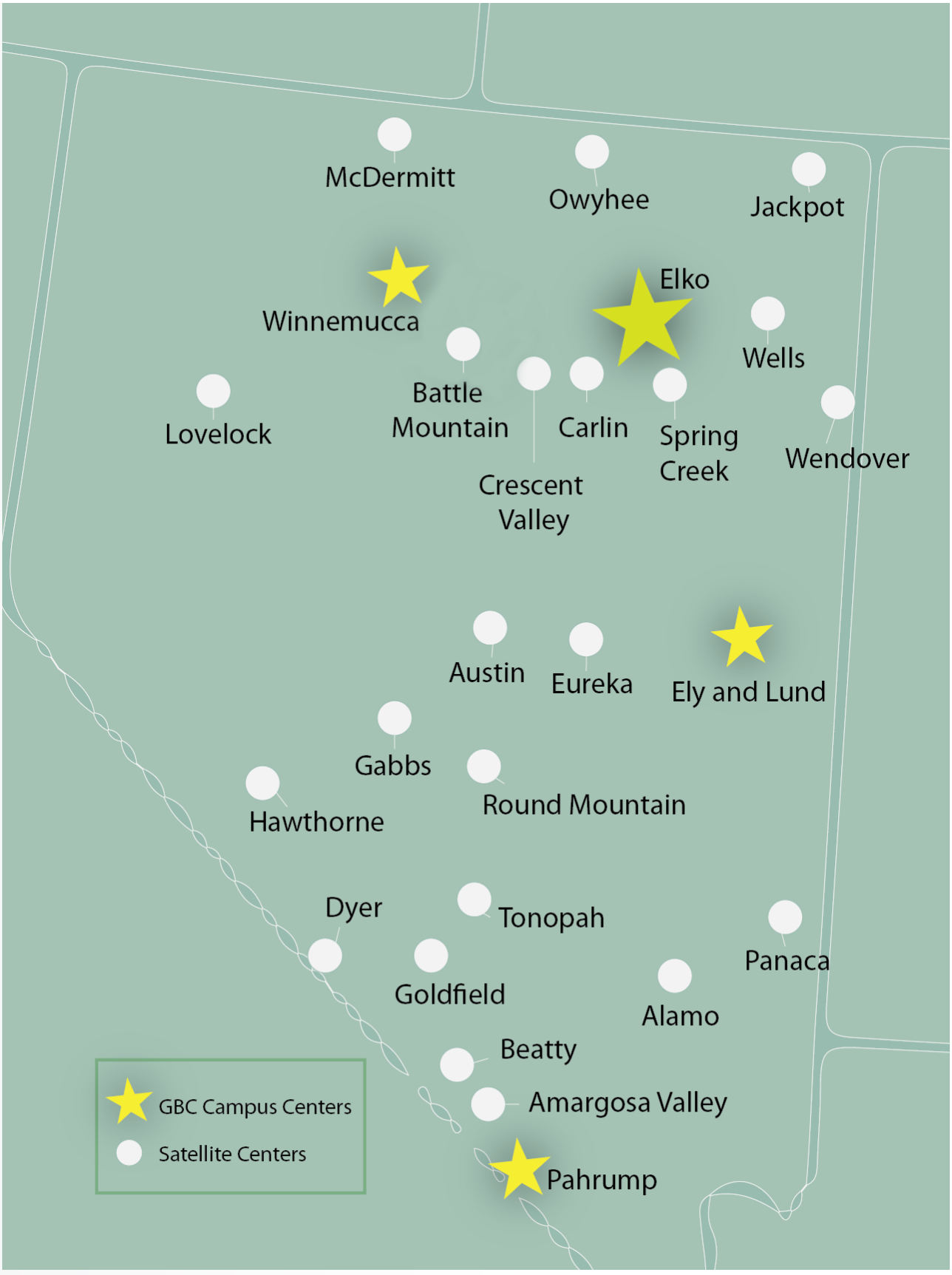
Associate of Science Degrees

Bachelor of Arts Degrees

Bachelor of Applied Science Degrees

Bachelor of Science Degree

GBC LOCATIONS



WELCOME TO GBC

A Comprehensive Community College

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

As a comprehensive community college offering select baccalaureate degrees, GBC's more than 4,500 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 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 skills to a level that assures student success and the final reward of a college degree.

In addition, GBC offers lifelong learning opportunities through its Continuing Education Department. Students of all ages can enjoy life-enriching classes taught by talented 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 Ely, Pahrump, and Winnemucca, and satellite facilities in 27 communities across rural Nevada, GBC's service area covers 86,514 square miles and serves a population of nearly 150,000. 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-degree 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 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 maintenance, 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 transfer 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. GBC 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. GBC assumes the responsibility for providing post-secondary education to the 10 most rural counties in Nevada.

The Great Basin College Foundation is integral to the future of GBC. Established in 1983, to date it has provided GBC with nearly $30 million in private support.

College and Community Profile

The main campus of Great Basin College is located in Elko. Within easy driving distance of Salt Lake City, Boise, and Reno, it is at the center of some of the most dramatic and remote landscapes in the nation. The glacier-carved Ruby Mountains—20 minutes to the south— and the Jarbidge Mountains to the north boast 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, crafts, house wares, and furniture. A number of art galleries, pubs, and Nevada- style gaming establishments can be found downtown as well. Mass retail 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 primary healthcare facilities with specialists in all areas of medicine either in residence or affiliated.

Centers and Satellite Sites

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

If you wish to contact the coordinator for a specific site, please call GBC's Office for Classroom Technology at 775.327.2174.

Ely Center

The Ely Center is home of higher education in east-central Nevada. Ely is located 188 miles south of Elko in the heart of the Great Basin within a picturesque desert and forested mountain area. It is the center of commerce and industry in eastern Nevada and the seat of White Pine County, a region with a rich history of mining and ranching. 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, known as the Loneliest Road in America, and Ely's hospitality industry provides travelers with important services in Eastern Nevada. Nearby is Great Basin National Park, which attracts visitors because of its varied features: the bristlecone pine (oldest of living things), Lehman Caves, and Wheeler Peak with its many alpine vistas and a high ice field. The City of Ely has developed the Nevada Northern Railway Museum featuring a steam-hissing Ghost Train which offers excursions during summer months.

The Ely Center has a full-time Director and staff who coordinate schedules and programs for the needs of the people of White Pine County and the surrounding area. This center also works with Eureka and Lincoln Counties. Built in 1996 on 120 acres of land near White Pine High School, the facility links students with other campuses through interactive video technology and the Internet in addition to traditional on-campus college courses. For more information, call the Ely Center at 775.327.5350.

Pahrump Valley Center

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

The Pahrump Valley Center has full-time instructors who teach students in Pahrump and throughout the GBC service area using the college's extensive interactive video network. Instructors from other GBC campuses also deliver classes to PVC interactively and through the Internet. The center is administered by a Director overseeing instructors, computer technicians, lab aids, support staff, and tutors. In 2015, the center became host to a nursing program.

GBC recently acquired 285 acres of public land on the southeast end of Pahrump for a future campus. GBC is working with local residents and the state to begin planning for this campus, potentially to be initiated by the end of the decade.

You are cordially invited to visit the Pahrump Valley Center to discuss your educational plans and how GBC can help you achieve your educational goals. For more information, call the Pahrump Valley Center at 775.327.5210.

Winnemucca Center

The Winnemucca Center is located 123 miles west of Elko along I-80 and the Humboldt River. The city perpetuates the name of the famous Chief Winnemucca of the emigrant era. Winnemucca is both a Nevada gateway to the Pacific Northwest and a town where tourists from that area like to come for Nevada-style recreation. It is supported largely through mining, tourism, and agriculture. Winnemucca is part of cowboy country and is famous for the outlaw Butch Cassidy and for some vestiges of the buckaroo spirit of the Great Basin.

The GBC Winnemucca Center facility was completed in 1995 and is located at 5490 Kluncy Canyon Road. The center has a full-time Director, faculty, and staff that coordinate schedules and programs to meet the educational needs of Humboldt County residents. The center features state-of-the-art computer systems, science labs, and interactive video technology to link Winnemucca students with college students in other Nevada communities. The 13,000 sq ft William N. Pennington Health Sciences and Technology building opened in 2022 and houses nursing, electrical systems technology, and instrumentation programs. For more information, call the Winnemucca Center at 775.327.8200.

Who Accredits Us?

Great Basin College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Accreditation of an institution of higher education by NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NWCCU is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

The college has received approval by the Nevada State Board of Education for the elementary and secondary education license program.

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 Radiologic Sciences 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 GBC Classified Memorial 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 Great Basin College?

GBC's service area has more than 145,000 residents; approximately 3,000 of them enroll at GBC and its centers each semester. GBC students range in age from 16 to 90 and have a wide variety of interests. Some enroll in science courses and the liberal arts transfer programs while others take courses in computer networks, business finance, or learn English as a second language. Our students gain valuable experience at GBC.

What Is Academic Freedom and Responsibility?

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

MISSION AND CORE THEMES

GBC Mission

Transforming lives through education.

Themes

- Student Experience
- Inclusion, Diversity, Equity, Access and Sustainability
- Workforce Development
- Community
- Institutional Effectiveness
- Resources

Vision: Great Basin College prepares students for lifelong learning in an evolving global workplace.

Values: GBC is guided by the belief that a healthy community is backed by a skilled and knowledgeable workforce.

This is built by:

- Forging partnerships with the communities we serve, other NSHE intuitions, and global outreach.
- Continuing to offer programs that are innovative, and relevant for student success and lifelong learning.
- Promoting inclusion, Diversity, Equity, Access and Sustainability (IDEAS) across all college operations and services.
- Ensuring sustainability for GBCs future development.

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

Courses and programs in the School of Industrial Technology and Workforce Development at Great Basin College are designed to give students the hands-on experiences and theoretical knowledge needed for employment or to enhance their skills to upgrade their current occupation. The college also offers customizable training programs to address the workforce development needs of local businesses and industries through our contract training or GBC-NORCAT MST. These short courses have been developed to keep pace with the dynamic demands of the business and industrial sectors and to boost local economies. These programs foster intellectual curiosity, encourage creative thinking, and enhance competencies across a wide range of fields

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 degree or 30 upper division GBC credits for a baccalaureate degree, but they will prepare students for later college-level courses.

Continuing Education

Great Basin College Continuing Education offers personal and professional development opportunities in a wide range of topics for community members of all ages.

Our class schedule does not follow the traditional semester start and end dates. New courses start regularly, so be sure to check our online schedule at www.campusce.net/gbcnv. The majority of courses are not offered for credit and have no final grades assigned. Driver Education is graded pass/fail, and certificates are issued to those who successfully complete the 30-hour course.

Many employers contract with GBC Continuing Education to provide the latest training in Microsoft Excel, PowerPoint, Word, and Project. Other popular courses include Technical Writing and Supervisory Management Skills. Call 775.327.2380 for details.

Continuing Education also offers online career training programs such as Certified Supply Chain Professional, Certified Paralegal, Clinical Dental Assistant, Data Analyst, Pharmacy Technician, Python Developer, and Veterinary Assistant. For more information, you may visit our website at www.campusce.net/gbcnv, email continuing-ed@gbcnv.edu, call 775.327.5300, or visit us in the Community Outreach Center at 1025 Chilton Circle in Elko.

ADMISSION

The College Year

Great Basin College follows the semester system. Regular Fall and Spring semesters run for 16 weeks each, including final exams. 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 all GBC campuses 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, compressed or courses built in or around regular semesters.

Personnel in the Admissions Advising and Career Center and the Recruitment Department will explain the procedures you need to follow to start smoothly in college. A campus visit and tour is strongly advised and can be arranged with the Recruitment Department. If you have any unanswered questions or concerns, please contact:

Admission Advising and Career Center or Recruitment Department
1500 College Parkway
Elko, Nevada 89801
775.327.2068 (Admissions Advising and Career Center)
775.327.2337 (Recruitment Department)
775.327.5071 (FAX)
www.gbcnv.edu/admissions
recruitment@gbcnv.edu

Admission to Our Open-Door College

Great Basin College is an open-door college which creates an opening to opportunity; it means that no one is excluded from the chance to succeed in college. However, admission to the college does not mean that you have unrestricted entry to a particular course or program. The School of Health Sciences and Behavioral Health, for example, has special or additional admission requirements than the college does 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.

Dual-enrollment students (students enrolled concurrently in high school and GBC college courses) should note that IEPs and 504 accommodations are not transferred directly from the high school to the college classroom. High school students are advised to submit a current IEP and documentation or report from the school psychologist to the GBC Disability Resource Center along with a request/intake for accommodations form. All documentation submitted by dual enrollment students will be evaluated based on the GBC reasonable accommodation policy. Please call the GBC Disability Resource Center at 775.327.2336 or go to www.gbcnv.edu/disabilities/ for detailed information concerning the process for requesting reasonable accommodations in GBC courses.

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

Admission Classification and Requirements

Any person meeting one of the following criteria may be granted admission to GBC.

Admission of Regular Students

- Graduate of a high school who is accredited by a regional accrediting association as defined by the U.S. Department of Education or approved by a state board of education or other appropriate state educational agency.
- Recipient of a high school certificate or equivalency (GED).
- 18 years of age or older.
- Transfer student in good standing from another college or university.
- Students may be required to take a placement test prior to registering to determine the appropriate courses for enrollment.

Admission of Students Under 18 Years of Age

- Any applicant under the age of 18, but older than 16, that doesn't meet one of the above listed requirements can apply and complete our dual enrollment electronic form in conjunction with their high school guidance counselor or parent (if home schooled).
- Any high school student, age 15, can apply and complete the GBC dual enrollment online form in conjunction with their high school guidance counselor or parent (if home schooled) to be considered for admission at GBC. Applicants seeking to enroll at the age of 15 years will be required to take the accuplacer test and place into ENG 101 (maximum of 2 attempts) and meet with a GBC representative for an interview to gauge their college readiness to ensure they

are academically prepared for college level coursework.
- Applicants under the age of 15 years old, that have not graduated from high school or have not received a high school certificate of equivalency (GED) will not be admitted except on a case by case basis.

Admission of Students Without a High School Diploma or GED
Any person without a high school diploma or GED will be admitted as a non-degree seeking student. In order to be reclassified as a degree seeking student and declare a major, the applicant will have to meet one of the following requirements.

- Obtain minimum placement test scores for entry in ENG 101 or higher, or
- Successfully complete six college credits in any general education course with a grade of C- or higher.

Inquiries regarding admission should be directed to any campus/center office or the Admissions and Records Office at 775.327.2059.

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 email address, telephone number, and enrollment status.

It is your responsibility to officially withdraw from courses you are not attending. See page 74 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 Apply Now on the Great Basin College web page: www.gbcnv.edu.

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 96-230) for details or visit www.gbcnv.edu/academics.

Use of Social Security Numbers

In accordance with the Federal Privacy Act of 1974, applicants for admission and enrolled students at GBC are advised that disclosure and use of their social security number is voluntary*. All students will be assigned a student identification number that will be used as a personal identifier at GBC. Your social security number or an assigned number, may be used:

- to identify student records at GBC;
- for registration and course enrollment;
- to certify attendance and report student status;
- as an identifier for housing, grants, loans, and other financial aid programs; and
- for recording grade information.

GBC uses social security numbers or student identifier numbers for identification purposes. Use of these numbers will facilitate the provision of services and compilation of information necessary to maintain accurate records.

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

Taxpayer Relief Act

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

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

International Student Admission

Great Basin College is authorized under federal law to enroll nonimmigrant alien students. If you are an international student planning to attend GBC on an F-1 student visa, you have special conditions to satisfy. You must submit the following:

- Official evidence, written in English, that you have completed an educational level equivalent to graduation from an accredited United States high school.

- A passing score on the TOEFL (Test of English as a Foreign Language) taken within twelve months of admission: 500 on the paper-based exam, 173 on the computer-based exam, or 61 on the Internet-based exam.
- Adequate proof of financial responsibility or sponsorship by a reputable United States citizen or organization for all obligations while attending the college.
- If you want courses transferred to Great Basin College from a college or university outside of the United States, you must have the transcript evaluated by an approved evaluation agency. Please see Transferring Your Credits to GBC on pages 30-31 for further information.

For complete and current information, review the website at https://www.gbcnv.edu/admissions/international.html, or contact:

Director of Admissions/Registrar
Great Basin College
1500 College Parkway
Elko, Nevada 89801
775.327.2092
775.327.5071 (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 eventually discover that they have completed enough credits for GBC's Associate in General Studies degree, which is described on page 90.

High School Students

Great Basin College offers high school juniors and seniors the opportunity for early enrollment 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 or guidance counselor to enroll in college classes.

Qualified sophomores, 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 Early Enrollment 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-enrollment courses are college courses for which high school students may receive simultaneous high school and college credit. The list of dual-enrollment courses and the necessary forms can be found at https://www.gbcnv.edu/academics/dualenrollment_agreements.html.

Concurrent enrollment courses are college courses taught at a high school by a high school instructor mutually agreed upon by the NSHE institution and high school.

Great Basin College Dual Enrollment Statement

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

- Courses will be taught by Great Basin College; faculty members will be full-time or part-time employees of Great Basin College.
- Courses will follow the official Great Basin College academic calendar for start/end dates and holidays for the session in which they are offered.
- 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-enrollment students will be evaluated using the same outcomes assessment as other students at Great Basin College.
- Dual-enrollment student absences for non-Great Basin College events are not excused absences except by prior permission of the individual class instructor.
- 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. All fees are due before classes begin.
- Dual-enrollment students are college students, and for the purposes of the dual enrollment 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. 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 Infinite Campus.

Dual-enrollment students (students enrolled concurrently in high school and GBC college courses) should note that IEPs and 504 accommodations are not transferred directly from the high school to the college classroom. High school students are advised to submit a current IEP and documentation or report from the school psychologist to the GBC Disability Resource Center along with a request/intake for accommodations form. All documentation submitted by dual enrollment students will be evaluated based on the GBC reasonable accommodation policy. Please call the GBC Disability Resource Center at 775.327.2336 or go to www.gbcnv.edu/disabilities for detailed information concerning the process for requesting reasonable accommodation in GBC courses. For more information, contact your high school counselor or the Dual Enrollment Coordinator 775.327.2179.

Career and Technical Education (CTE) College Credit

CTE College Credit is a program that offers FREE college credit for approved high school Career and Technical Education (CTE) programs. High school students can prepare for college and the workforce by completing CTE program sequences of high school elective classes taught at their high school.

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program. The goal of this new system is to prepare students to earn a postsecondary credential in less time and at lower cost.

As per the policy approved by the Nevada State Board of Education and the Nevada Board of Regents, a Memorandum of Understanding has been developed between the Department of Education and each of the four participating colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, and Western Nevada College. Each MOU is signed by the respective college president and by the superintendent of public instruction.

The Memorandum of Understanding provides the foundational authority to establish statewide articulation agreements for high school students in Nevada.

Requirements to receive CTE college credits are students must:

- Complete the GBC online application for admission.
- Complete the GBC online CTE college credit application.
- Pass the core course sequence for the CTE program with a grade point average of 3.0 or higher.
- Pass the state end-of-program technical assessment.
- Pass the workplace readiness skills assessment.

The credits earned while in high school will be awarded on a GBC transcript and an "S" grade will be assigned for students meeting the above eligibility requirements.

Students may apply for CTE college credit for up to three years after high school graduation.

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

Interested high school students may contact their high school counselor, CTE teacher, or the GBC CTE College Credit Office at 775.327.2278. Students can see which CTE programs qualify at their high schools and apply for CTE college credit online at www.gbcnv.edu/cte.

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.

Great Basin College offers two remote testing options for students unable to visit one of the GBC campus centers located in Elko, Winnemucca, Ely, or Pahrump. Contact the Academic Success Center at 775.327.2247 for more information about our placement testing options.

All degree-seeking students must enroll in mathematics and English every semester until they have completed their math and English requirements. Studies consistently show that students who complete their English and math classes quickly, and in a continuous fashion, are more likely to graduate.

Placement in Writing Courses

GBC offers the following seven courses in writing:

ENG 100 Composition–Enhanced
ENG 101 Composition I
ENG 102 Composition II
ENG 103 English Fundamentals for Technical Writing
ENG 107 Technical Communications I
ENG 108 Technical Communications II

Placement Guidelines for ENG 100, 101, and 102:
This guide will help advisors select which first-year English course is better for students: English 100 or English 101. Please note, you will only get credit for English 100 or English 101 for degree completion. If students are submitting ACT or similar scores for English 102 placement, this guide does not apply. If students are enrolling in English 103, 107, or 108, this guide does not apply to you. Make sure you have items available like previous transcripts/report cards, standardized test scores, etc.

ACT Scores
- 14-20—ENG 100
- 18-29—ENG 101
- 33 or higher—ENG 102

SAT Scores
Prior to March 2016
- 440-499—ENG 100
- 500—ENG 101
- 680-800—ENG 102

March 2016 or later
- 411-479—ENG 100
- 480—ENG 101
- 680-800—ENG 102

Next Generation Accuplacer
- 241-265—ENG 100
- 266 or higher—ENG 101
- 290 or higher—ENG 102

Placement Guidelines for ENG 103, ENG 107, and ENG 108:

ACT Scores
- Up to 17—ENG 103
- 18-29—ENG 107
- 30 or higher—ENG 108

SAT Scores
- Up to 430—ENG 103
- 431-670—ENG 107
- 671 or higher—ENG 108

Next Generation Accuplacer Scores
- Up to 249—ENG 103
- 250-280—ENG 107
- 281 or higher—ENG 108

Mathematics Corequisite Guided Self-Paced

To satisfy the mathematics requirement for the Associate of Arts degree, each student must complete three credits of MATH 120, 120E, 126, 126E or higher, or STAT 152. For the Associate of Science degree, each student must complete five credits of MATH 126, 126E, or STAT 152. Completion of MATH 116, 116E or higher is required to satisfy the mathematics requirement for the Associate of General Studies degree. MATH 116, 116E or higher is required for all Associate of Applied Science degrees. Developmental math courses (MATH 91, 95, 96, and 97) will only be available for high school students.

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

Great Basin College provides assistance to its students as follows:

1. High School Grade Point Average:

	Recommended English Course Placement
HSGPA 3.0	ENG 101
HSGPA 2.3 - 2.9	ENG 100 or ENG 101 (Please use additional multiple measures to determine student placement)
HSGPA < 2.3	ENG 100

2. The highest-level ENG courses taken

	Recommended English Course Placement
ENG 101	Junior or senior level high school course or similar; B or better
ENG 100	Junior or senior level high school course or similar; C or better

3. Students' confidence in their own writing

	Recommended English Course Placement
ENG 101	I am comfortable with academic writing, including writing an organized, well-sourced essay, supporting argumentative assertions, and similar common college writing activities.
ENG 100	I am not comfortable with academic writing, including writing an organized, well-sourced essay, supporting argumentative assertions, and similar common college writing activities.

ACT MATH	SAT Test Prior to MARCH 2016	SAT Test Date MARCH 2016 or later	NEXT GENERATION ACCUPLACER						GBC COURSE
			ARITHMETIC		QUANTITATIVE REASONING, ALGEBRA & STATISTICS	ADVANCED ALGEBRA AND FUNCTIONS			
Up to 16	Up to 439	Up to 439	Up to 265	and	up to 239	N/A			MATH 91 or MATH 120E and MATH 20 or MATH 126E and MATH 26
17-18	440-465	440-500	266-300	and	up to 262	N/A			MATH 95 OR MATH 97 or MATH 120E and MATH 20 or MATH 126E and MATH 26
			OR						
			Up to 265	and	240-262				
19-21	470-495	500-530	N/A		263 or higher	and	up to 236		MATH 96 OR MATH 116 or MATH 120E and MATH 20 or MATH 126E and MATH 26
22-24	500 or higher	530 or higher	N/A		263 or higher	and	237-249		MATH 120 or MATH 120E and MATH 20
22-24	520 or higher	550 or higher	N/A		263 or higher	and	250-300		MATH 126 OR MATH 128
25 or higher	560 or higher	580 or higher	N/A		N/A	N/A			MATH 127 or higher. Department approval required.
28 or higher	630 or higher	650 or higher	N/A		276 or higher	and	285 or higher		MATH 181

MINIMUM MATH REQUIREMENT FOR GRADUATION:
Three credits MATH 120, MATH 120E, MATH 126, MATH 126E or higher for AA degrees. Five credits of MATH 126, MATH 126E or higher for AS degrees; three credits of MATH 116 or MATH 126E or higher for AAS.

Rev. 4/05/24

Pathways for Mathematics Courses for College Students

Pathway One

Liberal Arts
Health Sciences

Math 120 Gateway

Math 120E w/Co-Req Support

Pathway Two

STEM
Business

Math 126 Gateway

Math 126E w/Co-Req Support

Additional Options for High School Students Only

Pathways to MATH 120
MATH 91--MATH 95--MATH 96--MATH 120
MATH 91--MATH 97-MATH 120
MATH 91--MATH 95 and ENG 100 or ENG 101--MATH 120
MATH 120E and MATH 20

Pathways to MATH 126
MATH 91--MATH 95--MATH 96--MATH 126
MATH 91--MATH 97-MATH 126
MATH 126E and MATH 26

High School Equivalency/ Adult High School Diploma

The Nevada Department of Education and the American Council on Education have authorized GBC in Elko as an official testing agency for the High School Equivalency (HSE) tests. You may make an appointment to take the test upon payment of the test fee. To schedule a test, call the Academic Success Center at 775.327.2247. 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.

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

If you are not sure which test or which version is right for you, staff at the Adult Learning Center at 775.327.2224 or the Academic Success Center at 775.327.2247 can help you choose the right test. ESL students or English speaking students, who prefer classroom HiSET practice should contact the ABE/ESL office in the Adult Learning Center at 775.327.2216.

Cooperative Education/Work Experience

Cooperative education is an extension of classroom learning at 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 School of Industrial Technology and Workforce Development at 775.327.2167.

How to Obtain Credit for Your Knowledge and Prior Learning Experience Education

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

A GBC faculty member in the appropriate discipline and the academic standards committee of faculty senate will assess prior learning. The result will then be reported to the full faculty senate as an information item. Non-traditional forms of learning must be shown to be worthy of college credit. Learning which is certified by GBC for credit must be equivalent to the classroom experience.

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

Non-traditional education credit can only be applied toward an Associate of Applied Science, an Associate of General Studies, or a Certificate of Achievement. The student must have completed or be undertaking 12 semester credits at GBC before non-traditional credit is considered.

Obtain a petition and receive instruction regarding your non-traditional education from Admissions and Records, Berg Hall, 775.327.2059 or your local center director.

Military Training

Providing military transcripts and a DD214 is mandatory for all veteran students using their VA education benefits to determine if credit may be awarded for military service or training. The Admissions and Records Office will automatically review these submissions as long as the student has applied to Great Basin College and has declared a major. Credit will only be awarded for courses that are applicable to the declared major.

- Up to 15 credits of boot camp credit, in combination with military experience and training, may be awarded to qualifying applicants who are currently active duty or were honorably discharged and completed more than one year of active duty. Refer to https://www.gbcnv.edu/academics/militarycredit.html for additional information.
- The Community College of the Air Force and Air University are regionally accredited colleges; credits from these colleges are granted.
- Dantes Subject Standardized Tests (DSST) will be granted as indicated on the DSST Chart. For courses not on the chart, American Council on Education (ACE) recommendations will be considered.
- Experience gained from military schools and other forms of military training will be evaluated using American Council on Education (ACE) and Joint Services Transcript (JST) recommendations in conjunction with other criteria required by non-traditional policies. This includes consultation with academic faculty and deans. A maximum of 15 credits from non-traditional sources, such as military training, can be applied to a GBC degree.

Veterans and active duty military seeking additional information on prior learning credits and on Nevada residency criteria can contact the Admissions and Records Office at 775.327.2059 or admissions@gbcnv.edu. For assistance with VA education benefits, contact the Veterans Resource Center at 775.327.2128 or gbc.vrc@gbcnv.edu.

For assistance with financial aid, contact student financial services: 775.327.2095, financial-aid@gbcnv.edu.

For general information or assistance with VA education benefits: 775.327.2128, gbc.vrc@gbcnv.edu.

College Credit by Examination

Students can receive college credit by examination using either select national standardized exams or GBC challenge exams. You may earn a maximum of 30 semester credits by examination, using any combination of the exams listed below.

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 challenge prior to taking the exam.

- Each student is responsible for obtaining a petition, seeking approval(s), arranging to complete the challenge examination, and requesting the official score be posted.
- 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. A "U" signifies that the student did not successfully pass the course.
- Students must complete the challenge during the same semester in which the request was made. If the student does not pay for the course by the end of the semester, a grade of "U" will be assigned.
- GBC reserves the right to deny any petition for credit by examination.

National Standardized Exams

- **College-Level Examination Program (CLEP)**
  The College-Level Examination Program (CLEP) helps you gain recognition for what you know. 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. For more information, contact 775.327.2275. Refer to CLEP grid on pages 278-279.
- **College Board Advanced Placement Examination (CBAPE)**
  GBC 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. Refer to pages 275-277 for the CBAPE course grid.
- **Dantes Subject Standardized Tests (DSST)**
  Before 2004, the DSST exams were available only to military personnel through DANTES (Defense Activity for Non-Traditional Education Support), a division of the Department of Defense that provides educational support to military members. In 2004, the tests were acquired by Prometric

and became available to anyone seeking college credit. Refer to page 280 for the DSST grid.

- **International Baccalaureate Examination (IB)** These exams are completed by high school students through the IB diploma program. Refer to pages 281-282.

Your Academic Advisor

When you submit your admission application online through https://www.gbcnv.edu, you will be assigned an advisor. Advisors are assigned according to academic major or program. You can also view the name of your advisor by signing into MyGBC. Your advisor's name and contact information is in your Student Center. It is strongly recommended that you apply to the college and take placement tests prior to seeing your advisor.

Mandatory Advisement

All students are required to meet with their advisor their first semester at GBC. 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. If you would like an advisor or are not sure who is assigned as your advisor, call the Academic Advising Department, 775.327.2068, for assistance. GBC strongly encourages students to participate in the advisement process. Students using VA education benefits should contact the Veterans Resource Center at 775.327.2128 or gbc.vrc@gbcnv.edu.

Academic Honesty

Plagiarism

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

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

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

Cheating

The following are some examples of cheating:

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

Transfer Center

GBC's Transfer Center assists students who plan to continue their education. Visit or call the Admission Advising and Career Center (AACC) for career exploration leading to a major, for transfer to a university, and for professional goal and educational plan guidance. For more information visit the Transfer Center Coordinator in Berg Hall or call 775.327.2077.

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.

For the awarding of college credit, Admissions and Records will only accept official transcripts from other colleges, universities, and educational testing sources; unofficial copies will not be accepted. A transcript must be sent directly to admissions and records by mail or electronically from the applicable institution to be considered official; faxed copies will not be accepted. A transcript that is hand-carried in a sealed envelope to admissions, that was mailed to the student directly from the applicable institution, may be accepted as official provided the envelope has not been opened. Credits earned from institutions that are not regionally accredited can only be considered as non-traditional credit.

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.

Transfer credit is granted for completed general education courses and for courses that are applicable to your current plan of study. If you change your declared major, it is

your responsibility to notify the Admissions office at admissions@gbcnv.edu to request a re-articulation of your transcript(s).

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, they should contact the Director of Admissions/Registrar in writing, outlining specific concerns and requests and providing documentation. The Director of Admissions/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, will be considered by GBC to have fulfilled the GBC lower-division general education requirements.

A student transferring to GBC with 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, with the exception of the United States and Nevada Constitution requirement. Students transferring acceptable American Constitution credits from an out of state institution will be required to complete PSC 100, The Nevada Constitution.

If students are transferring with a Bachelor of Arts or Bachelor of Science degree from any regionally accredited college or university, all general education requirements (lower- and upper-division) are considered to be met unless the course is a specific program requirement or capstone inside the major, with the exception of the United States and Nevada Constitution requirement. Students transferring acceptable American Constitution credits from an out of state institution will be required to complete PSC 100, The Nevada Constitution.

It is the responsibility of students with foreign transcripts to provide Great Basin College with a sealed transcript sent directly to GBC, as well as a translated and evaluated transcript by a NACES agency. The agency must be approved by the Nevada Commission on Professional Standards in Education. A list of NACES agencies is available on the GBC website. The evaluation process for foreign transcripts 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. Students receiving VA education benefits are required to submit all post-secondary transcripts.

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 (NSHE) participate in regular discussions about the transfer status of courses within NSHE. The following common course numbering system is recognized among the colleges of NSHE:

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, Bachelor of Arts, or Bachelor of Science degree. These courses may not be transferable 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, NSU)
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 colleges visit gbcnv.edu/articulation/. For articulation agreements between GBC and Nevada Universities visit the following websites: www.unr.edu, www.unlv.edu.

Reverse Transfer Agreement

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

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

Transferring with an Associate's Degree

Completion of an Associate of Arts or an Associate of Science degree will be the basis for admission to upper-division study with junior status at universities and the state college in Nevada. Completion of either degree automatically fulfills the lower-division, general education requirements. Other baccalaureate-level courses included as a part of the Associate of Arts or Associate of Science degrees will transfer to the University of Nevada, Reno, the University of Nevada, Las Vegas, or 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 to receive admissions 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 institution's 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 nshe.nevada.edu. Paper copies of this document are available upon request at the institution's admission office.

Student Responsibilities

Students have the responsibility to:

- Understand the transfer policies and procedures of the institution they are considering for transfer. Students should seek information from the institution they are transferring to regarding core curriculum, prerequisites, major program requirements, degree requirements, admissions, financial aid, scholarships, housing, deadlines, restrictions, and other transfer-related criteria.
- Complete all materials required for application and submit the application on or before the published deadlines.
- Research how courses are applicable to degree and major requirements.
- Understand that if they change their major, not all courses taken will necessarily apply to their new major.
- Students should plan ahead and meet with their advisor regularly.
- 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.

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."

All students, faculty, staff, and other members of the campus community are subject to this policy. Students, faculty, or staff who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or in the case of students, any applicable student code of conduct) or, in the case of classified employees, the Nevada Administrative Code. Other lesser sanctions may be imposed, depending on the circumstances. Complaints may also be filed against visitors, consultants, independent contractors, service providers, and outside vendors whose conduct violates this policy, with a possible sanction of limiting access to institution facilities and other measures to protect the campus community.

Determining what constitutes discrimination under this policy will be accomplished on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of discrimination. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported and may include non-discrimination related disciplinary processes as stated above.

Title IX—Sexual Violence Prevention Training

GBC is a member institution of the Nevada System of Higher Education (NSHE). All NSHE institutions, in compliance with federal regulations for mandatory training of faculty, staff, and students, have adopted the same courses. Courses for students will be taught online through an outside provider. Enrolled students will receive an email for the training. Great Basin College is committed to providing a safe, comfortable, harassment-free environment. For that reason, these courses are free and will not affect scholarships, loans, fees, or grade point averages.

We hope this course helps you to think deeply about these critical issues. Please be proactive. If you have any concerns about anyone's behavior or know someone who has concerns about another person's behavior or situation, please let us know. You may contact the Office of the Vice President for Student and Academic Affairs at 775.327.2115. For off-campus sites, contact your center director.

Policy Against Sexual Harassment

Sexual harassment is illegal under federal and state law. The Nevada System of Higher Education/Great Basin College (NSHE/GBC) is committed to providing a place of work and learning free of sexual harassment, including sexual violence. Where sexual harassment is found to have occurred, the institution will act to stop the harassment, to prevent its recurrence, to remedy its effects, and to discipline those responsible in accordance with the NSHE Code, in the case of students, any applicable student code of conduct, or in the case of classified employees, the Nevada Administrative Code. Sexual harassment, including sexual violence, is a form of discrimination; it is illegal.

No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance. It is expected that students, faculty, and staff will treat one another with respect.

Sexual Harassment Defined
Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual or gender-bias nature constitute sexual harassment when:

Educational Environment
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status (quid pro quo);
- Conduct that is sufficiently severe, persistent, or pervasive so as to interfere with or limit a

student's ability to participate in or benefit from the services, activities, or opportunities offered by the institution (hostile environment).

Workplace Environment

- Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity (quid pro quo); or
- Conduct that is sufficiently severe, persistent, or pervasive so as to create a work environment that a reasonable person would consider intimidating, hostile or abusive, and which may or may not interfere with the employee's job performance (hostile environment).

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

Determining what constitutes sexual harassment under this policy is dependent upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action but would not fall under the definition of sexual harassment. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported and may include disciplinary processes as stated above.

Sexual Assault

"Sexual assault" means an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the Federal Bureau of Investigation's Uniform Crime Reporting Program.

"Rape" means penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. Rev. 314 (08/24) Title 4, Chapter 8, Page 13.

"Fondling" means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

"Incest" means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

"Statutory rape" means sexual intercourse with a person who is under the statutory age of consent (16 years old).

Dating Violence

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

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purpose of complying with the requirements of this Section and 34 CFR 668.41, any incident meeting this definition is considered a crime for the purpose of Clery Act reporting.

Domestic Violence

"Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking

"Stalking" means engaging in a course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others, or suffer substantial emotional distress.

Coercion

"Coercion" means the intent to compel a person to do or abstain from doing an act that the person has the right to do or abstain from doing through words, conduct or pressure by:

- the use of violence or threats of violence against a person or the person's family or property;
- depriving or hindering a person in the use of any tool, implement or clothing;
- attempting to intimidate a person by threats or force;

- compelling another individual to initiate or continue sexual activity against an individual's will; or
- threatening to "out" someone based on sexual orientation, gender, identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity.

Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail.

Consent

Conduct is unwelcome if it is done in the absence of consent. "Consent" means an affirmative, clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity.

- Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent.
- Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- The existence of a dating relationship or past sexual relations between the participants does not constitute consent to any other sexual act.
- Affirmative consent must be ongoing throughout the sexual activity and may be withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop.
- Consent cannot be given when it is the result of any coercion, intimidation, force, deception, or threat of harm.
- Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary); inability to communicate due to a mental or physical condition; the lack of consciousness or being asleep; being involuntarily restrained; if any of the parties are under the age of 16; or if an individual otherwise cannot consent.
- The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Remedies and Interim Measures

It may be necessary or advisable to take actions (as determined by the institution) designed to minimize the chance that either party may either harass or retaliate against the other party and to provide support to the parties, as appropriate. The measures themselves must not amount to retaliation and shall not be deemed to be a sanction. Depending on the specific nature of the problem, interim measures and final remedies may include, but are not limited to:

For Students:

- Issuing mutual no contact directives;
- Providing an escort to ensure safe movement between classes and activities;
- Not sharing classes or extracurricular activities;
- Moving to a different residence hall;
- Providing written information regarding institution and community services including but not limited to medical, counseling and academic support services, such as tutoring;
- Providing extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty;
- Restricting to online classes;
- Providing information regarding campus transportation options;
- Reviewing any disciplinary actions taken against the complainant or the respondent to see if there is a connection between the sexual misconduct and the misconduct that may have resulted in the complainant or the respondent being disciplined;
- Requiring the parties to report any violations of these restrictions;
- Taking a leave of absence;
- Submitting a request for a waiver of scholarship or grant requirements pursuant to Title 4, Chapter 18, Section 3; and
- Submitting a request for a waiver of requirements of the Governor Guinn Millennium Scholarship pursuant to Title 4, Chapter 18, Section 9.23.

For Employees:

- Provide an escort to ensure safe movement between work area and/or parking lots/other campus locations;
- Issuing mutual no contact directives;
- Placement on leave;
- Transfer to a different area/department or shift in order to eliminate or reduce further business/social contact;
- Providing information regarding campus transportation options;
- Instructions to stop the conduct;
- Providing information regarding institution and community services including medical, counseling and Employee Assistance Program;
- Reassignment of duties;
- Changing the supervisory authority; and
- Directing the parties to report any violations of these restrictions.

All institution administrators, academic and administrative faculty, and staff are responsible for carrying out the interim measures and final remedies. Interim measures and final remedies may include restraining orders, or similar lawful orders issued by the institution, criminal, civil or tribal courts. Interim measures and final remedies will be confidential to the extent that such confidentiality will not impair the effectiveness of such measures or remedies.

Final remedies may also include review and revision of the institutions sexual misconduct policies, increased monitoring, supervision or security at locations where incidents have been reported; and increased and/or targeted education and prevention efforts.

Any interim measures or final remedies shall be monitored by the Title IX Coordinator or designee throughout the entire process to assess whether the interim measures or final remedies meet the goals of preventing ongoing unlawful discrimination or harassment, protecting the safety of the parties, restoring access to the institution's education programs and activities, and preventing retaliatory conduct.

Notwithstanding a complainant's request for confidentiality under subsection C.6 of NSHE Handbook Title 4, Chapter 8, Section 14, the institution may undertake interim measures.

Complaint and Investigation Procedure
This Section provides the complaint and investigation procedures for complaints of unlawful discrimination or unlawful harassment that does not constitute "sexual harassment" under Title IX (except that complaints against students may be referred to student disciplinary processes), including instances where the institution has notice of unlawful discrimination or harassment.

An individual filing a complaint of unlawful 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 Title IX coordinator or designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the Independent Advisor and their responsibility to pay for any associated fees. The Independent Advisor may be brought into the process at any time at the request of the complainant. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

The individual filing a complaint of unlawful discrimination or harassment and the individual against whom a complaint is filed must be provided this policy which addresses interim measures and written notification of services available on campus and in the community.

If anyone in a supervisory, managerial, administrative, or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX coordinator.

Complaints of discrimination or sexual harassment should be filed as soon as possible with the supervisor, department chair, dean, or one of the administrators listed above and/or designated by the president to receive complaints of alleged sexual harassment or discrimination.

Students

- A 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.
- 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.
- 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 department chair, dean, or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

Investigation
After receiving a complaint or information about 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 a reasonable time from receipt of the complaint or information about the conduct.

At the completion of the investigation, findings and a recommendation will be made to the appropriate management level with final decision-making authority Rev. 300 (06/22) Title 4, Chapter 8, Page 20 regarding the resolution of the matter. The recommendation is advisory only.

Standard of Review
The standard for evaluating complaints shall be a preponderance of the evidence (i.e., the evidence establishes that it is more likely than not that the prohibited conduct occurred).

Management Determination
After the recommendation has been made, a determination will be made by appropriate management level with final decision-making authority regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion may be taken. Any such disciplinary action shall be taken, as applicable, in accordance with NSHE Code Chapter 6, Chapter 8 or Chapter 10 (or applicable Student Code of Conduct), or, in the case of classified employees or law enforcement personnel, Nevada Administrative Code (NAC) Chapter 284 or Chapter 289, and/or associated collective bargaining agreement, or in the case of DRI technologists, the Technologists Manual. 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, Chapter 8 or Chapter 10, the applicable Student Code of Conduct, the NAC Chapter 284 or Chapter 289 and/or associated collective bargaining agreement, or Technologists Manual, the investigation conducted pursuant to this policy may be used as part of such investigations. The administrative officer, in their 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, Chapter 6, Chapter 8, Chapter 10, the NAC Chapter 284 or Chapter 289 and/or associated collective bargaining agreement, or Technologists Manual, the standard of evidence shall be by a preponderance of the evidence (i.e., the evidence establishes that it is more likely than not that the prohibited conduct occurred).

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.

Parties to be Informed
Within 14 business days after the appropriate management level with final decision-making authority has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed concurrently of the resolution.

Confidentiality of Actions Taken
In the event actions are taken against an individual under NSHE Code Title 2, Chapter 6, Chapter 8 or Chapter 10 (or applicable Student Code of Conduct) or NAC Chapter 284 or Chapter 289, such matters generally remain confidential under those sections, except that final decisions following hearings or appeals of professional employees and State of Nevada personnel hearings involving classified employees are public records. Student matters generally remain confidential under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 34 CFR Part 99 (FERPA).

Crime of Violence Exception to FERPA
When discriminatory conduct or sexual harassment involves a crime of violence or a non-forcible sex offense, FERPA permits the institution to disclose to the complainant the final results (limited to the name of the respondent, any violation found to have been committed, and any sanction imposed) of a disciplinary proceeding against the respondent, regardless of whether the institution concluded that a violation was committed. With respect to an institutional disciplinary proceeding alleging a sex offense, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (f). 34 CFR 668.46 (Clery Act) requires that the accuser and the accused must be informed of the outcome.

Disclosure of Sanction Imposed
In the event a student is found to have engaged in sexual harassment of another student, the institution shall disclose to the student who was harassed information

about the sanction imposed on the student who was found to have engaged in harassment when the sanction directly relates to the harassed student.

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

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

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

Prompt Attention
Complaints of unlawful discrimination or harassment are taken seriously and will be dealt with promptly, thoroughly, impartially, and equitably. Where unlawful discrimination or harassment is found to have occurred, the NSHE institution or unit where it occurred will act to stop the discrimination or harassment, to prevent its recurrence, to remedy its effects, if any, and to discipline those responsible.

Confidentiality
NSHE recognizes that confidentiality is important. However, in some limited circumstances, confidentiality cannot be guaranteed. The administrators, faculty, or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of unlawful discrimination or 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 NSHE is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

Confidentiality in Complaints Involving Unlawful Discrimination and Harassment.
In complaints involving sexual violence, the following applies:
Varying Confidentiality Obligations. In situations involving unlawful discrimination or harassment individuals are encouraged to talk to somebody about what happened in order for them to receive the support they need. Different individuals at the institution have different abilities to maintain a complainant's confidentiality:

- Some are required to maintain near complete confidentiality; talking to them is sometimes called "privileged communication".
- Other employees may talk to a complainant in confidence and generally only report to the institution that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger an investigation into an incident against the individuals's wishes—except in certain circumstances discussed below.
- Some employees are required to report all of the details of an incident (including the identities of all involved) to the Title IX Coordinator. A report to these employees (called Officers of Authority) constitutes a report to the institution—and generally obligates the institution to investigate the incident and take appropriate steps to address the situation.

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

Privileged and Confidential Communications
A complainant or respondent may wish to consult with professional counselors, pastoral counselors, or others.. Certain professionals are not required to report incidents unless they have been granted permission:

- Professional Counselors - Professional, licensed counselors who provide mental health counseling to members of the institution community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX coordinator without a complainant's permission.
- Pastoral Counselors - A complainant and/or a respondent may choose to consult with a non-institution pastoral counselor and is encouraged to discuss confidentiality with that individual.

- Under Nevada law, other professionals who may maintain confidentiality include lawyers, psychologists, doctors, social workers, and victim advocates as defined in NRS 49.2545.

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

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

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

Issuance of Timely Warning
If the institution determines that the individual involved in the matter poses a serious and immediate threat to the institution community, police or security services may be called upon to issue a timely warning to the community. Any such warning will not include any information that identifies the complainant.

Retaliation
Retaliation against an individual who in good faith complains of unlawful 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 an unlawful discrimination or harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information is also grounds for discipline.

Students
- A 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 the Title IX Coordinator.
- 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 the Title IX Coordinator.

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

False Reports
Because unlawful discrimination and harassment frequently involve interactions between persons that are not witnessed by others, reports of unlawful discrimination or harassment cannot always be substantiated by additional evidence. Lack of corroborating evidence or "proof" should not discourage individuals from reporting unlawful discrimination or sexual harassment under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth may be subject to disciplinary action under the applicable institution and Board of Regents disciplinary procedures. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

Family Educational Rights and Privacy Act
Each semester, GBC informs students of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, in the catalog, student handbook, and in an email to current students. This act was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings—this does not, however, include challenging the fairness of a grade. The law also provides the student with the right to inspect and review all information in his/her educational record and have some control over the disclosure of information from their educational records (an educational record is defined as a record directly related to the student and is maintained by the institution or a party acting for the institution).

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:
- 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 Director of Admissions/Registrar, Dean, head of the Academic Department, or other appropriate

official a written request that identifies the records 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.

- 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.
- The right to provide written consent before the college discloses personally identifiable information from the student's education records—except to the extent that FERPA authorizes disclosure without consent. (See page 5-6 for a full description of this right and the disclosure opt out form).
- 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

Crime of Violence Exception to FERPA
When discriminatory conduct or sexual harassment involves a crime of violence or a non-forcible sex offense, FERPA permits the institution to disclose in accordance with the Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act, 20 U.S.C. §1092 (f). 34 CFR 668.46 (Clery Act).

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.

As of 2016-2017, the four-year average student Right-to-know rate was 33% and the transfer out rate was 10%. Visit the GBC IPEDS link www.gbcnv.edu/IR/IPEDS.html for more information and updated statistics.

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, official church missions, or in foreign services of the federal government. Students who died or were totally permanently disabled are also excluded.

Retention and Disposition of Student Records

The following records are retained permanently:

- Student permanent academic record (transcript)
- High School Equivalency (HSE) test scores

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

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

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

- Correspondence
- Refund exceptions
- Registration source documents

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

- Transcript requests
- Enrollment verifications

Retention of Student Disciplinary Records:
Records of disciplinary actions which result in a disciplinary sanction, are defined in Title 2, Nevada System of Higher Education Code, Chapter 10, Rules of Conduct and Procedures for Students of the Nevada System of Higher Education. Records of disciplinary action which result in a disciplinary sanction (Section 10.2.1) are retained by institutional policy for a period of six (6) years from the date of the most recent disciplinary action unless

pursuant to a written request, an official order to expunge a specific disciplinary record is issued by the President or designee (Section 10.4.8). This would include removal from the student's transcript, if applicable.

Grade Appeals

See page 77.

Student Grievance Procedure

Any student who believes they have suffered a non-grade related injustice may implement the following grievance procedure:

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

Student Conduct Policy

Great Basin College is a system institution of the Nevada System of Higher Education 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.

Great Basin College has accepted the Board of Regents Code, Title 2 Chapter 10, Rules of Conduct and Procedures for Students of NSHE as the governing policy and procedures for all student conduct. Student conduct information for Great Basin College is provided to all students and college members as this code of conduct and accompanying policies and guidelines present the specific regulations, policies, procedures, and guidelines that are in place for all students—full and part time—at GBC regardless of the method of educational learning a student may use (in person, online, interactive video, or some combination of those).

The full policy is available for review and reference at https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/Handbook/title2//T2-CH10%20Rules%20of%20Conduct%20and%20Procedures%20for%20Students%20of%20the%20NSHE.pdf
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 at www.gbcnv.edu/rights_responsibilities/. For purposes of this document, the term student means any person who is or was enrolled in courses, either full-time or part-time, including correspondence study, electronic means, study abroad, auditing, or courses offered through any institution, satellite campuses or auxiliary means.

Rules of Conduct and Procedures NSHE Code, Title 2, Chapter 10

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 expressly provided in Section 10.4.12, 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 conduct 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) Physical abuse and/or conduct that threatens or endangers the health or safety of any member or guest of the System community.

(d) Verbal abuse, intimidation, coercion, or bullying which is sufficiently severe, persistent or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the educational services, activities or opportunities offered by the university.

(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 devise for use on institution or System facilities or locks without proper authorization.

(p) Abuse, unauthorized use or theft of institutional or system computer facilities and resources, including but not limited to:
   (1) Unauthorized entry into, or transfer of, a file to use, read, or change the contents or for any other purpose; and/or a violation of copyright laws;
   (2) Use of another individual's identification and/or password;
   (3) Interfering with the work of another student, faculty member or institution or system official, or with the normal operation of the institution or system computing system; or,
   (4) Violating the institution's Standards of Conduct for the Use of Institution's Computers.

(q) Willfully destroying, damaging, tampering, altering, stealing, misappropriating or using without permission any System, program or file of the System.

(r) Violation of the institution's policies and regulations governing residence in institution owned or controlled property, and access to and use of all institutional facilities, including responsibility for the conduct of guests.

(s) Use, possession, or distribution of alcoholic beverages without authorization (except as expressly permitted by System or Institutional regulations, such as the Alcoholic Beverage Policy), or public intoxication. Alcoholic beverages may not, in any circumstances, be used by, possessed by, or provided to, any person under 21 years of age.

(t) Use, possession, manufacturing or distribution (hereinafter "use") of marijuana, including for medical purposes; heroin; narcotics; or other controlled substances; use or possession of any illegal and/or unauthorized drugs, prescription drugs, and drug paraphernalia or being under the influence of illegal drugs except as expressly permitted by law. Use, possession or cultivation of marijuana, including for medical purposes, on any NSHE or NSHE foundation owned or leased property, or at any NSHE sponsored or authorized activity, is expressly prohibited.

(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, color, gender (including sexual harassment and pregnancy related conditions), age (40 or older), sexual orientation, disability, whether actual or perceived by others, military status or military obligations, religion or national origin, gender identity or expression, or genetic information, or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.

(y) Sexual harassment, as defined in the regulations (34 C.F.R. Part 106) implementing Title IX of the Education Amendments Act of 1972, which is conduct on the basis of sex that satisfies one of the following:
   1. An employee of a NSHE institution (including but not limited to a student employee) conditioning the provision of an aid, benefit, or service of the institution on an individual's participation in unwelcome sexual conduct;
   2. Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
   3. Sexual assault, as defined in 34 C.F.R. § 668.46(a) (commonly known as the Clery Act), as amended by the Violence Against Women Act, including dating violence, domestic violence, and stalking.

(z) Sexual assault, which is the use of, or threat to use, force or violence of a sexual nature, defined as sexual assault, against any member or guest of the institutional community on institution-owned or institution controlled property or at any institution sponsored program.

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

(bb) Intentionally making an accusation that is false or is made with reckless disregard for the truth against any member of the System community by filing a

complaint or charges under the rules of conduct or under any applicable established complaint or grievance procedures in the System.

(cc) Willful incitement of individuals to commit any of the acts herein prohibited.

(dd) Any other conduct that violates applicable stated prohibitions, policies, procedures, rules, or regulations of the institution or Board of Regents.

(ee) Any act prohibited by local, state or federal law that occurs on System premises or at a System-sponsored function on or off such premises.

(ff) Dating Violence. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

(gg) Domestic Violence. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

(hh) Stalking. "Stalking" means engaging in a course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others, or suffer substantial emotional distress.

(ii) Sexual Violence. Sexual violence is a severe form of sexual harassment and refers to physical, sexual acts or attempted sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law. A person may be incapable of giving consent due to the use of drugs or alcohol, age, an intellectual or other disability, or other factors, which demonstrate a lack of consent or inability to give consent.

Sexual coercion is:

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

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

10.2.2 Institutions May Prohibit Other Conduct.
An institution may adopt policies which prohibit other conduct not included above which are approved by the President and institution's general counsel. (B/R 08/24)

All complaints of alleged misconduct (Section 10.2.1 above) made against a GBC student by any person should be submitted to the student conduct officer by calling 775.327.2115 or emailing trina.castonguay@gbcnv.edu

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

Section 10.3 Student Conduct Officers or Coordinators.

10.3.1 Appointment of Student conduct officer or Coordinator.
The President of an institution may appoint a student conduct officer or coordinator and alternate student conduct officers or coordinators 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 or Coordinator.
Student conduct officers or coordinators at an institution or professional school must receive training approved by the institution's legal counsel.

10.4 Allegations of Violations of the Rules of Conduct.
Complaints alleging discrimination, including sexual harassment, that do not constitute sexual harassment

under Title IX, are subject to the complaint and investigation procedures set forth in Title 4, Chapter 8, Section 14(C) of the NSHE Handbook. The hearing procedures and sanctions established in this Chapter 10 are applicable to the resolution and determination of such complaints. Procedures required for allegations of sexual harassment under Title IX, including allegations of sexual assault, dating violence, domestic violence, and stalking, are set forth in Section 10.4.12. In the event allegations of misconduct include allegations of Title IX sexual harassment as well as allegations of other misconduct, all the allegations will be handled in accordance with the provisions of Section 10.4.12. The procedures for all other 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 and Computation of Time
The student conduct officer, coordinator 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 or coordinator will deliver a letter to the student. The letter shall state the factual allegations, the charges, the student conduct officer's or coordinator's proposed informal resolution process, if not completed earlier, and a copy of this chapter.

In computing any period of time prescribed by this Chapter, the day of the act, event or default from which a designated period of time begins to run shall not be included. The last day of the time period shall be counted, unless it is a Saturday, Sunday or legal State holiday, in which case the time period runs until the end of the next day which is not a Saturday, Sunday or legal State holiday.

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 or coordinator, 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 or coordinator shall notify the charged student in writing that the matter will be addressed through a hearing before a student conduct board or a student conduct hearing officer. A time shall be set for a student conduct hearing to occur within a reasonable time from this notification, yet not more than twenty-five (25) calendar days from the date of the decision to proceed with formal resolution of the complaint. Maximum time limits for scheduling of student conduct hearings may be extended at the discretion of the student conduct officer or coordinator. 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 or coordinator, 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 or coordinator 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 or coordinator 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 or coordinator shall notify the opposing party of all witnesses and provide copies of all documents and records in writing that the party proposes to introduce as evidence at least five (5) calendar days prior to the hearing. The President shall issue subpoenas to compel the attendance of persons and the presentation of documents at all hearings established under this chapter upon the request of the person charged or of the student conduct officer or coordinator. Such subpoena authority shall be exercised under the authority conferred by NRS 396.323.

(d) The charged student(s) and advisors, if any, along with the student conduct officer shall be allowed to attend the entire portion of the hearing, at which information is received, excluding the time of deliberations. Admission of any other person to the student conduct hearing shall be at the discretion of the student conduct board or hearing officer.

(e) Witnesses will provide information to, and answer questions from, the student conduct board or hearing officer. The charged student and student conduct officer may suggest questions. These questions will be directed to the chairperson of the conduct board or the hearing officer, who will question the witnesses directly. The chairperson of the conduct board or the hearing officer will decide on the specific course of questioning and/or information sharing throughout the hearing.

(f) All student conduct boards, hearing officers, or student conduct officers, may accommodate concerns for personal safety, well-being, and/or fears of confrontation, by the complainant, the accused, and witnesses, during the hearing or during the informal resolution process by providing the opportunity for the hearing board or student conduct officer to receive the pertinent information and conduct conversations for the resolution of the case using methods other than requiring both parties to be present in the same room at the same time. Such options include use of a visual screen, participation by videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined by the chairperson of the student conduct hearing board or hearing officer conducting the hearing.

(g) Either party may present pertinent written statements, records, or other information to the student conduct board or hearing officer. The formal rules of evidence in court shall not apply but irrelevant or unduly repetitious evidence shall be excluded.

(h) To the extent consistent with the Family Educational Rights and Privacy Act ("FERPA") the hearing, except for deliberations, shall be taped or digitally recorded. Upon request by the student, a written transcript will be provided at the student's expense. Personally identifiable information will be removed. The record shall be the property of the institution, and will be maintained with the student's conduct records by the student conduct officer.

(i) Student conduct hearings shall be conducted in private, unless the charged student requests an open hearing. An open hearing must be held consistent with Subsection (f).

(j) If a charged student, with notice, does not appear at a student conduct hearing, the information in support of the complaint shall be presented, considered, and acted upon even if the charged student is not present. Failure of the student to appear is not evidence that the student was responsible for the charge of misconduct.

(k) The hearing will proceed according to the institution's schedule and will not be delayed by another process off campus.

(l) The chairperson of the student conduct board or the hearing officer decides procedural questions.

(m) The members of the student conduct board or the hearing officer deliberates in closed session after the hearing has concluded, and shall determine whether or not the charged student has violated each Section of the rules of conduct that the student is charged with having violated. This determination is made through consensus when possible, and if not possible, then by a simple majority vote of the board members.

(n) The student conduct board or hearing officer's determination shall be made on the basis of whether it is more likely than not that the charged student violated the rules of conduct.

(o) If the charged student is found not to have violated the rules of conduct, then the hearing is concluded. If the charged student is found to have violated the rules of conduct, then the student conduct board or hearing officer will discuss possible sanctions for the student after being informed of the student's disciplinary record with the institution.

(p) The student conduct board chairperson or the hearing officer will provide the board's decision on the violation and, if appropriate, for sanctions to the student conduct officer or coordinator and to the student. This written decision will be served within seven (7) calendar days of the conclusion of the hearing. The written decision may be served by electronic mail or by first class mail with the U.S. Postal Service with delivery confirmation to the last known address of the student or by personal delivery.

Service is complete upon sending of the email or depositing with the U.S. Postal Service.

(q) With respect to an institutional disciplinary action alleging sexual violence, domestic violence, dating violence or stalking 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 complainant and respondent must be informed simultaneously of the outcome.

10.4.7 Appeals.

A student who is aggrieved by the decision of a student conduct hearing board or hearing officer may appeal to a vice president designated by the President or the President may decide to hear the appeal. The appeal shall be in writing and delivered to the student conduct officer within seven (7) calendar days of the student's receipt of the decision. The student's appeal must include all written arguments in support of the appeal.

(a) The only grounds for an appeal are:
- Deviations from procedures set forth which result in significant prejudice.
- 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.
- 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 or coordinator shall review the appeal and direct it, along with the recording of the hearing, any written evidence and arguments, and decision to the vice president designated by the President to hear the appeal within fourteen (14) calendar days of receiving the appeal. With the record, the student conduct officer or coordinator 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 or coordinator within thirty (30) calendar days of the receipt of the decision and record of the hearing by the vice president. The vice president may extend the time limit of this Section by written notice to the parties.

(e) Any sanction against the student shall not take effect until any appeal is concluded.

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

(a) Insure the safety and well-being of members of the institution's community;

(b) Protect institution property;

(c) Prevent the student from posing an ongoing threat of disruption of, or interference with, the normal operations of the institution; or

(d) Protect any student from discrimination, including sexual harassment or retaliation for the report of discrimination, including sexual harassment.

10.4.11 Conditions of Emergency Removal and Hearing

(a) When an emergency removal is imposed, the charged student shall be denied access to the institution, including classes and all other institutional

activities or privileges for which the student might otherwise be eligible, as the President, the student conduct officer, or coordinator 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 or coordinator may permit the student to participate in distance learning classes that do not include entering onto institutional property and provide adequate protections to prevent any of the conditions of (a), (b), (c) or (d), above, from occurring. Any student so removed shall be afforded an opportunity for a hearing on the emergency removal no later than fourteen (14) calendar days following the removal unless the student agrees to delay the hearing to a later time. A hearing officer shall hold the hearing under the hearing procedures of the rules of conduct where those may be applicable. The student conduct hearing officer or coordinator shall make a recommendation to the President. The President's decision upon the hearing officer's recommendation shall be final. The removal does not replace the regular disciplinary process, which shall proceed under this chapter.

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

10.4.12 Procedures Available when Title IX Sexual Harassment is Alleged.
Procedures required for allegations of sexual harassment under Title IX, including allegations of sexual assault, dating violence, domestic violence, and stalking, are set forth in Title 4, Chapter 8, Section 14(D) of the NSHE Handbook. These procedures are established in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations (20 U.S.C. §1681 et seq.; 34 C.F.R. Part 106.46).

10.4.13 Board of Regents Policy Against Unlawful Discrimination and Unlawful Harassment
The Board of Regents policy against unlawful discrimination and harassment is set forth in Title 4, Chapter 8, Section 14 of the Board of Regents' Handbook.

10.4.14 Withdrawal of Student from Institution During Ongoing Investigations, Hearings, and Appeals
In the event a student against whom disciplinary proceedings have been commenced pursuant to this Chapter 10 of the Nevada System of Higher Education Code withdraws from the institution prior to the completion of any investigation, hearing or appeal commenced before receipt of the withdrawal, then:

- The withdrawal shall be effective immediately. Unless otherwise mandated by law, the person submitting the withdrawal shall not be permitted to revoke the resignation under any circumstances.
- The pending investigation, hearing, or appeal shall immediately cease.
- In cases involving sex discrimination, including sexual harassment, the Title IX coordinator shall take appropriate action, which may include completing the investigation to the extent reasonably practicable, in order to prevent the reoccurrence of and to remedy the effects of the alleged misconduct.
- The facts and circumstances of the charge(s) may be cause for denial of readmission, denial of an application of employment, or denial of work as an independent contractor. (B/R 12/24)

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 by calling 775.327.2115 or emailing trina.castonguay@gbcnv.edu

GBC Complaint, Investigation Procedures, Remedies, and Interim Measures, Resolution

Complaint and Investigation Procedures
At Great Basin College, the individual designated to receive complaints of discrimination and sexual harassment is the Title IX Coordinator, Arysta Sweat. When Security and/or any other employee receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, they must immediately contact the individual listed above. Title IX complaints must immediately be provided to the Title IX Coordinator.

Both the individual filing the complaint (complainant) and the individual against whom a complaint of alleged discrimination is filed (respondent) shall have the opportunity to select an independent advisor for assistance, support, and advice, and both are notified.

An investigation is initiated to gather information about the incident. The Title IX Coordinator Arysta Sweat has been nationally certified by ATIXA. Interim President Amber Donnelli is the final decision-making authority for all allegations. As an institution, we will take prompt,

effective action to end the harassment; remedy the effects; and take action to reasonably prevent the recurrence and do so in a prompt, equitable, and effective manner.

Guidelines provide the respondent with information as to the nature of the complaint. The complainant and the respondent have equal rights to be interviewed, identify witnesses, and provide documentation pertaining to the complaint. In most cases, an investigation should be completed within 60 calendar days of receipt of the complaint.

It may be necessary or advisable to take actions designed to minimize the chance that the respondent will either continue to harass or retaliate against the complainant and to provide additional support to the complainant. Such actions may also be necessary or advisable on behalf of a respondent. The measures themselves must not amount to retaliation against the complainant or the respondent. Any interim measures or final remedies shall be monitored by the Title IX Coordinator throughout the entire process to assess whether the interim measures or final remedies meet the goals of preventing ongoing harassment or discrimination, protecting the safety of the parties, and preventing retaliatory conduct.

Remedies and interim measures for both students and employees may include:
No contact directive; providing an effective escort to ensure safe movement between classes, activities, workplace, and parking lots; moving to a different residence hall; transfer to a different area/department; providing information regarding institutional and community services including but not limited to, medical counseling, Employee Assistance Program, tutoring, etc.

Confidentiality is important, however, it cannot be guaranteed. GBC employees will respect the privacy of the complainant and the respondent to the extent reasonably possible and will maintain confidentiality to the greatest extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where we are required by law to disclose information (such as in response to a legal process) or, when an individual is in harm's way.

Because GBC does not have designated personal counselors, a complainant may be encouraged to speak with outside professional counselors, pastoral counselors, or under Nevada law other professionals who may maintain confidentiality, e.g., doctors, social workers, victim advocates, etc.

When a complainant requests confidentiality from the institution, or requests that no action be taken, or disciplinary action be taken, the institution will weigh that request against the institution's obligation to provide a safe, non-discriminatory environment for all. If the institution honors the request, the complainant will be informed that this limits the institution's ability to investigate and take possible disciplinary action. Once the investigation is complete, there may be the possibility of an informal resolution or a hearing if the informal resolution fails. The complainant may choose not to permit the matter to be resolved by the informal resolution process (if sexual assault is alleged, the informal resolution process may not be used). Or, if the informal resolution process is used, it may be terminated at any time prior to a written determination being signed.

Complete details of this process and sanctions may be found at https://www.gbcnv.edu/rights_responsibilities/ and www.gbcnv.edu/security.

Crime of Violence Exception to FERPA

When discriminatory conduct or sexual harassment involves a crime of violence or a non-forcible sex offensive, FERPA permits the institution to disclose in accordance with the Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act, 20 U.S.C. §1092 (f). 34 CFR 668.46 (Clery Act).

Unlawful Harassment

Unlawful harassment involves conduct (discrimination) aimed at any legally protected class; a person's age (40 or older), 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 (including hair texture and protected hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks and twists), color, race, or religion.

Bullying and Cyber-Bullying

"Bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons.

"Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual

image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737.

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

At Great Basin College, bullying and cyber-bullying, like any other hate crime, should be reported by students or employees immediately. Anyone who is a victim or is aware of bullying or cyber-bullying against another should report the situation to campus security at 775.934.4923 or the Office of the Vice President for Student and Academic Affairs 775.327.2116.

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 who is motivated by virtue of the victim's actual or perceived race, color, religion, national origin, physical or mental disability or sexual orientation. Hate crimes are particularly repugnant to the mission of the Nevada System of Education (NSHE) and detrimental to the responsibility of NSHE to provide a safe environment for education, research and service for the NSHE community. In order to ensure that all institutions of the NSHE are prepared to respond to hate crimes that may be committed on its campuses, each institution must adopt a policy and procedure regarding hate crimes. The policy and procedure must include the manner by which the institution or its police services will prevent, respond to and investigate hate crimes.

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 at 775.934.4923, and at the centers, the director should be notified as soon as possible. In all cases, the Vice President for Student and Academic Affairs 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.

Bystander Intervention

Speak up! Take action to stop behavior that may be dangerous!

Everyone is a bystander—students, faculty, staff, friends, family, etc. You are a bystander if you observe sexual harassment/sexual violence.

What should a bystander do?

- Take action. Offer help.

Before you go out, plan to stop the behavior:

- It's On Us website: http://itsonus.org/

Intervene to stop the behavior as it is occurring:

- Note how much alcohol or drugs they may have consumed.
- Ask the victim if they are okay.
- Get the victim out of the situation—offer a safe ride home; tell them someone is looking for them.
- Don't leave without making sure they are in a safe place.

Not comfortable intervening? Don't walk away. Call, text, or ask someone you trust to help!

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 2018, each year in October, Great Basin College files a crime and fire safety report with the U. S. Department of Education. This report may be reviewed by anyone seeking this information at the following website: www.gbcnv.edu/security/crime.html.

GBC regularly updates the following: campus safety and security procedures, emergency procedures, yearly security reports, hate crime policy, timely warning procedures, crime reporting procedures, and disclosure of all safety and security policies and procedures. All updates, policies, and procedures may be reviewed by emailing the Security Officer Supervisor, at joseph.micke@gbcnv.edu.

Yearly by October 1st, the Great Basin College Safety and Security Department issues the annual security and fire safety report. This report is available on the campus website at https://www.gbcnv.edu/security/crime.html.

Print copies are available at the offices of the Center Directors, the Vice President and President's offices, the Great Basin College library, and the office of Safety and Security. Individuals may obtain a copy via email request to the Security Office at joseph.micke@gbcnv.edu.

Great Basin College uses a timely warning early alert system in partnership with the Omnilert service. This system provides the ability for all students, faculty, and

staff to receive notice of campus closures or emergencies on their cell phones and via email. In order for this system to provide warnings during an emergency, all members of the campus community must maintain updated email and cell phone listings in the student PeopleSoft system and the human resources Workday system. All timely warnings are also posted on the front of the website at www.gbcnv.edu.

Any student, faculty, staff or member of the campus community witnessing criminal actions or emergencies should call 911 immediately. Members of the campus community who believe they may know of criminal activities or violations of campus policies are encouraged to report the information to the Great Basin College Elko Campus Security Department 775.327.2354, your Center Director, or the Vice President for Student and Academic Affairs 775.327.2116. Students downloading the safety app may text Security directly. The safety app address is www.gbcnv.edu/security/safetyapp.html.

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 enrolled or expect to become enrolled as students as defined by Nevada Revised Statutes (NRS) 179D.110, and workers as defined by NRS 179D.120 on any Great Basin College campus or in online instruction must comply with the registration requirements of NRS Chapter 179D.460. Offenders must complete a sex offender registration with University Police Services. Offender registration can be scheduled with University Police Services/security personnel at 775.934.4923 or richard.gruber@gbcnv.edu. Failure to do so may result in legal and 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 Campus Security reviews the listing of registered sex offenders in each GBC community (Elko, Ely, Pahrump, and Winnemucca) to verify all notifications are current. Inquiries regarding registered sex offenders on the Elko campus and at GBC centers should be referred to the University Police Services at 775.784.4013 or at richard.gruber@gbcnv.edu Please refer to the Campus Security website www.gbcnv.edu/security for additional information. Registered sex offenders are cited in the following: https://www.gbcnv.edu/security/offendernotify.html

Mandatory Reporting

Great Basin College is committed to maintaining a supportive and safe educational environment, one which seeks to enhance the well-being of all members of the GBC community, which includes creating a secure environment for children who may participate in GBC programs or activities or be present at GBC facilities or events. The GBC procedures for the protection of children are intended for the protection of all children who participate in GBC events or activities for children, or who are GBC students. Great Basin College performs due diligence by requiring a comprehensive background check for all new employees hired into administrative and teaching faculty positions and current administrative and teaching faculty who through the normal course of their employment work in a level 2 children's program. The State of Nevada requires that all new classified employees have a background check post offer. The full mandatory reporting and child protection policy is available for review at the policy and procedures website section 4.27. https://www.gbcnv.edu/administration/policies.html.

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 University Police Services should be notified immediately. Once the Director has determined the basic facts of the situation, they will notify the Vice President for Student and Academic Affairs, the Vice President for Finance and Operations, 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,l, (b). NSHE Title 4, Chapter 22, Section 4.

If the situation is not immediately reconcilable, on the Elko campus, reports should be made to a Security Officer, University Police Services, or Vice President for Finance and Operations. Concerns for all centers should be reported to the Center Director.

Children on Campus

Children are not allowed in 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 is held on campus.

Smoke Free GBC

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

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

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

Missing Student Notification 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 GBC college residence, campus, or center 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 University Police Services, a Security Officer, the Housing Coordinator, or the Vice President for Student and Academic Affairs. Concerns at all centers should be reported to the Center Director, the University Police Services, or the Vice President for Student and Academic Affairs. 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 and Academic Affairs and the University Police Services shall be notified so an investigation may be conducted in accordance with Great Basin College policies and procedures.

The University Police Services will immediately begin an investigation into the report of a missing student. The investigation will include:

- Inspection of the student's residence if they live in on-campus housing.
- Attempts to contact the student via any known cell or home numbers.
- The student will be sent an email to contact the college immediately.
- If a dorm resident, interviews of the student's resident advisor, roommate(s), and friends will be conducted to see if they may be aware of the student's activities, location, or plans.
- The student's class schedule will be reviewed, and a Security Officer will meet with each class to determine if the student attends or if anyone in the class may know their whereabouts.
- Instructors will be contacted to attempt to determine when the last class attendance or web campus entry occurred.
- If the student has a vehicle registered with the housing coordinator, or friends can identify it, Security will search all college properties for the vehicle.

All results of the investigation will be reported to the Vice President for Student and Academic Affairs (VPSAA). Upon completion of the investigation, if the location of the missing student has not been determined and the student has been missing 24 hours or if there appears to be a reason to believe foul play has occurred, the VPSAA will authorize a report being filed with the local police agency. The VPSAA or their designee will notify the individual listed as emergency contact. "If a student is under 18 years of age, and not an emancipated individual, the institution is to immediately contact the custodial parent or legal guardian of such student" [cited from Section 488 (j)(l)(A)(i)(II)].

Student Photo ID Cards

Great Basin College student photo ID cards are strongly recommended and are available at the Elko campus and all centers. Student ID cards provide photo ID information during a possible emergency situation including assisting with the missing student policy. Student IDs also provide access to those events sponsored by student government that may be free to those with a current student ID. You must be currently enrolled into courses. To get your student ID go to Berg Hall in Elko or speak with the office staff at your local center.

Assistance with Substance Abuse

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

While the majority of adults who drink do so in an acceptable and responsible adult manner, there is a substantial number who misuse and abuse alcohol with resulting problems in health, academic and vocational performance, social and personal relationships, and financial and legal matters. We at GBC value your right to make your own choice. As with any privilege, there is a responsibility. To those choosing to drink alcoholic beverages comes the duty of doing so in a manner that is consistent with the laws of the state and community norms, and with respect for the rights of others.

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

Alcohol and Drugs

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

You must have the written permission of the President in order to have alcohol served at any GBC location or event.

Legal Sanctions
Legal sanctions are governed by the Nevada Revised Statutes. Such sanctions result from a police report filed with the district attorney's office. Legal action may take place concurrently with campus disciplinary action. For additional information, please contact 775.327.2354.

Medical Marijuana

Use, possession, manufacturing, or distribution (hereinafter use) of marijuana (including for medical purposes), 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 is prohibited. Use, possession, or cultivation of marijuana (including for medical purposes) on any NSHE or NSHE foundation-owned or leased property, or at any NSHE sponsored or authorized activity is expressly prohibited. Board of Regents CODE, Title 2, Chapter 10, 10.2.1(t).

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 https://www.gbcnv.edu/community.html. For additional information, please contact the facilities scheduler at 775.327.2228 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 Finance and Operations 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 Finance and Operations or designee has reviewed all documents.

Public Forum

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

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

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

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

To request approval please contact the Environmental Health, Safety, and Security at 775.934.4923 or email at campus.security@gbcnv.edu.

Bulletin Board Posting

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

Policy Statement Concerning Catalog Content

The Great Basin College Catalog describes anticipated programs, courses and requirements, but these are subject to modification at any time to accommodate changes in college resources or educational plans. The catalog does not constitute a contractual commitment that the college will offer all the courses or programs described. The college reserves the right to, for financial, curricular, programmatic, health, or other reasons as it deems necessary and appropriate in its discretion: eliminate, cancel, reduce, modify, or phase out courses, programs and requirements; change the mode of instruction; limit enrollments in specific programs and courses; change fees during the student's period of study; and/or dismiss or require a student to withdraw from a course, program, or the institution for cause.

Disability Resource Center

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 Resource Center, located in Berg Hall, 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 Accessibility Services 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 775.327.2336.

Students who wish to review the entire GBC reasonable accommodation policy and the process for requesting a reasonable accommodation can access this information on the GBC website at www.gbcnv.edu/disabilities/. The GBC service animal policy and the emotional support animal policy and agreement, applicable to the GBC student housing program, can also be found on this web page.

Dual enrollment students (students enrolled concurrently in high school and GBC college courses) should note that IEPs and 504 accommodations are not transferred directly from the high school to the college classroom. High school students are advised to submit a current IEP and documentation or report from the school psychologist to the GBC Disability Resource Center along with a request/intake for accommodations form. All documentation submitted by dual enrollment students will be evaluated based on the GBC reasonable accommodation policy.

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, campus security at 775.934.4923. If you have concerns, please contact the Center Director, Campus Security or Vice President for Student and Academic Affairs to discuss the situation.

Every student should download the GBC Safety app www.gbcnv.edu/security/safetyapp.

When You Need an Official Transcript

An official transcript is your official grade report. It is signed by the Director of Admissions/Registrar. Great Basin College has authorized the National Student Clearinghouse to provide transcript ordering via the web. If you want a copy of your transcript for yourself or to be mailed to another school or a prospective employer, you may order a transcript online by visiting www.gbcnv.edu/academics/gbctranscript. and click on the Clearinghouse transcript ordering page link.

Telephone requests will not be accepted. Transcript requests must be placed well in advance of the date needed to ensure adequate time for processing. During peak registration periods in August and January, 10 to 15 working days are required. GBC reserves the right to withhold transcripts if you have outstanding financial obligations.

Unofficial Transcripts

Unofficial transcripts can be obtained through your MyGBC in the Academics section of your Student Center. If you need assistance contact the Admissions and Records Department at 775.327.2059.

Degree Audits

It is possible to obtain an automated degree audit or what-if report (WHIF) 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 at www.gbcnv.edu. Once you log into MyGBC, click on Student Center, then Academics, Academic Requirements, and then View my Advisement Report. Contact the admissions and records office at 775.327.2059 for more information. Advisement reports should always be combined with a meeting with an academic advisor.

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 it should be the first stop for new students. The Center operates with 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.

Academic Advisors are available to assist students with identifying, planning, and achieving educational and personal goals. It is recommended that students meet with their academic advisor each semester to complete the following:

- Create an educational plan.
- Register for courses.
- Assess graduation requirements.
- Receive assistance with navigating college tools and resources.

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 775.327.2068.

Student Financial Services
Tuition planning is available to assist students with various options to help finance their college education, including deferring payments, scholarships, loans, and grants, as well as assistance with completion of the Free Application for Federal Student Aid (FAFSA). For more information contact 775.327.2095.

Student Employment Services

Student employment services, located in the Student Financial Services, 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 https://www.gbcnv.edu/career/job_opportunities.html .

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 a recent version of 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. Visit www.gbcnv.edu/distance for a short questionnaire to determine if you are a good candidate for distance education, or call 775.327.2185.

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 academic advisor and the Fall and Spring class schedules.

The GBC Library

Study and browse in the friendly atmosphere of the college library. The library has both individual and group study space, a classroom for library instruction and a fireplace conversation/reading area. There are 18 computers, four document scanners and two printers available for student use and the campus also has wi-fi access.

Almost the entire collection is available electronically and all enrolled students, including online only students, have access to library resources and services.

For more information about InterLibrary Loans, click on the heading InterLibrary Loans on the library homepage, or contact the library at 775.327.2122 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 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, Pahrump, and Winnemucca centers. Days and times are posted at these locations.

Student Email Accounts
For assistance with creating your student email please contact the help desk at 775.327.2170.

Academic Success Center (ASC)

The Academic Success Center is located inside the Library in McMullen Hall. We offer free tutoring services for all students. We have live tutors on staff for English and Math. We also have access to online tutors via Brainfuse in all subjects open 24/7 363 days a year. We have a great study space where you can gather with other students. There are cubicles to study in private or tables that can easily be arranged to fit your needs. Students can eat and drink and collaborate together. Staff is available to guide and help students with their individual needs. Join us so you'll never have to feel alone when you have a question you can't figure out. Help us make the place lively filled with students and staff connecting and learning. Walk in or call us to make an appointment at 775.327.2247.

GBC's Adult Learning Centers

GBC's Adult Learning Centers in Battle Mountain, Elko, Ely, Lovelock, Owyhee, Pahrump, Tuscarora, Wells, West Wendover, and Winnemucca help people in their respective communities to improve basic skills. Free classes are offered to adults who are 18 years of age or older and who have an interest in improving their reading, writing, mathematics, and English skills. English as a Second Language is also addressed in all of these learning centers. Students may study for their own personal satisfaction, to improve their daily survival skills, or simply

to be able to read to their children and grandchildren. Students can also improve their job-related skills through small groups 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 page 28 for test information. For location info go to www.gbcnv.edu/alc/.

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 775.327.2357 or 775.327.2356.

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 775.327.2357.

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 maintenance 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..... 775.327.5300
GBC School of Industrial Technology and Workforce Development..... 775.327.2167

The GBC Foundation

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

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

The Foundation Board of Trustees is made up of dedicated individuals with inspirational visions of Great Basin College and its service area. Together with the Foundation Director and the College President, they oversee fund-raising in annual and planned giving and major gift initiatives. While certain tax advantages may exist for qualified giving, the real work of the Foundation is in cultivating and promoting the ideas of our community members. We value innovation and the advancement of our college and our community more than anything.

The Foundation will be pleased to assist individuals and organizations with their charitable giving. The office is located at 1025 Chilton Circle on the Elko campus. For more information call 775.327.2369 / 775.327.2382, or visit the website at www.gbcnv.edu/foundation.

Fitness Center

The GBC Fitness Center on the Elko campus is available to enhance your health and wellness. A variety of fitness classes are offered each semester, including strength training, karate, rock climbing, tai chi, tennis, pickleball, kickboxing, volleyball, yoga, and more! Individual open work-out memberships are available for anyone wanting

to utilize our work-out room. To view a complete list of courses and enroll, go to https://www.campusce.net/gbcnv/category/category.aspx or call 775.327.5300.

Information for Veteran Education Programs

Great Basin College participates in veteran education programs. The determination of eligibility for use of VA educational benefits rests with the Department of Veteran Affairs (VA). The veteran certifying official assists veterans and/or their eligible dependents to access their benefits. Students who want to use VA education benefits must submit a request for certification form to the campus Veteran Affairs school certifying official (SCO) for each term they wish to be certified. It is recommended that students complete the request for certification form 30 days before the semester begins to ensure the SCO has enough time to verify enrolled classes are applicable to the chosen degree and certify the information to the VA. Students using VA education benefits must notify the SCO immediately of any changes to their semester schedule or chosen degree. Students receiving VA education benefits are required to declare a degree objective, and payments will be awarded only for credits applicable to that degree. Should credits be certified and the student fails to complete the courses, repayment of funds may be required. For remedial courses to be considered as part of the student's total enrollment, the student must take the placement test and enroll in a live class. All prior credit must be sent in and evaluated by GBC's admissions and records office. Students may request their military transcripts be sent to GBC by accessing the Joint Service Transcript website at https://jst.doded.mil/.

Great Basin College does not penalize students using VA education benefit programs under Chapters 33 and 31 while awaiting payment from the Department of Veterans Affairs providing they submit a certificate of eligibility, a written request to use such entitlement, and any additional information needed to certify enrollment. Students will continue to have access to classes, libraries, and other institutional facilities as outlined available in our catalog. No late fees will be assessed, and student accounts will be considered on hold. Title 38 USC 3679 (e).

Veterans' Standard Progress

All students using VA education benefits will be required to maintain satisfactory academic progress (SAP) requirements to continue to receive VA education benefits. In order to meet SAP, students must maintain a minimum cumulative, term GPA of 2.0, and successfully complete a minimum of 50% of the courses attempted. Failure to do so will result in the student being placed on warning. While on warning, the student may continue to receive VA education benefits without restrictions; however the student must maintain a 2.0 term GPA and complete 50% of all courses attempted. Failure to meet the SAP requirements while on warning will result in suspension of the VA education benefits. Students may appeal their suspension status by completing the veteran SAP appeal form. The appeal should be submitted to the SCO no later than two weeks before the beginning of the semester and will be reviewed by an appeals committee. Upon approval, the student will be placed on probation and will be required to meet with an advisor periodically during the semester. Should the appeals committee deny the appeal request, students may continue to take classes at GBC at their own expense. Once they reach a 2.0 cumulative GPA on their own, they will again qualify for VA education benefits.

Veterans Resource Center at Great Basin College

GBC's Veterans Resource Center (VRC) provides an encouraging environment that acknowledges and honors our U.S. military, veterans, and their dependents. The VRC's mission is to inform, advise, and certify U.S. military, veterans and their dependents with the education benefits they have earned. The center provides resources, support, and the advocacy needed to succeed in higher education. Veterans Resource Center McMullen Hall 775. 327.2128 gbc.vrc@gbcnv.edu.

Military Training

Providing military transcripts and a DD214 is mandatory for all veteran students using their VA education benefits to determine if credit may be awarded for military service or training. The admissions and records office will automatically review these submissions as long as the student has applied to Great Basin College and has declared a major. Credit will only be awarded for courses that are applicable to the declared major.

- Up to 15 credits of boot camp credit, in combination with military experience and training, may be awarded to qualifying applicants who are current active duty or were honorably discharged and completed more than one year of active duty. Refer to www.gbcnv.edu/academics/militarycredit for additional information.
- The Community College of the Air Force and Air University are regionally accredited colleges; credits from these colleges are granted with no special process required.
- Dantes Subject Standardized Tests (DSST) will be granted as indicated on the DSST chart. For courses not on the chart, American Council on Education (ACE) recommendations will be considered.

- Experience gained from military schools and other forms of military training will be evaluated using American Council on Education (ACE) and Joint Services Transcript (JST) recommendations in conjunction with other criteria required by non-traditional policies. This includes consultation with academic faculty and deans. A maximum of 15 credits from non-traditional sources, such as military training, can be applied to a GBC degree.

Veterans and active duty military seeking additional information on prior learning credits and on Nevada residency criteria can contact the Admissions and Records Department at 775.327.2059 or admissions@gbcnv.edu.

Policy Protecting our Veteran/Dependent Students from Late Fees and Penalties Due to Veteran Affairs Payment Delay

Great Basin College (GBC) will not penalize or prohibit a Veteran Education Program student from attending or participating in courses while awaiting Veterans Affairs (VA) payment (for up to 90 days) which include the following under THE VETERAN'S BENEFITS AND TRANSITION ACT OF 2018 Title I Sec. 103 Para. (e)(I)(B):

- Assessment of late fees.
- Denial of access to classes, libraries, or other institutional facilities.
- Require the student to pay out of pocket or borrow additional funds due to the inability to meet financial obligations to the institution as a result of delayed payments for educational assistance from VA.

Note: GBC requires Veteran/Dependent students to submit a Certificate of Eligibility (COE) and additional appropriate documentation to the Veterans Resource Center (VRC) in order to qualify for the protections listed above. If a student does not comply, the Veteran/Dependent student are not protected, and GBC will be allowed to charge a late fee. The late fees and penalties, which are due to the student's failure, will be owed by the student. Even if the student ultimately submits a COE and VA pays tuition and fees after the fact, the late fee will not be reimbursed to the student.

Note: The law prohibits the school from requiring a student to use his or her federal financial aid, or other sources of payment, for tuition and fees while it awaits VA payments within the 90-day period. However, schools are not prohibited from allowing a student to utilize his or her federal financial aid, or any sort of aid or loan for tuition/fees during the interim period if the student wishes to do so. What a school may not do is insist that the student utilize their aid, take out loans, or do anything else so that the tuition and fees are paid in advance of the VA benefit program.

A school may require a student to pay any charges for which there is no exception. VA will pay based on statute or VA regulations. Some examples are:

- Fees for room or board.
- Optional fees, i.e.,parking.
- The unmet portion of tuition payments as a result of a student qualifying for less than 100% of the maximum amounts payable.

Note: policies for these amounts, including the assessment of late fees. Also, if the amount that VA eventually pays is less than what the school anticipated receiving, the school is free to levy a fee or require the student to pay for the unmet charges. For additional questions, contact the Veterans Resource Center at 775.327.2128.

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: Art Club, Game Club, Native American Student Association, Phi Theta Kappa (PTK) (Honor Society), Student Government Association (SGA), Students Organizations and Leaders (SOLAR/Programming Board), Student Nurses Organization (SNO), and SkillsUSA. For more information about clubs and organizations, contact 775.327.2395 or email james.kendall@gbcnv.edu.

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

SGA is the representative body that voices the concerns of the entire student body and oversees the many social and educational extracurricular programs. Executive officers and up to 16 senators form the legislative body of the SGA. They represent the concerns of students from all service areas, including online students, and participate in weekly meetings with members from Elko, Ely, online, Pahrump, and Winnemucca.

The President, Vice President, and Secretary are elected by all students 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 offices, along with the student life office, are located in the Leonard Center for Student Life. Contact the SGA at 775.327.2395, james.kendall@gbcnv.edu, or learn more at https://www.gbcnv.edu/student_life/sga.html.

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

Registration Adds, Drops, and Changes
Admissions and Records Office 775.327.2059

Approval to register for more than 18 credits in a semester
Contact your Academic Advisor

Campus tours and visits
Recruitment Department 775.327.2337

Academic advisement reports: what-if (WHIF) reports
Admissions and Records Office 775.327.2059
Academic Advising..... 775.327.2068

Acceptance of transfer credit
Admissions and Records..... 775.327.2059

Admission Advising and Career Center
Academic Advising..... 775.327.2068

Grade appeals
Instructor, Chair, Faculty Senate, Academic Standards Committee. Contact student services for a description of the process. 775.327.2115

Residency appeal
Admissions and Records Office 775.327.2063

Dropped from classes
Admissions and Records Office for non-payment..... 775.327.2059

Appeal of GBC refund policy
Student Services, Refund Appeals Committee 775.327.2115

Appeal of late fees
Controller's Office..... 775.327.2086

Financial aid processing scholarships, grants, loans, and employment
Student Financial Services Office 775.327.2095

Appeal of financial aid suspension and denial
Student Financial Services Office 775.327.2095

Payments
Controller's Office..... 775.327.2086

Classroom accommodations for students with disabilities
Disability Resources Coordinator 775.327.2336

Complaints concerning faculty or student conduct
Student Services..... 775.327.2115
Security 775.934.4923

Security 775.934.4923

FEES

Nevada Residency Status

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

If you are attending Great Basin College as an out-of-state student, you may be presumed to be living in Nevada temporarily for the purpose of attending college and not as a bona fide resident. You may qualify for reclassification as an in-state student only if clear and convincing evidence is presented that you have lived continuously in Nevada for at least 12 months as a bona fide resident and intend to make the state your true, fixed, and permanent home. You may petition in-state status using the residence reclassification application. When you have been reclassified as an in-state student, the classification will become effective the following semester.

There are several residency exceptions for veterans and their spouses and dependents. Please request the veterans, spouses, and dependents information request form for determination of tuition charges.

There are also many other Nevada residency exceptions. Common examples include current enrollees or graduates of a Nevada high school; NSHE employees or their spouses or children; a financially independent person who has relocated to Nevada for the primary purpose of permanent full-time employment or to establish a business in Nevada, or the spouse or children of the person who has relocated for employment; full-time teachers in Nevada, etc. For more complete information, refer to https://www.gbcnv.edu/admissions/residency.html or to the Nevada Board of Regents handbook, which can be found at www.nshe.nevada.edu/regents/policies/

If you are attending GBC as an international student with an F-1 visa, you are considered an out-of-state student for tuition purposes, and you may not establish residency while your F-1 visa is in effect. If you have a different visa or have any other questions regarding residency, contact the Director of Admissions/Registrar, 775.327.2092. 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.

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/Registrar, 775.327.2092.

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/Registrar, 775.327.2092.

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—$7.50 per credit.

In-state Fees
$127.00 per credit for lower-division courses.
(course numbers of 299 and below)
$208.50 per credit for upper-division courses.
(course numbers of 300 or above)

High School Enrollment
Nevada high school students enrolled in any of the courses described below may qualify for the following fees for spring and fall enrollment only.

Dual Enrollment
A postsecondary course taught by an NSHE instructor on the high school campus or NSHE campus through a formally established dual enrollment program. Excludes upper-division courses numbered 300 or above. (ex. ENG 401, PSY 333)
$85 per credit, plus technology fee of $7.50 per credit and any applicable course fees*.

Concurrent Enrollment
A post secondary course taught at a high school by a high school instructor mutually agreed upon by the NSHE institution and high school.
$75 per course, no additional fees.

Dual Enrollment students eligible for free or reduced-price lunch (must be confirmed by school counselor)
$58.00 per credit, plus technology fee of $7.50 per credit and any applicable course fees*.

*Course/lab fees are variable depending on the course and can be found by searching for the specific course in GBC's class schedule.

*For additional details regarding fees, contact Controller's Office at GBC. For information regarding applying for these discounts or other attendance processes, contact GBC's Admissions and Records Office or your high school counselor.

Non-resident Tuition
Students enrolling in less than seven credits:
$139.75 per credit tuition charge plus the
$127.00 per credit fee for lower-division courses.
$229.25 per credit tuition charge plus the
$208.50 per credit fee for upper-division courses.

Enrollment in seven or more credits:
$4450.00 out-of-state tuition plus $127.00 per credit fee for lower-division courses.
$4450.00 out-of-state tuition plus $208.50 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 who are grandfathered in to finish.

Distance Education Tuition
Non-resident Students Only
$63.50 per credit plus the $127.00 per credit fee for lower-division courses.
$104.25 per credit plus the $208.50 per credit fee for upper-division courses.

WUE/WICHE Tuition Fee
$63.50 per credit plus the $127.00 per credit fee for lower-division courses.
$104.25 per credit plus the $208.50 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
Discontinued starting fall 2021.

Other Fees
Application fee for international students..... $25.00
Transcript fee..... $7.15
Graduation fee $20.00
Challenge examination fee $25.00
CLEP Tests..... $25.00
Computerized assessment examination fees .....
..... $15.00–$25.00
Student Success Fee (per student per semester) $15.00

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

Lab Fees
See class schedule for applicable course lab fees.

Estimated Annual Costs at GBC for a Full-Time Student Tuition and Fees for 2025-2026

Resident
$3810.00 per year (lower-division, 30 credits)
$6255.00 per year (upper-division, 30 credits)
plus any associated lab fees.

Non-resident
$8900.00 per year plus $127.00 per credit (lower-division)
$8900.00 per year plus $208.50 per credit (upper division)
plus any associated lab fees.

For more information call the controller's office, 775.327.2086 or 775.327.2087.

Books and Supplies
$1,400.00 (approximate)

For more information call the bookstore, 775.753.2270.

Past Due Balances

Enrollment Cancellation and Reinstatement
Students who have a past-due balance or who are not current on their payments may have their enrollment

canceled and will be dropped from their classes. Students can request reinstatement and be re-enrolled by acquiring instructor's permission, but must reinstate in all courses for which they were previously enrolled. Payment of all past-due fees must be made in full at the time of reinstatement.

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

Account Holds
Students who have a past due balance of $200 or more will have their account placed on hold across all Nevada Systems of Higher Education institutions. Students with this hold will not be able to register for classes, be awarded a degree or receive a diploma until the account has been paid in full.

Collections
Any student having a past due balance that is older than 120 days and that owes $200.00 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 Fees

Register for classes at www.campusce.net/gbcnv. Course fees vary in accordance with class duration, materials, location, and other factors. Continuing Education courses generally receive no state funding and are supported by course fees. No fee waivers are available for GBC employees.

Fees are payable at the time of registration. You will be withdrawn from the course if no payment is made prior to the class starting date. The refund policy for Continuing Education courses (other than special events) is 100 percent refund if the class is canceled by the college. To drop a class, you must contact the Continuing Education office by phone at 775.327.5300 or in person at least seven days prior to the start of class to receive a refund. Continuing Education retains $15.00 of the course fee upon withdrawal from a course by student. No refund will be issued if the student withdraws fewer than seven days prior the start of class. All refunds of credit card payments will be issued to the same credit card as the original payment. No cash refunds will be given. Please allow up to 30 days for processing of all refunds.

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 the regular payment plan is the day before the second payment is due.

Summer Payment Plan:
- One-third (1/3) of the total amount is due the Tuesday before semester classes start.
- Each of the two remaining payments is due monthly within the semester.
- Deadline to register for the 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 the 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 plan becomes a student accounts receivable on the due date and is treated as an official fee hold for future registration, transcript privileges, and final grade reports. Disenrollment/eviction procedures may be instituted, if necessary. A penalty of $25 shall be charged monthly on a payment not paid by the due date.

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

Students wishing to sign up for a payment plan may do so by accessing the GBC website at https://www.gbcnv.edu/mygbc.html (See instructions at https://www.gbcnv.edu/admissions/payment.html.) Students wishing to receive veterans benefits must contact the Veterans Resource Center at the time of registration. For more information call 775.327.2128.

Refund Policy

All refunds are calculated in calendar days from the class start date. The refund policy for withdrawal or net credit load reduction for all students is as follows:

The refund policy for a one day course shall be:

- 100% if initiated before the day of class.
- No Refund as of the day the class begins.

The refund classes two calendar days through eleven calendar days in length shall be:

- 100% if initiated on or before the first day of class.
- No refund after the first day of class.

The refund policy for regular session (16-week) and dynamic extensive (longer than 16-week) session courses shall be:

- 100% if initiated on or before the seventh day of class.
- 50% if initiated on/or before the fourteenth day of class.
- No refund after the fourteenth day of class.

The refund policy for all other courses and sessions (twelve days or longer) shall be:

- 100% if initiated on or before the fourth day of class.
- 50% if initiated on or before the seventh day of class.
- No refund after the seventh day of class.

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

The refund policy for community education courses:

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

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

Requests for refunds must be filed within 120 days from the last day of the semester the student is appealing. The refund appeals committee will determine if a refund is warranted.

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

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

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

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

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

Student Housing

Great Basin College student housing provides convenient, affordable housing for single students, single parents, married students, and married students with children.

- Student housing requires all residents to provide proof of compliance with the meningitis vaccination.
- A student must be enrolled in six or more credits to reside in student housing.
- All housing facilities are located just two blocks off the campus.
- Payment options for single students will allow four payments of ¼ the contract each; or $50.00 credit if paid in full before instruction begins.
- There is a $50.00 non-refundable processing fee applied to your account when an application is received.

Single Student Apartments

- These facilities consist of two- or three-bedroom furnished apartments, including: full size range, refrigerator, dishwasher, laundry hookups, parking, internet, and lawn area. (includes all utilities except telephone and cable).
- Each suite contains a common living/dining/kitchen and bathroom. Students have a private bedroom.
- Roommates are assigned based on information provided on the housing application.
- $350.00 deposit

Cost—Non-Refundable 18-Week Semester Contract

- Regular Student $2,440.00

Griswold Hall Dorms

- These facilities consist of traditional dorms including: TV room, study room, computer lab, parking, internet, shared food-warming area, lawn/gathering areas, gaming room, laundromat, and small fitness room.
- Students are assigned rooms of single/private occupancy and limited double occupancy. (includes all utilities except telephone and cable).
- $250.00 deposit

Cost – Non-Refundable 18-Week Semester Contract

- Private Room $2,419.00
- Double Room $1,782.00

Additional Rates

- $112.00 per week

Above and beyond semester contract

- Early move in
- Late stay
- Summer

- $200.00 — Winter Break

Married and Family Apartments

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

Cost – Monthly Rent

- Deposit $ 500.00
- Two bedroom apartment $ 825.00 (Monthly)
- Three bedroom apartment $ 875.00 (Monthly)

Housing Application Process

Step 1: Complete the application on the GBC website. http://www.gbcnv.edu/housing.

Step 2: Pay the processing/deposit fees. The processing fee and deposit must be turned into the controller's office in order to reserve a room.

Step 3: Check your email for letters from housing@gbcnv.edu

Great Basin College
Atention: Housing
1500 College Parkway
Elko, NV 89801
housing@gbcnv.edu

For more information, contact 775.327.2395 or email housing@gbcnv.edu

FINANCIAL AID

Great Basin College participates in the Title IV federal student aid programs. Although the student and the student's family have the primary responsibility for financing the costs of education, there is aid available in the form of grants, loans, scholarships, and student employment. These programs are regulated by the Department of Education, State of Nevada, and campus guidelines. An education at GBC is potentially one of the most rewarding investments you may make in your lifetime.

Eligibility

Most of the financial aid guidelines specify eligibility requirements, which include, but are not limited to the following:

- Have earned a high school diploma or passed a state-approved high school equivalency exam.
- Has earned an associate degree or completed 60 credits towards a bachelor degree.
- Be a US citizen, permanent resident, or other eligible non-citizen of the United States, as documented by the Department of Homeland Security.
- Must be degree seeking and enrolled in classes only applicable to the declared degree.
- Not be in default or owe a repayment on any Title IV loans or grants.
- Maintain satisfactory academic progress.

Note: Adjusted diplomas and certificates of attendance are not considered equivalent to a high school diploma, and students are advised to take a high school equivalency exam.

A student enrolled in elementary or secondary school is not eligible for aid from the Federal Student Aid programs even if they are simultaneously enrolled in an eligible postsecondary program.

Applying for Financial Aid

Students who wish to apply for financial aid must submit the FAFSA (Free Application for Federal Student Aid) at https://studentaid.gov/h/apply-for-aid/fafsa. The Great Basin College school code is 006977.

After the student submits an application, they will receive a student aid report from the Department of Education. Once GBC receives the application, the student will receive an email notification that GBC has received the student's FAFSA and what documents the student must submit to complete their file.

To receive consideration for all Title IV and other financial aid funds, students should apply as soon as possible, beginning October 1 of the year prior to the year in which they plan to attend.
Students receiving financial aid must have completed all items on their financial aid to do list by July 1 for fall, and December 1 for spring to ensure their financial aid will be paid before classes start.

Students who submit their paperwork after these dates may be responsible for their own fees and books. If it is determined that the student is eligible for aid, their financial aid will be received as a reimbursement.

In addition to the FAFSA, students interested in student loans must also complete the student loan request form. This form is located at the financial aid website under forms. A first-time borrower must also complete the entrance quiz and promissory note. Per Department of Education regulations, a first time borrower must wait 30 days from the first day of class before GBC can make the first loan disbursement.

Note: All communication from the financial aid office is by email. Students can also check the status of their file through their MyGBC account.

Types of Aid Available

Pell Grant

Pell grant is the foundation of a financial aid package and is awarded to eligible undergraduate students who have not yet received a baccalaureate degree. Students must complete the FAFSA in order to determine eligibility. Students must be enrolled in classes applicable to their degree and meet satisfactory progress requirements.
A student may only receive a Pell grant for six full-time equivalent years.

Supplemental Education Opportunity Grant (SEOG)

SEOG is awarded on a first-come, first-served basis to students with exceptional financial need and have the lowest expected family contribution.

Access Grant

Awarded to students who have financial need established by federal methodology. Students must be enrolled in six credits applicable to their chosen degree.

GBC Need Grant

Awarded to students who have a financial need established by the federal methodology. Students must be enrolled in six credits applicable to their chosen degree.

Grant-in-Aid
Institutional funds made available to Nevada residents. A separate one-page application is required to receive this aid.

Silver State Opportunity Grant (SSOG)
A need-based, state grant that is awarded to low-income students pursuing a college education. To be eligible, the student must:

- Be enrolled in at least 15 credits that apply to the student's chosen degree.
- Be in college-level math and English (college-ready) based on placement or completion of entry-level, college-level mathematics and English.*
- Be classified as a Nevada resident.
- Meet institutional and Title IV financial aid satisfactory academic progress requirements.
- Complete the FAFSA and have an expected family contribution (EFC) of $8500 or less.

*** To be considered college-ready for the purpose of SSOG Program eligibility, a student must be: 1) currently or previously enrolled in a 100- or above-level mathematics and English course; 2) placed into a college-level course under institutional placement policies for placement into at least Math 116 and English 101; 3) previously successfully completed remedial coursework (evident by a C or better in Math 96 and/or English 95).**

Federal Direct Stafford Loans (Subsidized and Unsubsidized)
These are low-interest need and non-need based loans. Students are required to repay all student loan funds received regardless of whether they completed their degree, found a job in their field of study, or experienced financial difficulty.

You must be enrolled in six credits applicable to your degree and meet satisfactory progress requirements to qualify for a student loan. Repayment begins six months after the student graduates, leaves school, or drops below six credits. All loans are assessed a loan fee which will be deducted from the loan before the borrower receives any loan funds.

- The subsidized portion is need based. The federal government pays the interest on this portion while the student is enrolled in at least six credits.
- The unsubsidized portion is non-need based. Interest accrues from the date the loan is disbursed. The student is responsible for this amount and may pay this interest as it accrues. If not paid, the accumulated interest will capitalize when the loan goes into repayment.

Annual loan limits are regulated by the government and are as follows:

Class Standing	Credits Earned	Base Eligibility	Additional Unsubsidized Eligibility
Freshman	0-29	$3,500	$6,000 ($2,000 Dependent Students)
Sophomore	30 or more	$4,500	$6,000 ($2,000 Dependent Students)
Junior/Senior	60 or more	$5,500	$7,000 ($2,000 Dependent Students)

Aggregate loan amounts are set by the federal government. Aggregate limits are based on a four-year degree. Undergraduate levels are as follows:

Dependent students: $31,000 (of which no more than $23,000 can be subsidized)

Independent students: $57,500 (of which no more than $23,000 can be subsidized)

Federal Direct PLUS Loan
The PLUS is a non-need loan for the parent of a dependent student. Approval is based upon the creditworthiness of the parent. Interest begins to accrue from the date the loan is disbursed. Parents can apply online at https://studentaid.gov/. Should the parents be denied, a proof of a denial must be submitted to allow a dependent student to apply for additional unsubsidized Stafford loan funding.

Work Study

Federal Work Study
The federal work study program is federally funded to help provide on-campus employment for qualified students who demonstrate a financial need as determined by the FAFSA. Students must be enrolled in at least six credits that are applicable to their degree.

Regents Service Program
A state funded work study program based on criteria established by the Nevada System of Higher Education Board of Regents. To be eligible, the student must be a Nevada resident enrolled in at least six credits applicable to their degree and must meet one of the following criteria:

- Head of household.
- Single parent who has never attended college or had a break in enrollment of two years or more.
- First person in their immediate family to pursue a certificate or degree beyond high school.
- Not receiving support from parents or family.
- Have unusual financial circumstances.

A separate application is required. Go to https://nshe.wd1.

myworkdayjobs.com/GBC-external.

Access Work Study
This state-funded employment program is awarded to students who exhibit a financial need through the FAFSA. The student must be enrolled in at least six credits applicable to their chosen degree.

GBC Scholarships

Scholarships are monetary awards that assist students in their pursuit of an education. GBC has a variety of scholarships made available by the generosity of multiple donors. Scholarships are awarded based on the criteria chosen by the donors. GBC Foundation Scholarships are awarded annually with the application deadlines set during the month of March for the subsequent academic year. Should an award recipient become ineligible or choose not to enroll they will forfeit the award.

Millennium Scholarship
Nevada Governor Kenny Guinn established the Millennium Scholarship in 1999 from a tobacco company settlement trust fund. Monies from the trust fund provide scholarships for Nevada high school graduates. This scholarship is available for each qualified student to use for education costs. The scholarship eligibility is determined at the Nevada high school level. The student must enroll in at least nine credits applicable to their degree. The scholarship pays $40 per credit hour for lower-division courses and $60 per credit hour for upper-division courses. The scholarship will pay up to 15 credits per semester. Students must acknowledge their award on the Nevada State Treasurer's Office website before funds can be disbursed. Millennium Scholarship eligibility requirements are separate from financial aid satisfactory academic progress. For more information about the Millennium Scholarship go to: https://www.nevadatreasurer.gov/GGMS/GGMS_Home/.

Nevada Promise Scholarship
The Nevada Promise Scholarship was established by the Nevada Legislature in 2017. This scholarship provides last-dollar financial aid to Nevada students attending any of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College.

As a last-dollar scholarship, the Nevada Promise Scholarship covers the cost of the registration fee and mandatory fees (tuition is not charged to residents of Nevada) not covered by other gift aid. *Gift aid* is defined as a Federal Pell Grant, a Federal Supplemental Educational Opportunity Grant (FSEOG), a Silver State Opportunity Grant (SSOG), or a Governor Guinn Millennium Scholarship (GGMS).

In order to be considered for an award, interested students must, by established deadlines, complete the Nevada Promise Scholarship application, apply for admission to their college of choice, file a FAFSA (Free Application for Federal Student Aid), work with mentors, and perform 20 hours of community service. Scholarship availability is determined by the Nevada Legislature.

For more information:
promise@gbcnv.edu
775.327.2097
https://gbcnv.edu/scholarships/nvpromise/

Disbursement of Funds

Per federal regulations, financial aid funds are disbursed to student accounts no earlier than 10 calendar days before the start of a term.

Financial aid recipients must register for all classes, including late starting classes, before the end of the census date. The census date is the last day of the 100% refund period.

Financial aid eligibility is only calculated based on enrolled classes as of the census date. If the student registers for classes, including late starting classes, after the census date, their financial aid eligibility will not be adjusted to include these classes.

If all of the student's classes are online, and they do not live within the GBC service area, the student must submit progress reports from their instructors for all classes indicating that they are participating and making academic progress. Financial aid will not be disbursed until the progress reports are submitted and reviewed to confirm eligibility for funds.

Financial Aid Satisfactory Academic 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% of all attempted courses. Students must also successfully

complete 100% of the credits for which they received financial aid for the term.
Courses dropped during the 100% 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% of credit 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.

Repeated Course Work
A student may receive financial aid once for a repeated course that they passed previously and wish to retake to receive a better grade. The student may receive aid for failed courses until they receive a passing grade. However, students 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 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.

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 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: Financial aid eligibility will be immediately suspended if any of the following occurs:

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

Should a student be compelled to withdraw from all of the credits for which they were registered during the course of the semester, the student 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 their record, or a change of grade has been posted, please call the SFSO to review SAP status.

Financial Aid Appeal Procedure
Should a student be notified by the SFSO 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: what-if report (WHIF).
- 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 which resulted in required extended absences from classes.
- A one-time emergency situation that impacted the student's ability to continue their education or affected their academic success for a short, specified period.
- A situation for which a student had no valid choice other than to interrupt their education.

If the student's appeal is not approved, in order to re-establish eligibility, they then must obtain a cumulative 2.0 GPA with the same credit load or greater as was taken and funded in the previous semester. The student must also maintain a 67% completion rate of all credits attempted. This process must be done at the student's expense. A student may only appeal their financial aid status three (3) times during their period of enrollment at GBC.

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

Return to Title IV

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

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 GBC 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 the letter to repay the funds.

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 and/or dean. 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 or lack of participation. If a student is dropped for this reason, there will be no refund issued. 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 periods 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 and Student 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 your academic advisor to enroll for more than 18 credit hours in fall or spring and more than nine credits in the summer. Six (6) credits constitutes full-time summer enrollment.

Auditing a Course

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

You do not get a reduced fee as an auditor. When you register online you may select your grading status as graded or audit. If you later decide, however, to change from audit status to credit status or credit status to audit status, you must complete an audit/credit change form (available at www.gbcnv.edu/admissions/forms.html), obtain the instructor's permission, and submit the form to the admissions and records office or to your local center before 60% of the course has elapsed. For other courses, the audit/credit change must occur before 60% 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 Academic and Student Affairs and request withdrawal. Any financial obligations must be cleared when you withdraw.

If you are considering withdrawing from GBC, please contact your academic advisor first to discuss alternatives and support available to help you remain at GBC and stay

on track to degree completion. For more information, visit https://www.gbcnv.edu/advisement/.

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 Director of Admissions/Registrar at 775.327.2092 for details. Students who meet the mobilization/activation policy must submit a copy of their military orders to the Director of Admissions/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.

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 Veterans Affairs school certifying official at 775.327.2128.

If you do not formally withdraw by drop deadline, your instructor will automatically assign you a grade of F. One-day courses must be dropped no later than the day before the course occurs. For all other courses, the last day to drop is before 60% of the course has elapsed.

For full-semester **Fall 2025** classes, students must drop on or before **October 30, 2025** to avoid receiving an F rather than a W. For full-semester **Spring 2026** classes, students must drop on or before **April 2, 2026.** Drop dates for non-regular courses will be calculated individually, based on the 60%.

The official course drop deadline is subject to change per Nevada System of Higher Education Board of Regents 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 https://www.gbcnv.edu/calendar/campus_calendar.html. For other courses, contact the Admissions and Records Office at 775.327.2059.

Course Level/Course Section Exchange

During the second week of the fall and spring semesters, 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 https://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, for example, will be sent using email. Students may be notified of class cancellations using phone numbers and emails, etc....It is possible to update your own address, phone number, email address, and emergency contact information online through your MyGBC student center. Changing your name can be done using the request to change personal data form found at https://www.gbcnv.edu/admissions/forms.html and requires additional documentation. For more information contact the Admissions and Records Office at 775.327.2059.

It is also important to update your major, also known as your plan. This can be done on your MyGBC student center, at the Admissions and Records Office, at any of the GBC centers, or using the student information change form available at www.gbcnv.edu/admissions/forms. Keeping your plan current helps you receive correct advisement and determines the catalog year under which you will graduate. For assistance, contact the Admissions and Records Office at 775.327.2059.

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

Grading

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

Grade Points

A 4.0

A- 3.7

Work Demonstration

- An ability to transcend the obvious, apply principles innovatively, and relate theoretical concepts to everyday life. Resulting insights are often personal and illuminating.
- Capacity to develop ideas flexibly and fluently, yet with control and purpose.

Grade **Points**

B+ 3.3

B 3.0

B- 2.7

Work Demonstration

- An ability to absorb ideas and experience in understanding concepts and principles and to interpret them meaningfully in a context of the student's own conceptions.
- A capacity to develop an idea with a clear sense of order.

Grade **Points** **General Definition**

C+ 2.3

C 2.0

C- 1.7

Work Demonstration

- Satisfactory understanding of concepts and principles.
- Applications of classroom-based learning often lack depth and insight.

Grade **Points** **General Definition**

D+ 1.3

D 1.0

D- 0.7

Work Demonstration

- A frequent inability to express competence.
- A limited understanding of much of the subject matter.
- A lack of commitment or failure to follow instructions.

Grade Points General Definition

F 0.0

Work Demonstration

- Work has failed to meet the minimum requirement for the course.
- Student may not be adequately prepared for the courses which follow.

P The P is a passing grade. It is not computed in the grade point average.

S Satisfactory grade

U Unsatisfactory grade

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.

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

At the end of each semester, your grades will be available through your MyGBC student center. You will be able to access your grades approximately two weeks after a term ends. GBC would like to encourage you to review your grades electronically in your MyGBC Student Center.

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 **F**	=	3 x 0.0	0.0
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

The full grade appeal policy can be found at www.gbcnv.edu/academics/grade_appeal.html.

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 their final grade in a course, the following published procedures shall be followed. The procedures do not apply to cases of grades issued because of academic dishonesty.

Student concerns about instructor conduct or activities unrelated directly to grades should follow the student grievance procedure on page 42.

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

Failure to initiate these procedures within 30 calendar days of the end of the semester will result in the forfeiture of the right to challenge a grade.

These are the steps that must be taken:

Step One: The student must first communicate with the instructor in writing or by email to discuss the complaint and attempt a 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 and Student Affairs within three calendar days of issuance of the academic standards committee's recommendations. The Vice President for Academic and Student Affairs will, after reviewing the documentation of the previous three steps, issue a written decision which will be the final determination.

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 Department

Dean 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 complete an application for graduation. Compete the graduation e-form, submit the $20.00 fee, and the processing will begin.

- Check with your academic advisor before applying for graduation. Fees are non-refundable if you do not satisfy your requirements.
- 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.
- Applications for spring graduation are due **March 15.** A student may be lacking no more than 3 credits and still walk in the May graduation ceremony, and their name may appear on the graduation program. However, the student must be enrolled into the final 3 credits over the summer semester. Exceptions are made on a case by case basis.
- Applications for summer graduation are due **July 1**. If the student is taking more than three credits during summer to meet graduation requirements, they will not be eligible to walk in graduation until May of the following year.
- Students receiving skills certificates do not receive a diploma or participate in graduation, nor do they need to submit a graduation application. The skills certificate designation will be automatically placed on the student's transcripts when the requirements of the certificate have been met.
- If a student does not complete the courses by the time indicated on the application, they 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, having your name listed in the graduation program, or delay receiving your diploma. Graduation applications submitted 7 days prior to the end of the term will automatically be moved to the next semester.
- You must clear your financial obligations with the GBC library and the controller's office.
- Under no circumstances will a degree be posted on the student's transcript until the final course is completed.

For more information regarding graduation please contact the Admissions and Records Office at 775.327.2082.

Graduating With Honors

During the May commencement ceremonies, GBC will distinguish certain graduates by categories of academic achievement based on cumulative grade-point average and other criteria, as follows:

	Cum Laude	Magna Cum Laude	Summa Cum Laude
Associate Degrees/ Certificates	**3.50–3.69**	**3.70–3.89**	**3.90–4.00**
Bachelor's Degrees	**3.50–3.69**	**3.70–3.89**	**3.90 or higher AND an A in program capstone course***

*** Students failing to earn an A in their program's capstone course will be awarded Magna Cum Laude if the GPA is above 3.90.**

- To earn honors designation for an associate's degree or certificate of achievement, students must complete 30 credits at GBC, excluding developmental and community education courses.
- To earn honors designation for a bachelor's degree, students must complete 30 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 degree requirements.

The Great Basin College Catalog describes anticipated programs, courses and requirements, but these are subject to modification at any time to accommodate changes in college resources or educational plans. The catalog does not constitute a contractual commitment that the college will offer all the courses or programs described. The college reserves the right to, for financial, curricular, programmatic, health, or other reasons as it deems necessary and appropriate in its discretion: eliminate, cancel, reduce, modify, or phase out courses, programs and requirements; change the mode of instruction; limit enrollments in specific programs and courses; change fees during the student's period of study; and/or dismiss or require a student to withdraw from a course, program, or the institution for cause.

General Education

General Education Objectives

It is the goal of the faculty of Great Basin College that all students that graduate with either an associate or bachelor's degree from this institution develop ability and skill in the following areas. We therefore offer general education classes that meet the following objectives at both an introductory and mastery level. General education requirements at these levels for different programs are listed below.

A. Communications and Expressions

1. Written Communications

a. Utilize written genres appropriate to task.
b. Express ideas clearly and compellingly in text.
c. Effectively identify and address various audiences and contexts.

2. Oral Communications

a. Organize oral presentations appropriate to context and audience.
b. Deliver compelling and clear oral communications.
c. Demonstrate an understanding of interpersonal communications in a variety of contexts.

3. Evidence-Based Communications

a. Correctly interpret and analyze source materials and readings.
b. Determine source appropriateness/credibility according to context.
c. Effectively incorporate and cite sourced material in communications.

4. Fine Arts

a. Demonstrate proficiency in the understanding of basic fine arts concepts and language.
b. Demonstrate the effective use and application of artistic tools and processes.
c. Demonstrate the ability to engage in the creative process as it applies to the subject.

B. Logical and Scientific Reasoning

1. Mathematical Reasoning

a. Demonstrate knowledge of mathematical notation and concepts.
b. Apply mathematical concepts and operations in proper written or graphical form.
c. Apply relevant mathematical skills in solving real world problems.

2. Scientific Reasoning

a. Demonstrate an understanding of the scientific methodologies used in various disciplines.
b. Effectively interpret and apply scientific principles and concepts.
c. Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences.

3. Scientific Data Interpretation

a. Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data.
b. Utilize the scientific method to arrive at informed conclusions.

C. Human Societies and Experience

1. Structure of Societies

a. Demonstrate understanding of the processes that influence human behavior and structure of societies.
b. Demonstrate understanding of the processes that influence social stratification and/or inequality.
c. Demonstrate understanding of the methodologies used to study human social systems.

2. American Constitutions and Institutions

a. Demonstrate an understanding of American constitutions and institutions and their development.
b. Demonstrate understanding of processes of social stratification and inequality in American society.
c. Demonstrate knowledge of the methods used to study American society.

3. Humanities

a. Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions.
b. Demonstrate an ability to recognize the importance of creative human expression.
c. Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values, and beliefs in society.
d. Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage.

D. Technological Proficiency

1. Technological Proficiency

a. Analyze a problem and identify and define the technology requirements appropriate to its solution.
b. Describe professional, ethical, legal, security, and social issues and responsibilities for technology users.
c. Develop skills to continuously learn fundamentals of existing and new technology.

General Education Requirements—Associate of Arts and Associate of Science

	OBJECTIVES		CREDITS
COMMUNICATIONS AND EXPRESSIONS			
1	WRITTEN COMMUNICATIONS	ENG 100, ENG 101	3
2	ORAL COMMUNICATIONS	COM 113, THTR 102, THTR 221	3
3	EVIDENCE-BASED COMMUNICATIONS	ENG 102	3
4	FINE ARTS	ART 100, ART 101, ART 107, ENG 205, MUS 101, THTR 100, THTR 105, THTR 204, WELD 200	3
LOGICAL AND SCIENTIFIC REASONING			
5	MATHEMATICAL REASONING	MATH 126 or 126E or higher; or STAT 152 (Excludes MATH 389) **AA ONLY: Can use MATH 120 or MATH 120E**	3
6	SCIENTIFIC REASONING	Any AST, BIOL, CHEM, ENV, GEOL, PHYS, plus ANTH 102, GEOG 103, and NUTR 121	3-4
7	SCIENTIFIC DATA INTERPRETATION	BIOL 190, CHEM 121, GEOL 101, PHYS 151, PHYS 180 **AA ONLY: Can also choose from AST 101, BIOL 100, CHEM 100, ENV 100, NUTR 121, PHYS 100**	3-4
HUMAN SOCIETIES AND EXPERIENCE			
8	STRUCTURE OF SOCIETIES	ANTH 101, CRJ 104, CRJ 270, ECON 102, ECON 103, GEOG 106, HMS 200, PSY 101, PSY 208, SOC 101	3
9	AMERICAN CONSTITUTIONS AND INSTITUTIONS	HIST 101 AND HIST 102 (must take both) or PSC 101	3
10	HUMANITIES	ART 160, ART 260, ART 261, ENG 203, ENG 223, FIS 100, FREN 111, FREN 112, HIST 208, HIST 209, HUM 101, HUM 111, HUM 210, MUS 121, MUS 125, PHIL 101, PHIL 102, PHIL 135, SPAN 111, SPAN 112, SPAN 211	3
TECHNOLOGICAL PROFICIENCY			
11	TECHNOLOGICAL PROFICIENCY	CIT 129, CS 135, EDU 214, ENGR 100, GIS 109, GRC 119, IS 101	3
FOUNDATIONS			
	AA: SOCIAL SCIENCE	Any transferrable course 100- or 200-level ANTH (except ANTH 102), CRJ, HIST, PSC, PSY, SOC, ECON 102, ECON 103, GEOG 106	3
	AA: HUMANITIES / FINE ARTS	Any transferrable course 200-level ENG or 100- or 200-level AM, ART, FIS, FREN, GRC 103, GRC 156, HUM, HIST 208, HIST 209, JOUR, MUS, PHIL, SPAN, THTR	3
	AS: MATHEMATICS	Any MATH 127 or higher, or STAT 152 (excludes MATH 389) (Minimum 5 total credits Mathematics)	2-4
	AS: SCIENCES	Any 4 credit lab science course in BIOL, CHEM, GEOL, PHYS (Minimum 12 total credits Science)	4

Electives: A minimum of 60 total credits is required. See an advisor to select appropriate courses.
These requirements meet the requirements laid out in NSHE Code, Title 4, Chapter 14, section 20.

General Education Requirements (continued)

AREA	ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrative format)	BACHELOR OF APPLIED SCIENCE	• BACHELOR OF ARTS • BACHELOR OF SCIENCE • BACHELOR OF SCIENCE IN NURSING
ENGLISH/ COMMUNICATIONS	**6 Credits:** ENG 100 or 101, ENG 102; ENG 107, ENG 108	**6 Credits (in addition to associate credits):** ENG 333 COM 113 or THTR 221 or THTR 102	**3 Credits:** ENG 102
MATHEMATICS	**3 Credits:** MATH 116, MATH 116E, MATH 120, MATH 120E, MATH 126, MATH 126E, or higher (Includes STAT 152) (excludes MATH 389)	**6 Credits (in addition to associate credits):** STAT 152 or MATH 181 *INT 359, *MATH 389 or *HSC 300* (*For Health Science and Human Services degrees only)	**3 Credits:** MATH 120, MATH 120E, MATH 126, MATH 126E or higher, includes STAT 152 (excludes MATH 389))
SCIENCE ***includes:** **any 3- or 4-credit BIOL, CHEM, GEOL, or PHYS containing a lab component**	**3 Credits:** ANTH 102, AST 101, BIOL 100, BIOL 190, CHEM 100, CHEM 121, ENV 100, GEOG 103, GEOL 101, GEOL 102, NUTR 121, PHYS 100, PHYS 107, PHYS 151	**3 Credits (in addition to associate credits):** *INT 369 *GEOL 335 PHYS 152 PHYS 181	**6 Credits:** 6 credits of lower-division general education science.
SOCIAL SCIENCE **(Fulfills U.S. and Nevada Constitutions requirement.)**	**6 Credits:** 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110, HMS 200, MGT 283 PSY 208	**6 Credits (in addition to associate credits):** (U.S. and Nevada Constitution requirements must be fulfilled) PHIL 311 **and** *INT 349, *ANTH 307, *ANTH 332, *HIST 303, *HIST 312,* HIST 341 or *PSY 313	**6 Credits:** 6 credits of lower-division general education social science (must fulfill U.S. and Nevada Constitutions requirements).
HUMANITIES AND FINE ARTS	**3 Credits:** ART 100, ART 101, ART 107, ART 160, ART 260, ART 261, ENG 203, ENG 205, ENG 223, FIS 100, FREN 111, FREN 112, HIST 208, HIST 209, HUM 101, HUM 111, HUM 210, MUS 101, MUS 121, MUS 125, PHIL 101, PHIL 102, PHIL 135, SPAN 111, SPAN 112, SPAN 211, THTR 100, THTR 105, THTR 204, WELD 200	**3 Credits (in addition to associate credits):** *INT 339 *HUM 301	**3 Credits:** Lower-division general education humanities: ART 160, ART 260, ART 261, ENG 203, ENG 223, FIS 100, FREN 111, FREN 112, HIST 208, HIST 209, HUM 101, HUM 111, HUM 210, MUS 121, MUS 125, PHIL 101, PHIL 102, PHIL 135, SPAN 111, SPAN 112, SPAN 211 **3 Credits:** Lower-division general education fine arts: ART 100, ART 101, ART 107, ENG 205, MUS 101. THTR 100, THTR 105, THTR 204, WELD 200
TECHNOLOGY	**3 Credits:** CIT 129, CS 135, EDU 214, DT 101, EIT 233, ELM 120, ENGR 200, GIS 109, GRC 119, IS 101, IT 210, MTT 100, WELD 110, 211, 221	**3 Credits:** 3 credits of approved lower-division.	**3 Credits:** 3 credits of lower-division general education technology
MASTERY COURSES	–0–	See above	**3 Credits:** As determined by program. *Mastery Course
CAPSTONE	–0–	**3 Credits:** As determined by program.	**3 Credits:** As determined by program.
ELECTIVES AND PROGRAM REQUIREMENTS **Choose with Advisor**	A minimum of 60 total credits is required. Some programs require more. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.

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

Degrees and Certificates Reference

Degrees and Certificates	Skills Certificates Page No.	Certificate of Achievement Page No.	Associate of Applied Science Page No.	Associate of Arts (AA) Page No.	Associate of Science (AS) Page No.	Bachelor's Degree Page No.
Associate of Applied Science			90			
Associate of Arts—General				91		
Associate of Sciences—General					92	
Associate of General Studies - page 92						
Certificate of Achievement		90				
Business/Management						
Accounting			100			
Business		101	102	103		
Data Science and Analytics	86					
Human Resources		105				
Management and Supervision Emphasis						106
Real Estate Salesperson	88					
Career and Technical Education						
3G/4G Welding	85					
Diesel Technology		110	111			
Electrical Systems Technology		113	115			
Industrial Maintenance Technology	87	121	122			
Instrumentation		117				118
Manufacturing Machining Technology		124	125			
Mining Industry	87	109				
Pipe Welding	88					
Welding Technology	86	127	128			
Computer Technologies						
Cisco Certified Network Associate	85					
CCNA Security	85					
Comp TIA Certification Preparation	86					
Education						
Alternative Route to Licensure (ARL) Post-Baccalaureate Certificate						166
Early Childhood Education (Birth to 2nd Grade)						167
Elementary Education						167
Secondary Education						168
Special Education						168
Early Childhood Education	86	134	136	140		142
Infant/Toddler Emphasis			138			
Elementary Education	88					146
ECE Endorsement						152
Special Education Endorsement						154

Degrees and Certificates Reference (continued)

Degrees and Certificates	Skills Certificates Page No.	Certificate of Achievement Page No.	Associate of Applied Science Page No.	Associate of Arts (AA) Page No.	Associate of Science (AS) Page No.	Bachelor's Degree Page No.
Education						
ELAD Endorsement						150
SEAD Endorsement						151
Secondary Education						154
Biological and ELAD Endorsement						156
Business and ELAD Endorsement						158
English and ELAD Endorsement						160
Mathematics and ELAD Endorsement						162
Social Sciences and ELAD Endorsement						164
ELAD and Special Education Endorsement						165
English						
English				169		171
Health Sciences						
Certified Nursing Assistant	85					
Community Paramedicine	85					
Cardio-Respiratory Care Science			189			
Emergency Medical Technician — Basic, Advanced, or Paramedic	86	176	177			
Medical Coding and Billing		133				
Diagnostic Medical Sonography (DMS)		197				199
Nursing			180			184
Medical Assistant/Phlebotomy/ EKG		187				
Radiologic Sciences					192	
Bachelor of Social Work: 3+1 Program between GBC and UNR						226
Human Services						
Human Services		203	204			205
Substance Abuse & Addiction Medicine Counselor Training Post-Baccalaureate Certificate		207				
Substance Abuse Counselor Training		208				
Land Surveying/Geomatics						
Land Surveying/Geomatics					209	211

Degrees and Certificates Reference (continued)

Degrees and Certificates	Skills Certificates Page No.	Certificate of Achievement Page No.	Associate of Applied Science Page No.	Associate of Arts (AA) Page No.	Associate of Science (AS) Page No.	Bachelor's Degree Page No.
Science						
Biological Science					213	
Engineering and Physical Science					215	
Geosciences	87				217	
Natural Resources					219	
Social Science						
Criminal Justice			221			
Emergency Telecommunications	87					
Social Science				223		225
Social Work						
Social Work 3+1 program between GBC and UNR						228

Skills Certificates

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

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

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

Skills Certificates

Skills Certificate—Less than 30 credits	Name of State or National Industry Credential, License, or Exam	Courses to be Completed	Credits Earned
3G Welding	Prepares students for American Welding Society (AWS) Certified Welding (CW) exams	WELD 110, WELD 210, WELD 220 (C- or better)	22
Student Learning Outcome #1: Prepares students to work in vertical welding positions and processes. **Student Learning Outcome #2:** Prepares students to take practical evaluation of AWS Certified Welding Exam in 3G.			
4G Welding	Prepares students for American Welding Society (AWS) Certified Welding (CW) exams	WELD 110, WELD 210, WELD 220 (C- or better)	22
Student Learning Outcome #1: Prepares students to work in overhead positions and processes. Student Learning Outcome #2: Prepares students to take practical evaluation of AWS Certified Welding Exam in 4G.			
Certified Nursing Assistant	Nevada State Board of Nursing (CNA)	Successful completion of NURS 130 (C or better)	6
Student Learning Outcome #1: Nursing assistant education strives to prepare individuals with skills necessary for safe and competent practice and skills necessary for certification as specified by Nevada Revised Statutes, and skills required for employment as a nursing assistant.			
Cisco Certified Network Associate	CISCO Certified Network Associate (CCNA) Routing and Switching	CSCO 120, CSCO 121, CSCO 220 (C or better)	12
Student Learning Outcome #1: Configure and verify network devices, including switches, routers, and wireless access points, to establish and maintain network connectivity in small to medium-sized networks. **Student Learning Outcome #2:** Troubleshoot and resolve common network issues related to cabling, device configuration, and protocol operations to ensure optimal network performance.			
CCNA Security	CISCO Certified Network Associate (CCNA) Security	CSCO 120, CSCO 121 CSCO 230 (C or better)	12
Student Learning Outcome #1: Configure, manage, and troubleshoot small to medium-sized network infrastructures, including routers, switches, and wireless devices, to ensure reliable and efficient network connectivity. **Student Learning Outcome #2:** Implement and manage security measures, such as access control lists, firewalls, and encryption protocols, to protect network devices and data from unauthorized access and attacks.			
Community Paramedicine	CP-C Community Paramedicine through IBSC: International Board of Specialty Certification & Nevada Division of Public and Behavioral Health, EMS Office	EMS 300 (C or better)	10
Student Learning Outcome #1: Students will identify community-based needs, provide patient-centered care, and implement preventative education strategies to support patients, clients, and caregivers in a community paramedicine setting. **Student Learning Outcome #2:** Students will demonstrate multidisciplinary collaboration, apply wellness and safety principles, and navigate ethical and legal considerations to enhance the effectiveness of community paramedicine.			

Skills Certificates (continued)

Skills Certificate—Less than 30 credits	Name of State or National Industry Credential, License, or Exam	Courses to be Completed	Credits Earned
Comp TIA Certification Preparation	Computer Technology Industry Association (CompTIA)- A+, Network +, Security +	CIT 110, CIT 112, CIT 217 (C or better)	9
Student Learning Outcome #1: Will evaluate student mastery of program-aligned learning outcomes in methods appropriate for course content and goals. **Student Learning Outcome #2:** They will also learn to monitor security data, identify threats, and implement effective response strategies to mitigate incidents.			
Data Science and Analytics		MATH 120 or higher, ENG 101, CIT 129, DATA 100, DATA 110 (C or better)	15
Student Learning Outcome #1: Master data wrangling and exploration techniques to include data manipulation, structuring, cleaning and enrichment **Student Learning Outcome #2:** Develop the fundamental data analytics knowledge and skills to explore and visualize data and to create various			
Early Childhood Education #1		ECE 127, ECE 250 (C- or better)	6
Student Learning Outcome #1: Child Development Learning in Context. Students will be able to describe child development and learning in context from birth to age five across developmental domains. Please see page 132 for more details.			
Early Childhood Education #2		ECE 200, ECE 251,ECE 204 (C- or better)	9
Student Learning Outcome #1: Implementing Developmentally Appropriate Practices: Students will apply teaching practices that are developmentally appropriate, ensuring activities meet the needs of young children. **Please see page 132 for more details.**			
Early Childhood Education #3		HDFS 201, ECE 210 (C- or better)	6
Student Learning Outcome #1: Conducting Observations and Assessments: Students will perform basic observations and use documentation techniques to assess children's progress, informing daily instructional practices. **Student Learning Outcome #2: Creating Engaging Learning Environments: Students will design and maintain safe, healthy, and stimulating learning environments that promote children's exploration and discovery.** **Please see page 132 for more details.**			
Early Childhood Education #4		HDFS 202, ECE 262 (C- or better)	6
Student Learning Outcome #1: Family-Teacher Partnerships and Community Connections. Students will be able to explain and demonstrate the importance of partnership with the families of the young children they serve. Please see page 132 for more details.			
Emergency Medical Technician—Basic	National Registry of Emergency Medical Technicians examination certification for EMT-Basic	Successful completion of EMS 108 (C or better)	7
Student Learning Outcome #1: Students will assess patients' conditions, determine the need for emergency care, and administer appropriate medical interventions based on assessment findings while following established protocols. **Student Learning Outcome #2** Students will demonstrate the ability to safely lift, move, and position patients, perform all required EMT skills with proficiency, and function effectively within the scope of an entry-level EMT role as outlined in the National Standard Curriculum.:			
Emergency Medical Technician—Advanced	National Registry of Emergency Medical Technicians examination certification for EMT-Basic	EMS 118 (C or better)	8
Student Learning Outcome #1: Students will integrate anatomical, physiological, and pathophysiological knowledge to assess patients, formulate field diagnoses, and implement appropriate management plans, including airway, respiratory, circulatory, and pharmacological interventions within the AEMT scope of practice. **Student Learning Outcome #2: S**tudents will apply EMS system knowledge, safety protocols, and ethical considerations while conducting scene assessments, communicating findings, maintaining accurate documentation, and ensuring the well-being of themselves, patients, and others in the EMS environment.			

Skills Certificates (continued)

Skills Certificate—Less than 30 credits	Name of State or National Industry Credential, License, or Exam	Courses to be Completed	Credits Earned
Emergency Telecommunications		CRJ 104, CRJ 120, CRJ 262, CRJ 263, COT 101	15
Student Learning Outcome #1: Students will meet the minimum standards for entry into an emergency communications agency as an emergency communications dispatcher. **Student Learning Outcome #2:** Students will identify the developments, evolution, and role of todays dispatcher and understand the ethical principles and standards of being a dispatcher.			
Geological Technician 1		ENV 100, GEOL 101, MET 101, MINE 101, ENG 101, MATH 120 **or** MATH 126 (C or better)	15
Student Learning Outcome #1: Apply Basic Geologic and Environmental Principles to help geologists, engineers, and mining professionals in multidisciplinary teams to help evaluate and solve geologic and mining problems **Student Learning Outcome #2:** Use knowledge about geologic and engineering technology to create and understand technical documents and maps. **Student Learning Outcome #3:** Demonstrate ethical conduct and professional behavior in all aspects of geotechnical work.			
Industrial Millwright Core Level	National Center for Construction and Research (NCCER)-Core Level	IT 106, IT 201, IT 216, TA 100 (C- or better)	18
Student Learning Outcome #1: Gives students a base understanding of safety in the construction industry. **Student Learning Outcome #2:** Provides basic understanding of the Construction Industry and jobs available.			
Industrial Millwright—Level I	National Center for Construction and Research (NCCER)-Level I	IT 102, IT 106, IT 201, IT 216, TA 100 (C- or better)	18
Student Learning Outcome #1: Helps students organize their progression to master essential millwright skills. **Student Learning Outcome #2:** Helps students develope introductory skills to enter the Millwright profession with mechanical knowledge and analytics in industrial work environments			
Industrial Millwright—Level II	National Center for Construction and Research (NCCER)-Level II	IT 105, IT 201, IT 209, IT 216, TA 100 (C- or better)	24
Student Learning Outcome #1: Gives students general information about mathematical skills, precision tools, and parts needed for millwright projects. **Student Learning Outcome #2:** Students will understand essential elements needed for install, troubleshooting, and maintaining machinery.			
Industrial Millwright—Level III	National Center for Construction and Research (NCCER)-Level III	IT 103, IT 105, IT 201, IT 210, IT 214, IT 220 (C- or better)	21.5
Student Learning Outcome #1: Advances students in the ability to identify, assemble, disassemble, troubleshoot, and repair components. **Student Learning Outcome #2:** Gives students an introduction to practical application of tools and skills to collect data, analyze misalignments, and perform rough alignments.			
Industrial Millwright—Level IV	National Center for Construction and Research (NCCER)-Level IV	IT 103, IT 207, IT 208, IT 210, IT 220 (C- or better)	18.5
Student Learning Outcome #1: Finalizes student understanding and mastery of millwright skills **Student Learning Outcome #2:** Prepares students to actively recognize individual components within a system of a millwright and how to install, remove, troubleshoot, and maintain the components.			
Mining Industry		MINE 101, 102, and 210, MET 101 and 102, ENG 101, GEOL 101 and PSY 208	17
Student Learning Outcome #1: Prepares students with a basic understanding of mining engineering processes to enter the mining profession at entry level or to transfer to other advanced educational programs with mining and/or engineering focuses. **Student Learning Outcome #2:** Gives students the foundational critical thinking skills required for the mining engineering and metallurgical engineering fields.			
Office Technology	Microsoft Specialist (MOS) Certificate	CIT 201, CIT 202, CIT 203 (C or better)	9
Student Learning Outcome #1: Master Advanced Microsoft Office Skills: Develop real world application skills in Microsoft Word and Excel, using advanced formatting, data management, macros, pivot tables, and VBA to prepare for Microsoft certification **Student Learning Outcome #2: Apply Microsoft Database and SQL Skills for Smarter Data Management**: Prepare students to utilize the fundamentals of Microsoft database managements and SQL to effectively organize. query and analyze data.			

Skills Certificates (continued)

Skills Certificate—Less than 30 credits	Name of State or National Industry Credential, License, or Exam	Courses to be Completed	Credits Earned
Paraprofessional		HDFS 201/ENG 250 (B- or above) EDU 250 (D or above) EDU 208 and EDU 295 (B- or above) EDU 214 and EDU 245 (C- or above)	18
Student Learning Outcome #1: The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotions, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences **Student Learning Outcome #2:** The teacher understands how children learn and development and can provide learning opportunities that support their cognitive, social, personal, and physical development			
Pipewelding	American Welding Society	WELD 110, WELD 210, WELD 260 (C- or better)	19
Student Learning Outcome #1: Prepares students to weld in 2G, 5G, and 6G positions. **Student Learning Outcome #2:** Prepares students to take practical evaluation of AWS Certified Welding exam in 6G.			
Real Estate Salesperson	Nevada Real Estate Division	RE 101, RE 103 (C or better)	8
Student Learning Outcome #1: Prepares students with the basic understanding of real estate principles, practices and procedures focusing on broker and agency relationships comprehending key terms, real estate valuations, economics and finance. **Student Learning Outcome #2:** Gives students the applied knowledge of ethics and laws pertaining to real estate on conveying ownership, transfer and use of property through statutory disclosures, sale contracts mitigating risk for transactional actors..			

Associate Degree/Certificate of Achievement Requirements at GBC

Associate 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 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, career and technical education (CTE) college 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 30 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 29 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 78 for further details.
- For associate degrees, a minimum of 60 credits is required (30 credits for certificate of achievement).

Earning Multiple Associate Degrees

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

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

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

Suggested Course Sequence and 4 Year Plan of Study

The course sequence outlined for each degree is simply a suggestion that may not be appropriate for all students. 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.

General Studies Certificate

The general studies certificate provides high school students the opportunity to achieve 30-31 credits of general education courses prior to high school graduation. These courses fit best with an Associate of Arts degree pathway. This certificate pathway provides:

- A dual credit pathway to students and high school counselors.
- A sense of accountability and independence.
- Documentation of milestones.
- Preparation for rigor of college.
- A connection and a pathway for students to seek help.
- Continual bridges and connections between GBC and Nevada high schools.
- One year of courses leading to an associate degree.

General Studies Certificate Requirements Summary

Credits

GENERAL EDUCATION

Communications and Expressions

Written Communications.....3
ENG 100, ENG 101

Evidence Based Communications.....3
ENG 102

Fine Arts.....3
ART 100, ART 101, ART 107, ENG 205, MUS 101, THTR 100, THTR 105, THTR 204, WELD 200

Logical and Scientific Reasoning.....3

Mathematical Reasoning
MATH 120, 120E, 126, 126E or higher

Scientific Reasoning.....3
Any Science (For a STEM career, the student would need to choose a course with a lab)

Human Societies and Experience

American Constitutions and Institutions.....6
HIST 101/102 (may take PSC 101 with approval of high school counselor)

Structure of Societies.....3
ANTH 101, CRJ 104, CRJ 270, ECON 102, ECON 103, GEOG 106, HMS 200, PSY 101, PSY 208, SOC 101

Humanities.....3
ART 160, ART 260, ART 261, ENG 203, ENG 223, FIS 100, FREN 111, FREN 112, HIST 208, HIST 209, HUM 101, HUM 111, HUM 210, MUS 121, MUS 125, PHIL 101, PHIL 102, PHIL 135, SPAN 111, SPAN 112, SPAN 211

Elective.....3

A minimum of 30 total credits is required.

Certificate of Achievement

The one-year certificate program is an abbreviated form of the two-year Associate of Applied Science degree. The certificate program requirements include a minimum of three semester hours of English/communications, a course in human relations, demonstration of computation skills, and a 2.0 minimum grade-point average. All other requirements are noted in specific program maps.

If you complete a certificate of achievement, you may also choose to complete an AAS. The following general education requirements must be fulfilled.

Certificate of Achievement Requirements Summary

Credits

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.

Must be included as a course or demonstrate how computation components are embedded in other required courses for a certificate.

Human Relations..... 1-3

Minimum Certificate Requirements..... 23
(See program for specific requirements)

A minimum of 30 total credits is required. Many programs require more.

Associate of Applied Science Degree

The Associate of Applied Science (AAS) degree is designed for students 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 students enroll in career and technical courses to improve their abilities and understanding of everything from management to welding, from financial planning to computing.

In general, career and technical courses are not meant to satisfy requirements of lower-division baccalaureate programs, but do prepare students for GBC's Bachelor of Applied Science degree. The career and technical education programs provide a generous component of liberal education coursework which is meant to develop intellectual curiosity and which promotes creative thought. The general education courses are university transfer courses.

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

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

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

Associate of Applied Science Requirements Summary

Credits

English/Communications 6
ENG 107, ENG 108 **or**
ENG 100 or ENG 101 and ENG 102

Mathematics 3
MATH 116, 116E, 120, 120E, 126, 126E, or higher, includes STAT 152 (Excludes MATH 389)

Science 3
ANTH 102, AST 101, BIOL 100, BIOL 190, CHEM 100, 121, ENV 100, GEOG 103, GEOL 101, 132, PHYS 100, 107, 151, NUTR 121

Social Science 6
3 credits: PSC 101 (U.S. and Nevada Constitutions requirement) or HIST 101 and 102
3 credits: BUS 110, HMS 200, MGT 283, PSY 208 (Human Relations)

Humanities or Fine Arts 3
ART 100, 101, 107, 160, 260, 261; ENG 203, 205, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 101, 121, 125; PHIL 101, 102, 135; SPAN 111, 112, 211; THTR 100, 105, 204, WELD 200

Technology 3
CIT 129, CS 135, EDU 214, DT 101, EIT 233, ELM 120, ENGR 100, GIS 109, GRC 119, IS 101, IT 210, MTT 110, WELD 110, 211, 221

Program Requirements: A minimum of 60 total credits is required. Some programs require more. See an advisor to select appropriate courses.

Associate of Arts Degree

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

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

Associate of Arts Requirements Summary

Credits

GENERAL EDUCATION

Communications and Expressions

Written Communications 3
ENG 100, ENG 101

Oral Communications 3
COM 113, THTR 102, THTR 221

Evidence-Based Communications 3
ENG 102

Fine Arts 3
ART 100, ART 101, ART 107, ENG 205, MUS 101, THTR 100, THTR 105, THTR 204, WELD 200

Logical and Scientific Reasoning

Mathematical Reasoning 3
MATH 120, 120E, MATH 126, 126E, higher, or STAT 152 (Excludes MATH 389)

Scientific Reasoning 3-4
Any AST, BIOL, CHEM, ENV, GEOL, PHYS, plus ANTH 102, GEOG 103 and NUTR 121

Scientific Data Interpretation 3-4
AST 101, BIOL 100, BIOL 190, CHEM 100, CHEM 121, ENV 100, GEOL 101, NUTR 121, PHYS 100, PHYS 151, PHYS 180

Human Societies and Experience

Structure of Societies 3
ANTH 101, CRJ 104, CRJ 270, ECON 102, ECON 103, GEOG 106, HMS 200, PSY 101, PSY 208, SOC 101

American Constitutions and Institutions: 3
HIST 101/102 (must take both) or PSC 101

Humanities 3
ART 160, ART 260, ART 261, ENG 203, ENG 223, FIS 100, FREN 111, FREN 112, HIST 208, HIST 209, HUM 101, HUM 111, HUM 210, MUS 121, MUS 125, PHIL 101, PHIL 102, PHIL 135, SPAN 111, SPAN 112, SPAN 211

Technological Proficiency 3
CIT 129, CS 135, EDU 214, ENGR 100, GIS 109, GRC 119, IS 101

FOUNDATIONS

Social Science 3
Any transferrable course 100- or 200-level ANTH (except ANTH 102); CRJ; HIST; PSC; PSY; SOC; ECON 102; ECON 103; GEOG 106

Humanities/Fine Arts 3
Any transferrable course 200-level ENG or 100- or 200-level AM, ART, FIS, FREN, GRC 103, GRC 156, HIST 208, HIST 209, HUM, JOUR, MUS, PHIL, SPAN, THTR

Electives: A minimum of 60 total credits is required.

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.

Associate of Science Requirements Summary

Credits

GENERAL EDUCATION

Communications and Expressions

Written Communications..... 3
ENG 100, ENG 101

Fundamentals of Speech Communication..... 3
COM 113, THTR 102, THTR 221

Evidence-Based Communications 3
ENG 102

Fine Arts 3
ART 100, ART 101, ART 107, ENG 205, MUS 101, THTR 100, THTR 105, THTR 204, WELD 200

Logical and Scientific Reasoning

Mathematical Reasoning..... 3
MATH 126, MATH 126E or higher, or STAT 152 (excludes MATH 389)

Scientific Reasoning 3-4
Any AST, BIOL, CHEM, ENV, GEOL, PHYS, plus ANTH 102, GEOG 103 and NUTR 121

Scientific Data Interpretation 3-4
BIOL 190, CHEM 121, GEOL 101, PHYS 151, PHYS 180

Human Societies and Experience

Structure of Societies 3
ANTH 101, CRJ 104, CRJ 270, ECON 102, ECON 103, GEOG 106, HMS 200, PSY 101, PSY 208, SOC 101

American Constitutions and Institutions:..... 3
HIST 101/102 (must take both) or PSC 101

Humanities..... 3
ART 160, ART 260, ART 261, ENG 203, ENG 223, IS 100, FREN 111, FREN 112, HIST 208, HIST 209, HUM 101, HUM 111, HUM 210, MUS 121, MUS 125, PHIL 101, PHIL 102, PHIL 135, SPAN 111, SPAN 112, SPAN 211

Technological Proficiency 3
CIT 129, CS 135, EDU 214, ENGR 100, GIS 109, GRC 119, IS 101

FOUNDATIONS

Mathematics..... 2-4
Any MATH 127 or higher, or STAT 152 (excludes MATH 389
(Minimum 5 total credits Mathematics)

Sciences 4
Any 4 credit lab science course in BIOL, CHEM, GEOL, PHYS (Minimum 12 total credits Science)

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 variety of subjects and wish to acquire a degree. This is not designed as a transfer degree.

Associate of General Studies Requirements Summary **Credits**

English/Communications..... 6
ENG 100, ENG 101, or ENG 107 and ENG 102, ENG 108, or COM 113
(ENG 100 or ENG 101, and ENG 102 is the recommended sequence)

Mathematics 3
MATH 116, MATH 116E, MATH 120, MATH 120E, MATH 126, MATH 126E or higher, includes STAT 152 (excludes MATH 389)

Science..... 3
ANTH 102; AST 101; BIOL 100, 190; CHEM 100, 121; ENV 100; GEOG 103; GEOL 101, 132; NUTR 121; PHYS 100, 107, 151

Social Science 6
ANTH 101, ANTH 201, ANTH 202; CRJ 104, CRJ 270; ECON 102, ECON 103; GEOG 106; HIST 101, HIST 102; HMS 200; PSC 101, PSC 210; PSY 101, PSY 208; SOC 101
Within the 6 credits, PSC 101, or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirements.

Humanities/Fine Arts 3
ART 100, ART 101, ART 107, ART 160, ART 260, ART 261; ENG 203, ENG 205, ENG 223; FIS 100; FREN 111, FREN 112; HIST 208, HIST 209; HUM 101, HUM 111, HUM 210; MUS 101, MUS 121, MUS 125; PHIL 101,PHIL 102, PHIL 135; SPAN 111, SPAN 112, SPAN 211;THTR 100, THTR 105, THTR 204, WELD 200

Emphasis/Additional Program Requirements..... 39

Minimum Credits..... 60

Bachelor Degrees

Maintaining Good Standing

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

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

College-Wide Graduation Requirements

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

- You must complete all courses in a prescribed bachelor's degree program. For bachelor's degrees, the catalog year is determined by the year you are accepted into the program, not the year that you declare your degree intent. You may select the program described in the catalog year in which you were initially accepted, or the catalog year in which you will complete the requirements for the bachelor's degree. Whichever catalog is used, it cannot be more than ten years old at the time of graduation. However, some degrees require completion in a shorter time period; please refer to the catalog description of each specific program. If you have had major interruptions in completing your program, you may be required to follow the current catalog.
- To graduate, you must attain a cumulative GPA of at least 2.0, as well as any baccalaureate-specific, cumulative grade-point averages, and any minimum course grades, as stipulated by your particular program.
- You must earn at least half of the number of credits required for a baccalaureate degree at a four-year institution. A minimum number of 120 total credits is required, 42 of which must be upper division. To determine specific credit requirements, see the degree program of your choice.
- You may earn a maximum of 30 college credits by examination. See page 29 for further information.
- You must earn at least 30 upper division credits at GBC. Thus, if you transfer to GBC and are pursuing a baccalaureate degree, you must complete 30 upper division GBC semester credits regardless of the number of semester hours completed elsewhere. You cannot count challenge exam credit, non-traditional credit, career and technical education (CTE) college 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 30 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 78 for further details.

Earn Two Bachelor's Degrees

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 30 upper division (not including developmental and community service) credits earned in residence beyond the requirement for the first degree. Students may pursue two bachelor's degrees simultaneously. Each bachelor's degree requires a separate application for admission and a separate application for graduation.

Four Year Plan of Study

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

Bachelor of Applied Science

Student Learning Outcomes

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

- Understand the social responsibilities of being a member of a professional community and the ethical values which are integral to personal and professional success.
- Identify and access information and be able to interpret, summarize, synthesize, and convey this information to others using a variety of technology platforms.
- Understand the key concepts and be able to demonstrate the ability to apply the latest knowledge, techniques, concepts ,and tools of a profession to solve problems and address the needs of society, organizations, and individual clients.
- Demonstrate knowledge of the relationship of professionals to society at large, the role of the professional as part of that society, and the ability to analyze how changes in technology will impact the future of their profession and its relationship with society.

- Demonstrate skills and abilities in critical thinking, creativity, communication, and analysis to facilitate career progression in their profession.

Accreditation
The program has been approved by the Northwest Commission on Colleges and Universities.

Mission Statement
The mission of the Bachelor of Applied Science is to fulfill and to extend the mission and philosophy of Great Basin College by providing a distinctive baccalaureate degree that builds upon the technical skills and knowledge acquired in attaining an Associate of Applied Science and, in particular cases, an Associate of Science or Associate of Arts degree. In this endeavor, the program is designed to instill abilities and qualities of competence, personal communication, management, and decision making within a broader context than a single vocation. The program will build on the individual's current vocational abilities and provide additional managerial skills within a specific field of emphasis. Those completing the program should then be prepared to competently and efficiently engage their chosen vocational field as either highly trained technicians or effective managers.

Purpose Statement
The purpose of the Bachelor of Applied Science (BAS) program is to provide a quality and affordable four-year degree to residents of rural Nevada. This degree is particularly suited to accommodate working adults whose schedules may be limited due to work and time constraints.

Contact Information
Bachelor of Applied Science degree program, 775.327.2302 or 775.327.2167.

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: human services, instrumentation, land surveying/geomatics, management and supervision. 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:

- GBC's program is more reflective of the ideal bachelor's educational philosophy: a broad liberal arts exposure.
- The program instills in its graduates professional ethics and leadership skills needed to make critical decisions.
- The program supplies students with a unifying operational and practical framework for problem solving; thus, stakeholder value is enhanced and a position of distinctiveness in bachelor's level education in this region is achieved.

GBC's academic approach to the delivery of education will help students become innovative leaders and practitioners in organizations that value continuous renewal of their culture and management approach. This gives our graduates a significant, distinct, comparative advantage in their chosen career fields.

Admission to the Program
Students will be admitted to the program in a full-admission status when all admission requirements have been completed and accepted by the program supervisor and/or emphasis advisors. Students who do not maintain good standing, as defined, will be placed on probationary status. Students on probationary status are not allowed to continue toward completion of the program until they have removed all restrictions. The manner for reinstatement to good standing will be determined by the committee on a case-by-case basis.

To be officially admitted to the Bachelor of Applied Science Program, students should do the following:

STEP 1: Inquiries
As soon as practical, applicants should meet with a faculty program advisor to outline a proposed course of study.

STEP 2: Application Process
Students must present evidence of completion of an associate's degree from a regionally accredited college.

Students should submit transcripts indicating an overall grade-point average (GPA) equal to or greater than 2.0, as calculated by Great Basin College formulas. Students should submit a program application to the admissions and records office before completion of 30 credits in the program.

STEP 3: Follow Up
Students have the responsibility to ensure that official transcripts and any other requirements are actually received by the Admissions and Records Office at Great Basin College.

Note: Evaluation of the entrance criteria will be made by the program supervisor and/or emphasis advisors. This processing takes approximately five to six weeks. Students will be notified by a letter from the Program Supervisor upon acceptance/denial.

Pre-admission Information
Some emphases of the program may have their own special admission requirements.

- Completion of an approved electrical program is required before official admission to the Instrumentation program.
- The Management and Supervision emphasis requires an associate's degree in any field, plus a solid foundation in elementary accounting and economics that is evidenced by completion of ACC 201 and either ECON 102 or ECON 103.
- See the Land Surveying/Geomatics emphasis for a list of prerequisites.
- See the Human Services Emphasis for a list of prerequisites.
- Students with a bachelor's degree from a regionally accredited college or university will not be required to take general education courses unless they are listed under the Emphasis Requirements or are needed as prerequisites for more advanced requirements, with the exception of the United States and Nevada Constitution requirement. Students transferring acceptable American Constitution credits from an out of state institution will be required to complete PSC 100, The Nevada Constitution. See page 74 for further information.

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.
- Refer to specific BAS program emphasis for any variation of requirements .

Total Minimum Credits for BAS.....120
Total Minimum Upper-Division Credits 42

High School

General Studies Certificate —High School Students Only

This College Bound Certificate provides high school students the opportunity to achieve 30-31 credits of general education courses prior to high school graduation. These courses fit best with an Associate of Arts degree pathway. This certificate pathway provides:

- A dual credit pathway as a guide to students and high school counselors.
- A sense of accountability and independence.
- Documentation of milestones.
- Preparation for the rigor of college.
- A connection for students to seek help.
- Connections between GBC and Nevada high schools.
- One year of courses leading to an associate degree.

Program Information

- This program will be available to all eligible dual enrollment students.
- Students must meet the eligibility requirements determined by their school district.
- For Forms, please visit www.gbcnv.edu/academics/dualenrollment

High School - Junior Year/Fall Semester

American Constitutions and Institutions 3
HIST 101 (may take PSC 101 with approval of high school counselor)

Fine Arts 3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200

High School - Junior Year/Spring Semester

American Constitutions and Institutions 3
HIST 102 (may take PSC 101 with approval of high school counselor)

Humanities.....3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 101, 102, 135; SPAN 111, 112, 211

Structure of Societies 3
ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208; SOC 101

High School - Junior Year Total: 15

High School - Senior Year/Fall Semester

Communication and Expressions 3-5
ENG 101 or 100

Mathematics 3
MATH 120, 120E, 126, 126E or higher

High School - Senior Year/Spring Semester

Communication and Expressions 3
ENG 102

Science.....3-4
(For a STEM career, the student would need to choose a course with a lab)

Elective 3

High School - Senior Year Total: 15-17
Certificate Credit Total: 30

SUGGESTED COURSE SEQUENCE
Certificate of Achievement—General Studies

FALL — Junior 1st Semester		Credits
HIST	101 (PSC 101 with HS approval)	3
Fine Arts*		3
TOTAL		**6**

SPRING — Junior 2nd Semester		Credits
HIST	102	3
Humanities*		3
Structure of Societies*		3
TOTAL		**9**

FALL — Senior 1st Semester		Credits
ENG	100 or 101	3-5
MATH	120, 120E, 126, 126E or higher	3-6
TOTAL		**6-11**

SPRING — Senior 2nd Semester		Credits
ENG	102	3
ELECTIVE*		3
ELECTIVE*		3
Science*		3-4
TOTAL		**12-13**

Minimum Credits: 30-31

*** Choose with an Advisor**

**** MATH 126E is 3 credits, MATH 26 is remediation and doesn't count towards college or high school credit.**
*****MATH 120 is an option for the AA degree, but students will need to check with their counselor for high school credits..**

High School

General Studies Certificate with an Education Emphasis —High School Students Only

This College Bound Certificate with an Education emphasis will provide the high school student with 30 credits of general education specific to the GBC BA in Education. This education pathway will allow the student to complete a year of courses towards a BA in Education for Secondary, Elementary, or Early Childhood.

SUGGESTED COURSE SEQUENCE Certificate of Achievement—General Studies with an Education Emphasis

FALL — Junior 1st Semester		Credits
HIST	101 (PSC 101 with HS approval)	3
Fine Arts*		3
TOTAL		**6**

SPRING — Junior 2nd Semester		Credits
HIST	102	3
PSY	101	3
HDFS	201	3
TOTAL		**9**

FALL — Senior 1st Semester		Credits
ENG	101	3
MATH	120, 120E, 126, 126E or higher	3-6
TOTAL		**6-9**

SPRING — Senior 2nd Semester		Credits
ENG	102	3
ELECTIVE*		3
EDU	250 or ECE 250	3
ELECTIVE*		3
TOTAL		**12**

Minimum Credits: 30

*** Choose with an Advisor**

**** MATH 126E is 3 credits, MATH 26 is remediation and doesn't count towards college or high school credit.**
*****MATH 120 is an option for the AA degree, but students will need to check with their counselor for high school credits.**

General Studies Certificate with an Engineering and Physical Science Emphasis —High School Students Only

This College Bound Certificate will provide the high school student with 30-33 credits in general education courses towards an engineering pathway. These courses fit best with the GBC Associate of Science, Engineering and Physical Science pattern of study or as an AS in engineer transfer degree process.

SUGGESTED COURSE SEQUENCE Certificate of Achievement—General Studies with an Engineering Emphasis

FALL — Junior 1st Semester		Credits
HIST	101 (PSC 101 with HS approval)	3
Fine Arts*		3
TOTAL		**6**

SPRING — Junior 2nd Semester		Credits
HIST	102	3
Humanities*		3
ECON	102	3
TOTAL		**9**

FALL — Senior 1st Semester		Credits
ENG	101	3
MATH	120, 120E, 126, 126E or higher	3-6
TOTAL		**6-9**

SPRING — Senior 2nd Semester		Credits
ENG	102	3
ELECTIVE*		3
Science*		3-4
ELECTIVE*		3
TOTAL		**12-13**

Minimum Credits: 30-33

*** Choose with an Advisor**

****MATH 120 is an option for the AAS degree, but students will need to check with their counselor for high school credits.**

High School

General Studies Certificate with a Criminal Justice Emphasis —High School Students Only

This College Bound Certificate will provide the high school student with 30 credits in general education courses towards a criminal justice pathway. The purpose of this certificate with an emphasis in Criminal Justice is to create a career pathway for students to the AAS in Criminal Justice. Students will create an understanding of the criminal justice system.

SUGGESTED COURSE SEQUENCE
Certificate of Achievement—General Studies with a Criminal Justice Emphasis

FALL — Junior 1st Semester		Credits
HIST	101 (PSC 101 with HS approval)	3
Fine Arts*		3
TOTAL		**6**

SPRING — Junior 2nd Semester		Credits
HIST	102 or CRJ 104	3
PSY	101	3
CRJ	155	3
TOTAL		**9**

FALL — Senior 1st Semester		Credits
ENG	101	3
MATH	120, 120E, 126, 126E or higher	3-6
TOTAL		**6**

SPRING — Senior 2nd Semester		Credits
ENG	102	3
CRJ	120	3
CPD	116	3
TOTAL		**9**

Minimum Credits: 30

*** Choose with an Advisor**

*** MATH 126E is 3 credits, MATH 26 is remediation and doesn't count towards college or high school credit.**
****MATH 120 is an option for the AA degree, but students will need to check with their counselor for high school credits.**

Business

The overall mission of Great Basin College is supported by the business department's offering of two main tracks of study. For students who are interested in developing skills that can be immediately applied in the workplace, the business department offers two certificates of achievement, the Associate of Applied Science in Business Administration, and one in accounting, and the Bachelor of Applied Science in Management and Supervision. Each of the certificate programs is designed to be the first year of coursework for the associate degree, and the associate degrees are the first two years of coursework for the Bachelor of Applied Science degree. These applied science programs are depicted in the table to the right.

An alternative track is for students with sights on a traditional bachelor's in business administration or a more focused baccalaureate degree in one of the sub-disciplines of accounting, economics, finance, management, or marketing. These students will want to pursue the business pattern of study within the Associate of Arts degree described on page 103 of the catalog. Such a degree is designed to constitute the first two years of study in which the student will transfer to a four-year college or university where the remaining two-years of study will be completed. This pattern of study focuses on a broad background in the arts and sciences with an introduction to the core disciplines of accounting and economics during the first two years of study. In addition to using the Associate of Arts degree as a transfer degree, it can also be used as a stepping stone to the increasing number of bachelor's degrees at GBC as well.

BUSINESS		
Certificate Of Achievement (One Year)	**Emphasis in the Business Administration Associate of Applied Science Degree (Two Years)**	**Baccalaureate Degree (Four Years)**
Business Administration	General Business →	Bachelor of Applied Science Management and Supervision
Human Resources	General Business →	Bachelor of Applied Science Management and Supervision

Business

Associate of Applied Science—Business Administration, 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 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
Written Communications			3-5
	ENG 100, 101 or 107		
Evidence-Based Communications			3
	ENG 102 or 108		
Mathematics			3
	MATH 126, 126E or higher, excludes STAT 152		
Science			3
Social Science—PSC 101			3
Human Relations —MGT 283 (required)			3
Humanities or Fine Arts			3
Technology—IS 101 (required)			3
Total			**24-26**

List of courses fulfilling general education requirements is on page 81.

Program Core Requirements			Credits
ACC	201	Financial Accounting	3
BUS	101	Introduction to Business, **or**	
MGT	103	Introduction to Small Business Management	3
DATA	110	Introduction to Data Visualization	3
BUS	273	Business Law I	3
ECON	102	Principles of Microeconomics **or**	
ECON	103	Principles of Macroeconomics	3
FIN	101	Personal Finance	3
Total			**18**

Program Emphasis Requirements			Credits
ACC	105	Taxation for Individuals	3
ACC	202	Managerial Accounting	3
ACC	203	Intermediate Accounting I	3
ACC	204	Intermediate Accounting II	3
ACC	220	Microcomputer Accounting Systems	3
ACC	261	Governmental Accounting	3
Total			**18**

Total of all sections 60-62

SUGGESTED COURSE SEQUENCE
Associate of Applied Science
Business Administration—
Accounting Emphasis

FALL—1st Semester		Credits
ACC	201	3
BUS	101 or MGT 103	3
ENG	100 , 101 or 107	3-5
MATH	126 or 126E	3
FIN	101	3
TOTAL		**15-17**

SPRING—2nd Semester		Credits
ACC	202	3
PSC	101	3
ECON	102 or 103	3
ENG	102 or 108	3
MGT	283	3
TOTAL		**15**

FALL—3rd Semester		Credits
ACC	105	3
ACC	203	3
IS	101	3
ACC	220	3
SCIENCE*		3
TOTAL		**15**

SPRING—4th Semester		Credits
ACC	204	3
ACC	261	3
DATA	110	3
BUS	273	3
HUMANITIES/FINE ARTS*		3
TOTAL		**15**

Minimum Credits: 60

***Choose with advisor**

After the AAS in Accounting, the next step could be the Bachelor of Applied Science in Management and Supervision Emphasis. See page 106.

Business

Certificate of Achievement—General Business

Professional Skills and Career Paths

Small business owner, franchise owner, or entry-level manager.

Student Learning Outcomes

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

- Effectively apply appropriate human relations skills in employment situations.
- Determine the wants and needs of customers and understand how to take action to fill those needs.
- Recognize the importance of ethical perspectives in business decision making.

This certificate of achievement is the first step toward award of the AAS degree in Business Administration.

General Education Requirements	**Credits**
Written Communications	3-5
ENG 100, 101 or 107	
Evidence-Based Communications	3
ENG 102, 108 or COM 113	
Mathematics..	3
MATH 120, 120E, 126, 126E or higher. Excludes STAT 152 (MATH 126 or 126E preferred)	
Human Relations	3
BUS 110, MGT 283, PSY 208 or HMS 200	
Total	**12-14**

Program Requirements	**Credits**
Accounting, Business, Economics, Finance, Management, or Marketing Electives	15
General Electives	3
Total	**18**

Total of all sections 30-32

SUGGESTED COURSE SEQUENCE
Certificate of Achievement—General Business

Spring—1st Semester		**Credits**
BUSINESS ELECTIVE		3
BUSINESS ELECTIVE		3
BUSINESS ELECTIVE		3
ENG	100, 101 or 107	3
MATH	126 or 126E	3
TOTAL		**15**

Fall—2nd Semester		**Credits**
BUSINESS ELECTIVE		3
BUSINESS ELECTIVE		3
ELECTIVE		3
ENG	102 or ENG 108, or COM 113	3
BUS	110, HMS 200, PSY 208, or MGT 283	3
TOTAL		**15**

Minimum Credits: 30

Business

Associate of Applied Science—Business Administration, 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. Faculty subscribe 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 in General Business will have the knowledge and skills to:

- Recognize and appreciate the importance of profitability as necessary and worthwhile.
- Successfully promote and market goods and service.
- Critically analyze and solve structured business problems.
- Distinguish management functions of planning, organizing, directing, leading, and controlling.

General Education Requirements	**Credits**
Written Communications ENG 100, 101 or 107	3-5
Evidence-Based Communications ENG 102 or 108	3
Mathematics MATH 126, 126E or higher, excludes STAT 152	3
Science	3
Social Science—PSC 101	3
Human Relations—MGT 283 (required)	3
Humanities or Fine Arts	3
Technology—IS 101 (required)	3
Total	**24-26**

Program Core Requirements			**Credits**
ACC	201	Financial Accounting	3
BUS	101	Introduction to Business, **or**	
MGT	103	Introduction to Small Business Management	3
DATA	110	Introduction to Data Visualization	3
BUS	273	Business Law I	3
ECON	102	Principles of Microeconomics **or**	
ECON	103	Principles of Macroeconomics	3
FIN	101	Personal Finance	3
Total			**18**

Program Emphasis Requirements			**Credits**
ACC	202	Managerial Accounting	3
ECON	104	Current Economic Issues	3
IS	201	Computer Applications	3
MGT	201	Principles of Management	3
MKT	210	Marketing Principles	3
MKT	127	Introduction to Retailing, **or**	
MKT	211	Introduction to Professional Sales	3
Total			**18**

Total of all sections **60-62**

SUGGESTED COURSE SEQUENCE
Associate of Applied Science
Business Administration
General Business Emphasis

FALL—1st Semester		**Credits**
ACC	201	3
BUS	101 or MGT 103	3
ENG	100, 101 or 107	3-5
MATH	126 or 126E	3
FIN	101	3
TOTAL		**15-17**

SPRING—2nd Semester		**Credits**
ACC	202	3
ECON	102 or 103	3
ENG	102 or 108	3
MGT	283	3
SCIENCE*		3
TOTAL		**15**

FALL—3rd Semester		**Credits**
ECON	104	3
IS	101	3
MKT	210	3
PSC	101	3
DATA	110	3
TOTAL		**15**

SPRING—4th Semester		**Credits**
BUS	273	3
IS	201	3
HUMANITIES/FINE ARTS*		3
MGT	201	3
MKT	127 or 211	3
TOTAL		**15**

Minimum Credits: 60-62
***Select from page 81**
****Choose with an advisor**

After the AAS in General Business, the next step could be the Bachelor of Applied Science in Management and Supervision. See page 106

Business

Associate of Arts—Business (Pattern of Study)

Student Learning Outcomes

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

This pattern of study is designed specifically to meet the lower-division requirements at four-year institutions, but students should be aware that each institution varies slightly in its requirements. Students who plan on transferring to any particular college or university should consult with an advisor in order to assure appropriate lower-level courses are taken at Great Basin College. In a few cases where an institution requires a specific course that is not offered at GBC, students may need to take one or more lower-division cores at the institution to which they transfer. All the courses in this program are available in the online format.

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

- Apply effective communication skills.
- Analyze and utilize fundamental accounting processes and financial statements.
- Demonstrate the importance of marketing principles in the context of a successful business enterprise in various environments.
- Identify the subjectivity of the voluntary choices individuals make in the economy through marginal decision-making and analyzing supply and demand.

Degree Requirements

General Education	**Credits**
Communications and Expressions	
Written Communications: ENG 100 or 101	3-5
Oral Communications: COM 113 (required)	3
Evidence-Based Communications: ENG 102	3
Fine Arts	3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200	
Logical and Scientific Reasoning	
Mathematical Reasoning:	3-5
Required: MATH 126, 126E, **or** MATH 128	
Scientific Reasoning:	3-4
Any AST; BIOL; CHEM; ENV; GEOL; PHYS; plus ANTH 102; GEOG 103 and NUTR 121	
Scientific Data/Interpretation	4
BIOL 190; CHEM 121; GEOL 101; PHYS 151, 180	
Human Societies and Experience	
Structure of Societies—ECON 102 (required)	3
American Constitutions and Institutions	3-6
HIST 101/102 (must take both), PSC 101 (preferred)	
Humanities—PHIL 102 (required)	3
Technological Proficiency—IS 101 (required)	3
Foundations	
Social Science—ECON 103 (required)	3
Humanities/Fine Arts	3
Any transferable course 200-level ENG; or 100- or 200-level AM; ART; FIS; FREN; GRC 103, 156, HIST 208, 209; HUM; JOUR; MUS; PHIL; SPAN; THTR	
Total	**40-48**

Program Requirements

ACC	201	Financial Accounting	3
ACC	202	Managerial Accounting	3
MATH	127	Precalculus II, **or**	
MATH	128	Precalculus and Trigonometry	3-5
(Minimum 5 credits mathematics required for program)			
MKT	210	Marketing Principles	3
General Electives (Choose with advisor)			9
Total			**21-23**

Total of all sections **61-71**

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

SUGGESTED COURSE SEQUENCE
Associate of Arts—Business

FALL—1st Semester		Credits
ACC	201	3
ECON	102	3
ENG	100 or 101	3
MATH	126, 126E or 128	3-5
SCIENTIFIC REASONING*		3-4
TOTAL		**15-18**

SPRING—2nd Semester		Credits
ACC	202	3
COM	113	3
ECON	103	3
ENG	102	3
GENERAL ELECTIVE**		3
TOTAL		**15**

FALL—3rd Semester		Credits
MKT	210	3
BIOL 190, CHEM 121, GEOL 101, PHYS 151, PHYS 180		4
MATH	127 or 128	3-5
GENERAL ELECTIVE**		3
PSC	101	3
TOTAL		**16-18**

SPRING—4th Semester		Credits
FINE ARTS*		3
HUMANITIES/FINE ARTS*		3
IS	101	3
PHIL	102	3
GENERAL ELECTIVE**		3
TOTAL		**15**

Minimum Credits: 61-66

***Select from page 80**

****Choose with an advisor**

After the AA in Business, the next step could be the Bachelor of Applied Science in Management and Supervision. See page 106.

Business

Certificate of Achievement—Human Resources

Professional Skills and Career Paths

Ethical decision-making, interpersonal communication, critical thinking, research human resource generalist, benefits clerk, human resource assistant, human resource liaison, human resource application/resume reviewer.

Student Learning Outcomes

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

- Examine the voluntary nature of business activity and develop an appreciation for the reality that choices affect profitability and success in a business enterprise.
- Apply appropriate human resource and relations skills in employment situations.
- Evaluate 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 in Business Administration.

General Education Requirements			**Credits**
Written Communications			3-5
	ENG 100, 101 or 107		
MATH	120, 120E, 126, 126E or higher		3
	Excludes STAT 152		
	(MATH 126 or MATH 126E preferred)		
PSY	208	Psychology of Human Relations	3
Total			**9-11**

Program Requirements			**Credits**
Accounting, Business, Economics, Finance, Management, or Marketing Electives			6
ENG	102	Composition II, **or**	
ENG	108	Technical Communications II, **or**	
COM	113	Fundamentals of Speech Communication	3
MGT	201	Principles of Management	3
MGT	280	Negotiation and Conflict Resolution	3
MGT	283	Human Resource Management	3
General Elective (Choose with an Advisor)			3
Total			**21**

Total of all sections.....30-32

SUGGESTED COURSE SEQUENCE Certificate of Achievement—Human Resources

FALL—1st Semester		**Credits**
ENG	100, 101, or 107	3
MATH	126 or 126E	3
Elective*		3
MGT	280	3
BUSINESS ELECTIVE*		3
TOTAL		**15**

SPRING—2nd Semester		**Credits**
ENG	102 or 108 or COM 113	3
MGT	201	3
PSY	208	3
MGT	283	3
BUSINESS ELECTIVE*		3
TOTAL		**15**

Minimum Credits: 30

***Choose with an advisor**

Business

Bachelor of Applied Science—Management and Supervision Emphasis

Student Learning Outcomes

Graduates with a BAS with an emphasis in management and supervision will be able to:

- Interpret and analyze business situations, identify concerns, and recommend solutions.
- Demonstrate theoretical and practical understanding of concepts, models and approaches associated with effective leadership.
- Recognize the broad contexts within which businesses operate and recognize that this context is global.
- Demonstrate an appreciation of perspectives associated with other cultures.

See page 93 for important additional information about the Bachelor of Applied Science Program.

Pre-requirements			**Credits**
ACC	201	Financial Accounting	3
ECON	102	Principles of Microeconomics, **or**	
ECON	103	Principles of Macroeconomics	3

General Education Requirements (Beyond those required for AAS)			**Credits**
COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
PHIL	311	Professional Ethics (formerly ECON 311)	3
ENG	333	Professional Communications	3
STAT	152	Principles of Statistics I, **or**	
MATH	181	Calculus I (Mathematics prerequisites apply)	3-4
Total			**12-13**

Mastery Course Requirements	**Credits**
Humanities	3
HUM 301 or INT 339	
Math	3
MATH 389 or INT 359	
Science	3-4
GEOL 335; PHYS 152, 181; **or** INT 369	
Social Science	3
ANTH 307, 332; HIST 303, 312, 341; INT 349; **or** PSY 313	
Total	**12-13**

Applied Science Core Requirements			**Credits**
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
Total			**9**

Program Emphasis Requirements			**Credits**
BUS	273	Business Law	3
ECON	365	Labor Economics	3
INT	301	Integrative Research Methodology	3
IS	301	Management Information Systems	3
MKT	210	Marketing Principles	3
MGT	323	Organizational and Interpersonal Behavior, **or**	
MGT	367	Human Resource Management**	3
MGT	441	Operational Quality Control and Problem Solving	3
MGT	480	International Management	3
MGT	482	Leadership Capstone	3
MGT	487	Entrepreneurship	3
Total			**30**

Total of all sections.....63-65

**MGT 323 and MGT 367 are both required for the degree.

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

SUGGESTED 4 YEAR PLAN OF STUDY
Bachelor of Applied Science
Management and Supervision Emphasis

FALL—1st Semester		Credits
ACC	201	3
BUS	101 or MGT 103	3
ENG	100 or 101	3
FIN	101	3
MATH	126 or 126E	3
TOTAL		**15**

SPRING—2nd Semester		Credits
ACC	202	3
ECON	102 or 103	3
ENG	102	3
MGT	283	3
SCIENCE*		3
TOTAL		**15**

FALL—3rd Semester		Credits
ECON	104	3
IS	101	3
MKT	210	3
PSC	101	3
BUSINESS ELECTIVE**		3
TOTAL		**15**

SPRING—4th Semester		Credits
BUS	273	3
IS	201	3
HUMANITIES/FINE ARTS*		3
MGT	201	3
MKT	127 or 211	3
TOTAL		**15**

FALL—5th Semester		Credits
INT	301	3
ENG	333	3
MGT	310	3
PHIL	311 (formerly ECON 311)	3
STAT	152 or MATH 181	3-4
TOTAL		**15-16**

SPRING—6th Semester		Credits
MASTERY COURSE - SCIENCE		3-4
COM 113, THTR 102 or 221		3
FIN	310	3
MASTERY COURSE - HUMANITIES		3
MGT	323	3
TOTAL		**15-16**

FALL—7th Semester		Credits
BUS	273	3
ECON	365	3
MASTERY COURSE - SOCIAL SCIENCE		3
IS	301	3
MGT	480	3
TOTAL		**15**

SPRING—8th Semester		Credits
MASTERY COURSE - MATH		3
MGT	367	3
MGT	441	3
MGT	482	3
MGT	487	3
TOTAL		**15**

Minimum Credits: 120-122

***Refer to page 81**

****Choose with an advisor**

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

Career and Technical Education

Career and Technical Education Admission

Admission standards for the School of Industrial Technology and Workplace Development Associate of Applied Science and Certificate of Achievement in Diesel Technology, Electrical Systems Technology, Instrumentation Technology, Industrial Maintenance Technology, and Welding Technology are listed below:

Priority Application Deadline: March 15

Prospective students are required to formally apply for admission to the School of Industrial Technology and Workplace Development. To do so:

1. The prospective student needs to complete the online application at: https://www.gbcnv.edu/financial/mtc.html. Applications are due March 15th for the MTC scholarship, but applications for enrollment in the programs without the scholarship are accepted until the first day of class which is usually the Monday closest to August 20th each year.

2. Along with the School of Industrial Technology and Workforce Development admissions application form, the student can apply for the Maintenance Training Cooperative Scholarship which requires:
   - a resumé.
   - a letter of intent.
   - high school transcripts or HSE scores if applicable, military training records if applicable, and/or higher education records if applicable.
   - by March 15, the prospective student needs to submit ACT or SAT scores or take the placement tests for Mathematics and English at the GBC Academic Success Center in Elko or at any GBC center.
   - A Bennett Mechanical Aptitude Test will be completed by student after application has been accepted.

Admission Criteria

The School of Industrial Technology and Workforce Development will admit a limited number of students to the 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.

For more information about any School of Industrial Technology and Workplace Development programs, contact 775-327-2167.

Career and Technical Education

Certificate of Achievement—Mining Industry

Professional Skills and Career Paths

Entry level position in the mining industry in either geology, mining or metallurgy roles. The ability to study further in related fields at either GBC or UNR to pursue associate or 4-year degrees.

Student Learning Outcomes

Graduates of the certificate of achievement in the mining industry certificate program will have relevant knowledge and skills as follows:

- To be able to recognize the common rocks and minerals on earth and the tectonic and geological processes that occur in the earth.
- Acquire mining related knowledge and describe all the activities and functions associated with the entire mining cycle.
- Gain a general introductory knowledge of the unit operations of mining: Including drilling, blasting, loading and hauling.
- Gain a general understanding of surface and underground mine development techniques and practices (e.g. adit & drift, shaft, slope development, roadways) as a function of the orebodies geological and geotechnical characteristics.
- Explain the concepts of the main extractive metallurgical processes and how to utilize them to produce metals from their raw materials as well as secondary materials, taking basic environmental and economic challenges into account.

Formal admission to this program is required. Refer to admission standards for more information.

General Education Requirements	Credits
Written Communications (ENG 100, 101 or 107)	3-5
Evidence-Based Communications (ENG 102 or 108)	3
Computation — MATH 126 or 126E and MATH 127	6
Human Relations — PSY 208	3
Total	**15-17**

Program Requirements			Credits
ECON	102	Principles of Microeconomics	3
GEOL	101	Exploring Planet Earth	4
CHEM	121	General Chemistry I	4
MINE	101	Mining Engineering I	1
MINE	102	Mining Engineering II	1
MINE	210	Mining Methods	2
MET	101	Intro to Metallurgical Engineering	1
MET	102	Intro to Metallurgical Engineering II	2
Total			**18**

Total of all sections 33

SUGGESTED COURSE SEQUENCE Certificate of Achievement—Mining Industry

FALL—(Grade 11)		Credits
MINE	101	1
MET	101	1
ECON	102	3
TOTAL		**5**

SPRING—(Grade 11)		Credits
MINE	102	1
PSY	208	3
MET	102	2
TOTAL		**6**

SUMMER		Credits
MINE	210	2
TOTAL		**2**

FALL—(Grade 12)		Credits
MATH	126 or 126E	3
GEOL	101	4
ENG	101	3
TOTAL		**10**

SPRING—(Grade 12)		Credits
MATH	127	3
CHEM	121	4
ENG	102	3
TOTAL		**10**

Minimum Credits: 33

Career and Technical Education

Certificate of Achievement—Diesel Technology

Professional Skills and Career Paths

Entry level diesel technician, parts professional, lubrication technician, auto/diesel technician, entry-level heavy equipment technician, entry-level diesel engine technician, entry-level hydraulic technician.

Student Learning Outcomes

The Diesel Technology Certificate program prepares students for a career in diesel mechanics, offering hands-on experience. Graduates will be ready for entry-level positions and can continue toward an AAS degree for further advancement.

Upon completing the Diesel Technology certificate, students will be able to:

- Diagnose and Solve Problems – Identify and fix issues with heavy equipment and diesel machinery.
- Understand Diesel Engines – Know how diesel engines work and perform maintenance, repair, and troubleshooting.
- Use Repair Tools – Safely and effectively use industry tools for equipment repair and maintenance.
- Maintain Hydraulic Systems – Repair and maintain hydraulic systems in mobile equipment.
- Follow Safety Protocols – Follow safety guidelines to ensure a safe work environment

Formal admission to this program is required. Refer to page 108 for an outline of admission standards.

General Education Requirements	Credits
English/Communications. Determined by placement testing ENG 100, 101, 103, or 107	3-5
Computation MATH 116, 116E, 120, 120E, 126, 126E, or higher	3
Total	**6-8**

Program Requirements			Credits
DT	100	Shop Practices	3
DT	101	Basic Diesel Engines	5.5
DT	102	Basic Vehicle Electronics	8
DT	105	Mobile Air Conditioning	2
DT	106	Heavy Equipment Transmission and Power Train	8
DT	201	Diesel Brakes and Pneumatics	2.5
DT	215	Electronic Diesel Engines	8
IT	208	Fluid Power	8
WELD	136	Welding for the Maintenance Technician I	3
WELD	235	Welding for the Maintenance Technician II	3
Total			**51**

Total of all sections 57-59

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Diesel Technology

FALL—1st Semester		Credits
DT	100	3
DT	102	8
IT	208	8
WELD	136	3
COMPUTATION*		3
ENGLISH*		3
TOTAL		**28**

SPRING—2nd Semester		Credits
DT	101	5.5
DT	105	2
DT	106	8
DT	201	2.5
DT	215	8
WELD	235	3
TOTAL		**29**

Minimum Credits: 57

***Choose with advisor**

Career and Technical Education

Associate of Applied Science—Diesel Technology

Student Learning Outcomes

The Associate of Applied Science (AAS) in Diesel Technology program provides advanced training in diesel engine maintenance, repair, and operation, preparing students for successful careers in the diesel industry.

Graduates of the AAS in Diesel Technology program will be able to:

- Diagnose and Solve Complex Problems – Use advanced diagnostic tools to identify and resolve performance issues in diesel engines and heavy equipment.
- Master Diesel Engine Systems – Repair and maintain diesel engine components, demonstrating an advanced understanding of engine design, fuel systems, and emissions controls.
- Operate and Maintain Heavy Equipment – Operate and perform preventative maintenance on a variety of heavy equipment, ensuring optimal performance and durability.
- Work with Hydraulic and Pneumatic Systems – Maintain and repair hydraulic and pneumatic systems on mobile equipment, applying principles of fluid dynamics to improve efficiency.
- Utilize Advanced Tools and Technologies – Use and maintain specialized tools and software for repairing, maintaining, and testing diesel engines and heavy equipment.
- Promote Workplace Safety and Compliance – Follow safety practices and meet local, state, and federal regulations to ensure a safe work environment.
- Develop Professional Skills – Communicate effectively with clients, coworkers, and managers, and demonstrate teamwork and leadership in the workplace.
- Prepare for Continued Professional Development – Commit to lifelong learning, stay updated on technological advancements in diesel technology, and pursue further certifications or education as needed.

Formal admission to this program is required. Refer to page 108 for an outline of admission standards.

General Education Requirements	**Credits**
Written Communications ENG 100, 101 or 107	3-5
Evidence-Based Communications ENG 102 or 108	3
Mathematics MATH 116, 116E, 120, 120E, 126, 126E, or higher or STAT 152	3
Science—PHYS 107 (recommended)	3
Social Science—PSC 101	3
Humanities or Fine Arts ART 101 or THTR 204 (recommended)	3
Technology—DT 101 (embedded into diesel curriculum)	
Total	**18**

Program Requirements			**Credits**
DT	100	Shop Practices	3
DT	101	Basic Diesel Engines	5.5
DT	102	Basic Vehicle Electronics	8
DT	105	Mobile Air Conditioning	2
DT	106	Heavy Duty Transmission and Power Train	8
DT	201	Diesel Brakes and Pneumatics	2.5
DT	215	Electronic Diesel Engines	8
IT	208	Fluid Power	8
WELD	136	Welding for the Maintenance Technician I	3
WELD	235	Welding for the Maintenance Technician II	3
Total			**51**

Total of all sections **69**

SUGGESTED COURSE SEQUENCE

Associate of Applied Science Diesel Technology

FALL—1st Semester		**Credits**
DT	100	3
DT	102	8
IT	208	8
ENGLISH*		3
MATH		3
PSC	101	3
WELD	136	3
HUMANITIES/FINE ARTS*		3
TOTAL		**34**

SPRING—2nd Semester		**Credits**
DT	101	5.5
DT	105	2
DT	106	8
DT	201	2.5
DT	215	8
ENGLISH*		3
SCIENCE*		3
WELD	235	3
TOTAL		**35**

Minimum Credits: 69

***Choose with advisor**

Electrical Systems/ Instrumentation Technology Programs

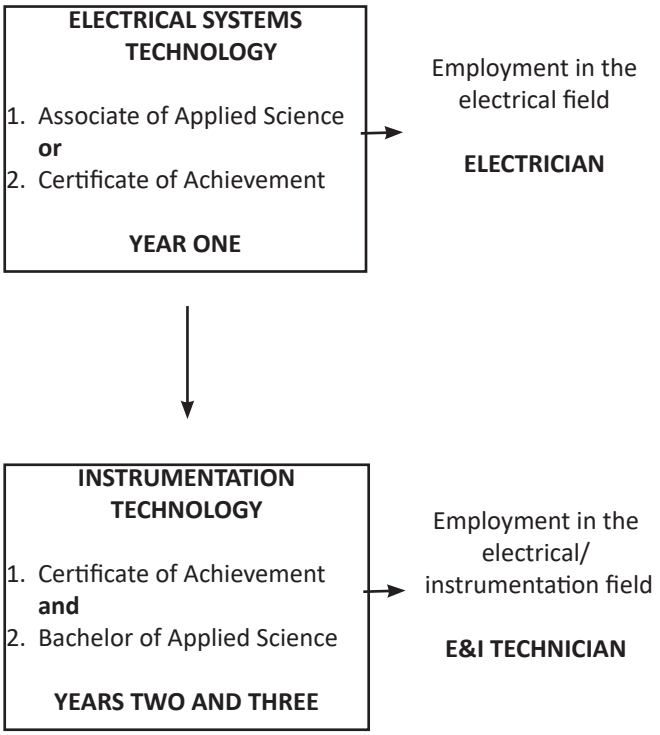
Great Basin College has programs that specialize in training students for entry-level employment in electrical systems and instrumentation fields. Each program by itself meets important industry demands. However, the unique combination—E&I, electrical and instrumentation technology—provides entry into 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 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 for a Certificate of Achievement:

- MATH 116 or 116E
- BUS 110 or PSY 208 or MGT 283
- ENG 100, 101, 107, or 108

Additional General Education courses required for an Associate of Applied Science.



Career and Technical Education

Certificate of Achievement—Electrical Systems Technology

Professional Skills and Career Paths

Open pit electrician, underground mine electrician, manufacturing electrician, service electrician, industrial electrician.

Student Learning Outcomes

The Electrical Systems Technology Certificate program prepares students for careers in electrical work across various industries. The program offers flexible schedules and hands-on experience, enabling students to enter the workforce directly, with an option to pursue an AAS degree.

Graduates of the Electrical Systems Technology certificate will be proficient in:

- Interpret Electrical Diagrams – Analyze and understand schematics, blueprints, and wiring diagrams to interpret electrical systems.
- Manage Motor & Control Systems – Operate and maintain motor-driven and computer-based control systems used in industrial and commercial settings.
- Apply Electrical Trade Theories – Demonstrate understanding of the fundamental principles that govern electrical systems and the electrical trade.
- Apply the National Electrical Code – Interpret and follow the National Electrical Code (NEC) standards for safe electrical installations.
- Use Electrical Tools and Equipment – Safely use industry-standard tools and equipment for electrical installations, repairs, and maintenance.
- Design & Troubleshoot Electrical Systems – Design, build, and troubleshoot electrical systems and components for commercial and industrial applications.
- Promote Workplace Safety – Follow safe work practices and comply with safety regulations to ensure a secure work environment.

Formal admission to this program is required. Refer to page 108 for an outline of admission standards.

General Education Requirements	**Credits**
English/Communications	
ENG 100, 101, 103, or 107.	3-5
Computation	3
MATH 116, 116E, 120, 120E, 126, 126E, or higher	
Human Relations	
BUS 110 (recommended)	1-3
Total	**7-11**

Program Requirements			**Credits**
ELM	112	Electrical Theory, DC	3.5
ELM	120	Low Voltage Systems	3
ELM	121	Circuit Design	2
ELM	122	AC Theory	4
ELM	123	Solid State	2
ELM	124	DC Generators, Motors, and Controls	2
ELM	125	AC Motors and Alternators	2
ELM	126	Motor Maintenance	2
ELM	127	Introduction to AC Controls	2.5
ELM	128	Transformers and Industrial Lighting	4
ELM	131	National Electric Code	2.5
ELM	132	Digital Concepts	2
ELM	133	Advanced AC Controls	4
ELM	134	Introduction to Programmable Logic Controllers	2.5
ELM	135	National Electric Code 430	1
ELM	136	Programmable Controller's Applications	2.5
ELM	141	Blueprint Reading	2
ELM	142	Raceways	2.5
ELM	143	Wiring Techniques	3
Total			**49**

Total of all sections **56-60**

SUGGESTED COURSE SEQUENCE
Certificate of Achievement—
Electrical Systems Technology

FALL—1st Semester		Credits
ELM	112	3.5
ELM	120	3
ELM	121	2
ELM	122	4
ELM	124	2
ELM	128	4
ELM	142	2.5
ELM	141	2
ENGLISH*		3
COMPUTATION*		3
TOTAL		**29**

SPRING—2nd Semester		Credits
ELM	123	2
ELM	125	2
ELM	126	2
ELM	127	2.5
ELM	131	2.5
ELM	132	2
ELM	133	4
ELM	134	2.5
ELM	135	1
ELM	136	2.5
ELM	143	3
HUMAN RELATIONS*		1-3
TOTAL		**27-29**

Minimum Credits: 56-58

***Choose with an advisor**

Employer Sponsored Pathway Certificate of Achievement— Electrical Systems Technology

- Students interested in this program must have instructor approval to enroll.
- This program is available only to students who are working in an electrical field.
- Student's employer must be willing to work with GBC faculty to provide practical lab experiences.
- Students receive electrical theory instruction through online delivery and lab instruction by attending classes on campus and through their employer.
- For more information, contact the School of Industrial Technology and Workforce Development at 775.327.2287.

Substitute the following program requirements:

ELM 101 Electrical Workforce Training I..... 7
ELM 102 Electrical Workforce Training II..... 7
ELM 103 Electrical Workforce Training III..... 7
ELM 104 Electrical Workforce Training IV..... 7
ELM 105 Electrical Workforce Training V..... 7
EIT 233 Introduction to Instrumentation 4
(EIT 233 satisfies the Technology Gen Ed requirement)

Note: To achieve a Certificate of Achievement or Associate of Applied Science in Electrical Systems Technology, additional general education classes are required.

Career and Technical Education

Associate of Applied Science—Electrical Systems Technology

Professional Skills and Career Paths

Open pit electrician, underground mine electrician, manufacturing electrician, service electrician, I&E industrial electrician.

Student Learning Outcomes

The Associate of Applied Science (AAS) in Electrical Systems Technology program provides advanced training in electrical systems, preparing students for technical and leadership roles in industries like construction, manufacturing, power generation, and more. The program combines theoretical knowledge with practical experience.

Graduates of the AAS in Electrical Systems Technology program will be able to:

- Advanced Electrical System Design and Troubleshooting – Design, install, and troubleshoot complex electrical systems, including power distribution, motor controls, and automation systems, ensuring safe and efficient operation in commercial and industrial settings.
- Interpretation and Application of Technical Documentation – Analyze and apply advanced schematics, blueprints, and wiring diagrams to electrical installations, system modifications, and troubleshooting.
- Proficiency in Control Systems – Maintain and repair advanced motor control systems, programmable logic controllers (PLCs), and computer-based control systems, demonstrating deep knowledge of their operation and integration in various industries.
- Electrical Theory and Advanced Applications – Apply advanced electrical theories (e.g., circuits, electromagnetism, electronics) to solve complex electrical issues in industrial, commercial, and residential environments.
- National Electrical Code Compliance – Interpret and apply the National Electrical Code (NEC) to ensure safe and compliant electrical installations and maintenance, meeting local, state, and federal standards.
- Tool and Technology Mastery – Use and maintain advanced electrical tools, diagnostic equipment, and software, selecting the right technology for each task to ensure effective results.
- Workplace Safety and Regulatory Compliance – Follow safety practices and adhere to OSHA regulations and environmental policies, ensuring a safe work environment for all.
- Project Management and Leadership in Electrical Systems – Manage electrical projects, including budgeting, scheduling, and resource allocation, while leading teams in the installation, testing, and maintenance of electrical systems to industry standards.
- Effective Communication and Professional Development – Communicate technical information clearly to clients, team members, and supervisors, while demonstrating leadership, teamwork, and a commitment to professional ethics. Engage in continuous learning to stay current with emerging technologies in the electrical field.

Formal admission to this program is required. Refer to page 108 for an outline of admission standards.

General Education Requirements	Credits
Written Communications ENG 100, 101 or 107	3-5
Evidence-Based Communications ENG 102 or 108	3
Mathematics MATH 116, 116E, 120, 120E, 126, 126E or higher, or STAT 152	3
Science—PHYS 107 (recommended)	3
Social Science—PSC 101	3
Human Relations BUS 110 (recommended)	3
Humanities or Fine Arts ART 101 or THTR 204 (recommended)	3
Technology—ELM 120 (embedded into electrical curriculum)	
Total	**21-23**

Program Requirements			Credits
ELM	112	Electrical Theory, DC	3.5
ELM	120	Low Voltage Systems	3
ELM	121	Circuit Design	2
ELM	122	AC Theory	4
ELM	123	Solid State	2
ELM	124	DC Generators, Motors, and Controls	2
ELM	125	AC Motors and Alternators	2
ELM	126	Motor Maintenance	2
ELM	127	Introduction to AC Controls	2.5
ELM	128	Transformers and Industrial Lighting	4
ELM	131	National Electric Code	2.5
ELM	132	Digital Concepts	2
ELM	133	Advanced AC Controls	4
ELM	134	Introduction to Programmable Logic Controllers	2.5
ELM	135	National Electric Code 430	1

ELM	136	Programmable Controllers Applications	2.5
ELM	141	Blueprint Reading	2
ELM	142	Raceways	2.5
ELM	143	Wiring Techniques	3
Total			**49**

Total of all sections 70-72

SUGGESTED COURSE SEQUENCE

Associate of Applied Science Electrical Systems Technology

FALL—1st Semester		Credits
BUS	110	3
ELM	112	3.5
ELM	120	3
ELM	121	2
ELM	122	4
ELM	124	2
ELM	128	4
ELM	141	2
ELM	142	2.5
ENGLISH*		3
HUMANITIES/FINE ARTS*		3
MATH	116, 116E, 120, 120E, 126, 126E or higher , or STAT 152	3
PSC	101	3
TOTAL		**38**

SPRING—2nd Semester		Credits
ELM	123	2
ELM	125	2
ELM	126	2
ELM	127	2.5
ELM	131	2.5
ELM	133	4
ELM	132	2
ELM	134	2.5
ELM	135	1
ELM	136	2.5
ELM	143	3
ENGLISH*		3
SCIENCE*		3
TOTAL		**32**

Minimum Credits: 70

***Choose with an advisor**

After the AAS in Electrical Systems Technology, the next steps could be the Certificate of Achievement in Instrumentation and then the Bachelor of Applied Science in Instrumentation. See page 118.

Employer Sponsored Pathway Associate of Applied Science—Electrical Systems Technology

- Students interested in this program must have instructor approval to enroll.
- This program is available only to students who are working in an electrical field.
- Student's employer must be willing to work with GBC faculty to provide practical lab experiences.
- Students receive electrical theory instruction through online delivery and lab instruction by attending classes on campus and through their employer.
- For more information, contact the School of Industrial Technology and Workforce Development at 775.327.2287.

Substitute the following program requirements:

ELM	101	Electrical Workforce Training I	7
ELM	102	Electrical Workforce Training II	7
ELM	103	Electrical Workforce Training III	7
ELM	104	Electrical Workforce Training IV	7
ELM	105	Electrical Workforce Training V	7
EIT	233	Introduction to Instrumentation	4

(EIT 233 satisfies the Technology Gen Ed requirement)

Note: To achieve a Certificate of Achievement or Associate of Applied Science in Electrical Systems Technology, additional general education classes are required.

Certificate of Achievement—Instrumentation Technology

Professional Skills and Career Paths

Mining instrumentation technician, water treatment instrumentation technician, pharmaceutical instrumentation technician, elevator instrumentation technician, food processing instrumentation technician, manufacturing instrumentation technician, power generator instrumentation technician, process control systems technician, process automation technician.

Student Learning Outcomes

The Certificate of Achievement in Instrumentation Technology provides students with the knowledge and hands-on skills necessary for careers in instrumentation systems and process automation. Developed with input from industry leaders, this program prepares students for success in sectors such as manufacturing, mining, and government operations.

Upon successful completion of the program, graduates will be able to:

- Measurement & Control in Industry – Understand how measurement and control systems improve industrial processes.
- Interpret Measurement Terminology – Learn the key terms related to measurement and control technologies in industry.
- Evaluate Measurement Devices – Compare and choose the right tools for measuring temperature, pressure, level, flow, and other parameters.
- Feedback Control Loops – Understand how feedback control loops work and how they automate processes.
- Apply ISA Standards – Use ISA standards to read symbols, documents, and specs related to instrumentation and control systems.
- Operate Measurement Devices – Set up, calibrate, and use measurement devices properly.
- Install and Maintain Pneumatic Instruments – Install, calibrate, and maintain pneumatic instruments following guidelines.
- Build and Tune Control Loops – Set up and adjust control loops using PID (Proportional-Integral-Derivative) principles to improve system performance.
- Calibrate Transmitters – Calibrate pressure and temperature transmitters to ensure accurate measurements.
- Promote Workplace Safety – Follow safety rules to maintain a safe work environment when working with instrumentation and control systems.

Formal admission to this program is required. Refer to page 108 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:

- MATH 116, 116E
- BUS 110, PSY 208, or MGT 283
- COM 113 or ENG 100, 101, 107, or 108, determined by placement testing.

Non-traditional credit or credit by examination may be possible. See an advisor for more information.

General Education Requirements	**Credits**
English/Communications	
COM 113; ENG 100, 101, 107, 108	3-5
Computation	3
MATH 116, 116E, 120, 120E, 126, 126E or higher, or STAT 152	
Human Relations	
BUS 110 (recommended)	1-3
Total	**7-11**

Program Requirements			**Credits**
BUS	102	Introduction to Entrepreneurship, **or**	
MGT	103	Introduction to Small Business Management	3
EIT	233	Introduction to Instrumentation	4
EIT	240	Advanced Topics in Instrumentation	2
EIT	315	Pressure, Level, Flow Measurement	4
EIT	323	Installation and Configuration	3
EIT	333	Process (Piping) and Instrument Diagrams (P&IDs)	3
EIT	336	Control Valves and Regulators	4
EIT	348	Temperature Measurement and Control	3
EIT	368	Measurement Systems Analysis	2
EIT	437	Introduction to Control Systems	3
EIT	468	Advanced Control Systems	3
Total			**34**

Total of all sections 41-45

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Instrumentation Technology

FALL—1st Semester		Credits
EIT	233	4
EIT	315	4
EIT	323	3
EIT	333	3
EIT	368	2
ENGLISH*		3
COMPUTATION*		3
TOTAL		**22**

SPRING—2nd Semester		Credits
EIT	240	2
EIT	336	4
EIT	348	3
EIT	437	3
EIT	468	3
BUS	102 or MGT 103	3
HUMAN RELATIONS*		1-3
TOTAL		**19-21**

Minimum Credits: 41

***Choose with an advisor**

Bachelor of Applied Science—Instrumentation Emphasis

Student Learning Outcomes

The Bachelor of Applied Science (BAS) in Instrumentation Technology program is designed to provide students with advanced technical skills and comprehensive knowledge of instrumentation systems, measurement, and control processes used in modern industrial environments. The program equips graduates with the ability to work in high-demand industries, including manufacturing, power generation, mining, and process automation, ensuring they are ready for leadership and specialized technical roles.

Graduates of the BAS in Instrumentation Technology program will have the knowledge, skills, and competencies to:

- Advanced Measurement and Control – Understand and apply measurement and control systems to regulate temperature, pressure, level, and flow in industrial processes.
- Industry Terminology and Standards – Interpret specialized terms and standards (including ISA) to communicate effectively and ensure compliance in industrial settings.
- Measurement Device Selection – Choose the right measurement devices and sensors for different applications, ensuring accuracy and reliability.
- Feedback Control System Design – Design and optimize feedback control loops using PID control to improve system stability and process efficiency.
- ISA Standards and Documentation – Use ISA standards to interpret and create technical documents, symbols, and schematics for instrumentation systems.
- Calibration and Maintenance – Calibrate, align, and maintain pressure and temperature transmitters to ensure accurate system measurements.
- Pneumatic Systems – Install, calibrate, and maintain pneumatic instruments while understanding their role in control systems.
- Troubleshooting and Optimization – Diagnose and troubleshoot issues in instrumentation systems, improving performance through data analysis and diagnostics.
- Process Automation Integration – Integrate instrumentation systems into process automation networks to optimize real-time data analysis and enhance system performance.
- Safety and Regulatory Compliance – Follow safety regulations, perform hazard analysis, and promote a culture of safety in the workplace.
- Leadership and Project Management – Lead

instrumentation projects, manage teams, schedules, and ensure quality and timely completion of tasks.

- Professional Development and Certification – Prepare for industry certifications (like CCST) and stay updated with advancements in instrumentation and process automation.

See page 93 for important additional information about the Bachelor of Applied Science program.

General Education Requirements (beyond those required for AAS)			**Credits**
COM	113	Fundamentals of Speech 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
Science			3
Humanities/Fine Arts			3
Total			**15-16**

Mastery Course Requirements	**Credits**
Humanities	3
HUM 301; INT 339	
Mathematical	3
MATH 389; INT 359	
Science	3-4
GEOL 335; PHYS 152; PHYS 181; INT 369	
Social Science	3
ANTH 307, 332; HIST 303, 312, 341; INT 349; PSY 313	
Total	**12-13**

Applied Science Core Requirements			**Credits**
FIN	310	Applied Accounting and Finance	3
MGT	310	Foundations of Management Theory and Practice	3
MGT	323	Organizational Behavior and Interpersonal Behavior, **or**	
MGT	367	Human Resource Management	3
Total			**9**

Program Emphasis Requirements			**Credits**
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)	3
EIT	336	Control Valves and Regulators	4
EIT	348	Temperature Measurement and Control	3
EIT	368	Measurement Systems Analysis	2
EIT	437	Introduction to Control Systems	3
EIT	468	Advanced Control Systems (Capstone)	3
MGT	441	Operational Quality Control and Problem Solving	3
Total			**34**
Total of all sections			**70-72**

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

Note: Certificate of Achievement in Instrumentation required for entrance into the Bachelor of Applied Science Instrumentation Emphasis program.

SUGGESTED 4 YEAR PLAN OF STUDY

Bachelor of Applied Science
Instrumentation Emphasis

FALL—1st Semester		Credits
BUS	110	3
ELM	112	3.5
ELM	120	3
ELM	121	2
ELM	122	4
ELM	124	2
ELM	128	4
ELM	141	2
ELM	142	2.5
ENGLISH*		3
HUMANITIES/FINE ARTS*		3
MATH 116, 116E, 120, 120E, 126, 126E or higher or STAT 152		3
PSC	101	3
TOTAL		**38**

SPRING—2nd Semester		Credits
ELM	123	2
ELM	125	2
ELM	126	2
ELM	127	2.5
ELM	131	2.5
ELM	132	2
ELM	133	4
ELM	134	2.5
ELM	135	1
ELM	136	2.5
ELM	143	3
ENGLISH*		3
SCIENCE*		3
TOTAL		**32**

FALL—3rd Semester		Credits
EIT	233	4
EIT	315	4
EIT	323	3
EIT	333	3
EIT	368	2
TOTAL		**16**

SPRING—4th Semester		Credits
BUS	102 or MGT 103	3
EIT	240	2
MASTERY COURSE		3
EIT	336	4
EIT	348	3
EIT	437	3
EIT	468	3
TOTAL		**21**

FALL—5th Semester		Credits
COM	113, THTR 102, 221	3
MGT	310	3
MASTERY COURSE		3
PHIL	311	3
STAT	152 or MATH 181	3-4
ENG	333	3
TOTAL		**18-19**

SPRING—6th Semester		Credits
MASTERY COURSE - SCIENCE		3-4
MASTERY COURSE		3
FIN	310	3
MGT	323 or 367	3
MGT	441	3
TOTAL		**15-16**

Minimum Credits: 140

***Choose with an advisor**

Certificate of Achievement—Industrial Maintenance Technology

Professional Skills and Career Paths

Process maintenance mechanic, fixed maintenance mechanic, millwright technician, mill maintenance, precision millwright, industrial mechanic, millwright mechanic

Student Learning Outcomes

The Certificate of Achievement in Industrial Maintenance Technology prepares students with essential skills for working with industrial equipment across various sectors.

Upon successful completion of the Industrial Maintenance certificate, students will be able to:

- Interpret Industrial Blueprints – Read and understand technical drawings and blueprints to identify the layout and components of industrial equipment.
- Perform Shaft Alignment – Accurately align shafts using laser and dial indicator methods to ensure proper equipment function.
- Troubleshoot and Maintain Systems – Diagnose and perform maintenance on pumps, gear trains, drives, and material handling systems to ensure efficient operation.
- Rebuild and Replace System Components – Rebuild or replace components in liquid and air handling systems to restore functionality.
- Replace Bearings and Seals – Safely replace bearings and seals in industrial equipment without compromising system integrity.
- Understand Electrical Safety and Theory – Demonstrate basic knowledge of electrical theory and safety protocols for working with single-phase and three-phase power equipment.
- Identify Equipment Failures – Use vibration analysis and root cause analysis techniques to identify and address equipment failures.
- Apply Metallurgical Knowledge – Identify metals and materials through standard tests to ensure compatibility and durability of equipment.
- Fabricate and Layout Equipment – Perform fabrication and layout tasks for industrial equipment, ensuring precision and adherence to specifications.
- Promote Workplace Safety – Follow safety regulations and practices to maintain a safe working environment at all times.

The Industrial Maintenance Technology certificate program is designed for the student who desires a highly technical and challenging field. Due to the intensity of the program, students will be very close to completion of an AAS degree and are encouraged to pursue the degree.

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

Formal admission to this program is required. Refer to page 108 for an outline of admission standards. This program is a rigorous 42 week accelerated program and can be completed in that time.

The Industrial Maintenance Technology program prepares a student for an exciting entry-level career as an industrial mechanic in manufacturing, mining, construction, and the service industry. We use the NCCER curriculum which was developed by industry and is recognized nationally by industry as a training standard. Our program allows students to graduate with a Certificate of Achievement and the opportunity to receive a nationally recognized certification of completed training that they can use to find employment in this field. The student receives technical training in mechanical operations, fluid power, industrial pumps, preventive predictive maintenance, precision shaft alignment, electrical theory, welding processes, and all safety standards for tools and equipment in the work place.

Upon successful completion of the program, the student will possess the skills necessary to be able to diagnose and repair mechanical, electrical, liquid, and air handling systems found in most industrial, agricultural, mining, construction, and service industries. A graduate can work in all locations that use machinery to produce a product or service including steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, ship yards, power plants, hospitals, aerospace industry facilities, and office building/complexes.

General Education Requirements	**Credits**
English/Communications. Determined by placement testing ENG 100, 101, 103, or 107	3-5
Computation MATH 116, 116E, 120, 120E, 126, 126E, or higher	3
Human Relations — IT 206 (Embedded in Maintenance Curriculum)	...
Total	**6-8**

Program Requirements			**Credits**
IT	102	Pipefitting Principles	2
IT	103	Industrial Pump Technology	4

IT	105	Mechanical Power Transmission	4
IT	106	Millwright and Process Terminology	3
IT	201	Blueprint Reading and Measurement Fundamentals	5
IT	207	Boiler, Conveyor, and Pneumatic Systems	3
IT	208	Fluid Power	2
IT	209	Rigging Principles	2
IT	210	Failure Analysis and Predictive/ Preventative Maintenance	4
IT	214	Basic Electrical Theory for Industrial Technicians	3
IT	216	Basic Metallurgy	4
IT	220	Alignment Principles	5.5
TA	100	Shop Practices	4
WELD	136	Welding for the Maintenance Technician I	3
WELD	235	Welding for the Maintenance Technician II	3
Total			**51.5**

Total of all sections 57.5-59.5

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—
Industrial Maintenance Technology

FALL—1st Semester		**Credits**
ENGLISH*		3
IT	102	2
IT	106	3
IT	201	5
IT	209	2
IT	216	4
TA	100	4
COMPUTATION*		3
WELD	136	3
TOTAL		**29**

SPRING—2nd Semester		**Credits**
IT	103	4
IT	105	4
IT	207	3
IT	208	2
IT	210	4
IT	214	3
IT	220	5.5
WELD	235	3
TOTAL		**28.5**

Minimum Credits: 57.5

*Choose with an advisor

Associate of Applied Science—Industrial Maintenance Technology

Student Learning Outcomes

The Associate of Applied Science (AAS) in Industrial Maintenance Technology program prepares students for advanced technical roles in maintaining, troubleshooting, and repairing industrial equipment. The program combines hands-on experience with theoretical knowledge to equip students for leadership and specialized positions in industrial maintenance.

Graduates of the AAS in Industrial Maintenance Technology program will be able to:

- Advanced Blueprint Interpretation and Equipment Layout – Read, interpret, and create detailed blueprints and technical drawings for industrial equipment, and apply this knowledge to install, maintain, and troubleshoot systems effectively.
- Precision Alignment Techniques – Use advanced shaft alignment methods, including laser and dial indicator techniques, to ensure machinery is properly aligned, preventing damage and improving operational efficiency.
- Complex Troubleshooting and System Maintenance – Diagnose and maintain complex industrial systems, including fluid handling pumps, gear trains, drives, and material handling systems, using advanced diagnostic tools and techniques.
- Rebuilding and Replacing System Components – Rebuild and replace critical components in liquid, air, and material handling systems, using industry-standard methods to restore performance and extend equipment lifespan.
- Bearing and Seal Replacement – Replace bearings and seals in rotating equipment using non-destructive techniques to avoid damage and ensure the integrity of surrounding components.
- Advanced Electrical Systems Maintenance – Apply advanced electrical theory and safety principles to troubleshoot, maintain, and repair single-phase and three-phase power equipment in compliance with industry standards.
- Vibration and Root Cause Analysis – Use vibration analysis and root cause analysis to identify and resolve issues in industrial equipment, improving reliability and reducing downtime.
- Metallurgical Knowledge for Equipment Repair – Select and apply appropriate metals for repairs based on metallurgical testing to ensure compatibility with system specifications and prevent premature failures.
- Fabrication and Precision Layout – Design, fabri-

cate, and lay out custom components for industrial applications, ensuring they meet operational requirements through advanced fabrication techniques.

- Workplace Safety and Regulatory Compliance – Adhere to advanced safety protocols and regulations, including hazard identification, risk assessments, and compliance with OSHA standards, ensuring a safe and productive work environment.
- Leadership and Project Management – Lead and manage maintenance projects, coordinating teams and resources to meet deadlines, optimize performance, and achieve maintenance goals.
- Continuous Professional Development – Engage in ongoing learning to stay up-to-date with new technologies and best practices in industrial maintenance, preparing for future certifications and career advancement.

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

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

Technical training is taught in mechanical operations, fluid power, industrial pumps, preventive predictive maintenance, precision shaft alignment, electrical theory, welding processes, and all safety standards for tools and equipment in the work place.

Upon successful completion of the program, the student will possess the skills necessary to diagnose and repair mechanical, electrical, and liquid and air handling systems. These are common systems found in most industrial, agricultural, mining, construction, and service industries that use machinery to produce a product or service. Other employment opportunities for graduates of this program can include steel mills, paper mills, mining operations, gravel quarries, universities, schools, textile mills, food processing plants, automotive plants, ship yards, power plants, hospitals, aerospace industry facilities, and office complexes.

General Education Requirements	**Credits**
Written Communications	3-5
ENG 100, 101 or 107	
Evidence-Based Communications	3
ENG 102 or 108	
Mathematics	3
MATH 116, 116E, 120, 120E, 126, 126E, or higher or STAT 152	
Science	3
PHYS 107 (recommended)	
Social Science—PSC 101	3
Humanities or Fine Arts	3
ART 101 or THTR 204 (recommended)	
Technology—IT 210 (required)	3
Human Relations— IT 106 Embedded in Maintenance Curriculum	
Total	**21-25**

Program Requirements			**Credits**
IT	102	Pipefitting Principles	2
IT	103	Industrial Pump Technology	4
IT	105	Mechanical Power Transmission	4
IT	106	Millwright and Process Terminology	3
IT	201	Blueprint Reading and Measurement Fundamentals	5
IT	207	Boiler, Conveyor, and Pneumatic Systems	3
IT	208	Fluid Power	2
IT	209	Rigging Principles	2
IT	210	Failure Analysis and Predictive/ Preventive Maintenance	4
IT	214	Basic Electrical Theory for Industrial Technicians	3
IT	216	Basic Metallurgy	4
IT	220	Alignment Principles	5.5
TA	100	Shop Practices	4
WELD	136	Welding for the Maintenance Technician I	3
WELD	235	Welding for the Maintenance Technician II	3
Total			**51.5**

Total of all sections **72.5**

SUGGESTED COURSE SEQUENCE)

Associate of Applied Science
Industrial Maintenance Technology

FALL—1st Semester		Credits
ENGLISH*		3
IT	102	2
IT	106	3
IT	201	5
IT	209	2
IT	216	4
TA	100	4
MATHEMATICS*		3
HUMANITIES/FINE ARTS*		3
PSC	101	3
WELD	136	3
TOTAL		**35**

SPRING—2nd Semester		Credits
IT	103	4
IT	105	4
IT	207	3
IT	208	2
IT	210	4
IT	214	3
IT	220	5.5
ENGLISH*		3
SCIENCE*		3
WELD	235	3
TOTAL		**34.5**

Minimum Credits: 69.5

***Choose with an advisor**

After the AAS in Industrial Maintenance Technology, the next step could be the Bachelor of Applied Science in Management and Supervision. See page 106.

Career and Technical Education

Certificate of Achievement—Manufacturing Machining Technology

Student Learning Outcomes

The Certificate of Achievement in Manufacturing Machining Technology prepares students for careers in various industries, including manufacturing, aerospace, and robotics. The program focuses on both manual machining and advanced CNC operations, with an emphasis on safety and technical skills.

Upon successful completion of the Machining certificate program, students will be able to:

- Ensure Workplace Safety – Follow established safety protocols and best practices to work safely and effectively in an industrial environment.
- Manual Machining Skills – Produce precise parts and products using manual machining techniques, based on technical drawings and required specifications.
- CNC Machining Proficiency – Set up and operate CNC mills and lathes to produce precision parts, ensuring adherence to technical drawings and industry standards.
- Design and Manufacture Parts – Use machining software to design, prototype, and manufacture parts for a variety of industrial applications.
- Effective Communication in the Workplace – Communicate clearly and professionally, both in writing and verbally, to collaborate with team members and supervisors.

Formal admission to this program is required. Refer to page 108 for an outline of admission standards.

General Education Requirements	Credits
English/Communications	3-5
ENG 100, 101, 103, or 107	
Computation	3
MATH 116, 116E, 120, 120E, 126, 126E, or higher	
Human Relations	
BUS 110 (recommended)	1-3
Total	**7-11**

Program Requirements			Credits
CADD	245	Solid Modeling and Parametric Design	3
MTT	100	Measurement for Machinists	3
MTT	105	Machine Shop I	3
MTT	106	Machine Practice I	2
MTT	110	Machine Shop II	3
MTT	111	Machine Practice II	2
MTT	230	Computer Numerical Control I	3

MTT	232	Computer Numerical Control II	3
MTT	234	Computer Numerical Control III	3
MTT	291	Computer Numerical Control Practice	4
MTT	292	Computer-Aided Manufacturing I	3
MTT	293	Computer-Aided Manufacturing II	3
MTT	296	Computer Numerical Control Practice II	4
Total			**39**

Total of all sections **46**

SUGGESTED COURSE SEQUENCE

Certificate of Achievement
Manufacturing Machining Technology

FALL—1st Semester		Credits
ENGLISH/COMMUNICATION*		3-5
MATH*		3
MTT	100	3
MTT	105	3
MTT	106	2
TOTAL		**14-16**

SPRING—2nd Semester		Credits
CADD	245	3
HUMAN RELATIONS*		1
MTT	110	3
MTT	111	2
MTT	230	3
MTT	291	4
TOTAL		**16**

FALL—3rd Semester		Credits
MTT	232	3
MTT	296	2
MTT	292	3
TOTAL		**8**

SPRING—4th Semester		Credits
MTT	234	3
MTT	293	3
MTT	296	2
TOTAL		**8**

Minimum Credits: 46-48

***Choose with an advisor**

Associate of Applied Science—Manufacturing Machining Technology

Student Learning Outcomes

The Associate of Applied Science (AAS) in Manufacturing Machining Technology program equips students with advanced skills in manual and CNC machining, preparing them for technical and leadership roles in industries like aerospace, robotics, and manufacturing. The program blends practical experience with theoretical knowledge, ensuring graduates are ready for high-level roles in various sectors.

Graduates of the AAS in Manufacturing Machining Technology program will be able to:

- Advanced Safety Practices in Industrial Settings – Demonstrate a thorough understanding of advanced safety protocols, ensuring safe operation of machinery and tools while minimizing hazards and maintaining compliance with industry standards.
- Precision Manual Machining – Produce complex, high-precision parts and products using manual machining techniques, adhering to tight tolerances and high-quality standards in a variety of materials.
- Advanced CNC Machining Operations – Set up, operate, and program CNC turning centers, milling machines, and machining centers to produce precision parts, optimizing machine settings for efficiency, accuracy, and quality control.
- CNC Programming and Machining Software – Design and program CNC machinery using advanced CAM (Computer-Aided Manufacturing) software, converting design specifications into machine code for automated production with precision.
- Problem Solving and Process Improvement – Troubleshoot and resolve complex machining issues, applying critical thinking to optimize both manual and CNC machining processes for quality and productivity.
- Advanced Manufacturing Techniques and Automation – Implement automation, robotics, multi-axis CNC machining, and automated material handling systems to enhance production speed, accuracy, and cost-effectiveness.
- Leadership in Manufacturing Environments – Lead manufacturing projects by managing workflows, scheduling, and quality control, collaborating with teams to meet production goals and deadlines.
- Effective Communication in the Workplace – Communicate effectively with team members, supervisors, and clients to ensure clear understanding

of technical specifications, project goals, and troubleshooting procedures in both written and verbal formats.

- Quality Control and Inspection – Use precision measurement tools and techniques to inspect finished products, ensuring they meet stringent quality standards and customer specifications.
- Professional Development and Industry Certification – Prepare for National Institute for Metalworking Skills (NIMS) certification and commit to lifelong learning and career advancement in the machining and manufacturing fields.
- Sustainability and Environmental Practices in Manufacturing – Apply sustainable practices in machining, focusing on energy efficiency, waste reduction, and minimizing the environmental impact of manufacturing operations.

Formal admission to this program is required. Refer to page 108 for an outline of admission standards.

General Education Requirements	Credits
Written Communications ENG 100, 101 or 107	3-5
Evidence-Based Communications ENG 102 or 108	3
Mathematics MATH 116, 116E, 120, 120E, 126, 126E, or higher, or STAT 152	3
Science—PHYS 107 (recommended)	3
Social Science—PSC 101	3
Human Relations—BUS 110 (recommended)	3
Humanities or Fine Arts ART 101 or THTR 204 (recommended)	3
Technology—MTT 100 (embedded into manufacturing machining curriculum)	3
Total	**24-26**

Program Requirements			Credits
CADD	245	Solid Modeling and Parametric Design	3
MTT	100	Measurement for Machinists	3
MTT	105	Machine Shop I	3
MTT	106	Machine Practice I	2
MTT	110	Machine Shop II	3
MTT	111	Machine Practice II	2
MTT	230	Computer Numerical Control I	3
MTT	232	Computer Numerical Control II	3
MTT	234	Computer Numerical Control III	3
MTT	291	Computer Numerical Control Practice	4
MTT	292	Computer-Aided Manufacturing I	3
MTT	293	Computer-Aided Manufacturing II	3
MTT	296	Computer Numerical Control Practice II	4
Total			**39**

Total of all sections.....63-65

SUGGESTED COURSE SEQUENCE

Associate of Applied Science Manufacturing Machining Technology

FALL—1st Semester		Credits
ENGLISH/COMMUNICATION*		3
MATH*		3
MTT	100	3
MTT	105	3
MTT	106	2
TOTAL		**14**

SPRING—2nd Semester		Credits
CADD	245	3
ENGLISH/COMMUNICATION*		3
MTT	110	3
MTT	111	2
MTT	230	3
MTT	291	4
TOTAL		**18**

FALL—3rd Semester		Credits
HUMAN RELATIONS*		3
MTT	232	3
MTT	292	3
MTT	296	2
SOCIAL SCIENCE*		3
TOTAL		**14**

SPRING—4th Semester		Credits
HUMANITIES OR FINE ARTS*		3
MTT	234	3
MTT	293	3
MTT	296	2
SCIENCE*		3
TOTAL		**14**

Minimum Credits: 60

***Choose with an advisor**

Certificate of Achievement—Welding Technology

Professional Skills and Career Paths

Mining welder, aerospace welder/fabricator, manufacturing welder, welder/fabricator, ship welder, pipe welder.

Student Learning Outcomes

The Certificate of Achievement in Welding Technology provides students with the knowledge and practical skills needed for successful careers in welding.

Upon completion of the Welding certificate, graduates will be able to:

- Master Welding Processes – Produce high-quality welds in all positions using the following welding techniques:
  - Shielded Metal Arc Welding (SMAW)
  - Gas Metal Arc Welding (GMAW)
  - Flux Cored Arc Welding (FCAW)
  - Gas Tungsten Arc Welding (GTAW)
- Demonstrate Cutting Techniques – Perform accurate cuts using various processes:
  - Oxygen Fuel Cutting (OFC)
  - Plasma Arc Cutting (PAC)
  - Air Carbon Arc Cutting (ACC)
- Interpret Welding Blueprints – Read and understand welding blueprints and symbols to ensure precise and accurate execution of welding projects.
- Perform Pipe Layouts – Plan and lay out pipework for welding, including understanding pipe fittings and alignment.
- Apply Basic Welding Metallurgy – Use fundamental welding metallurgy knowledge to select appropriate materials and techniques for different welding projects.
- Ensure Workplace Safety – Follow industry safety standards and protocols to maintain a safe work environment and minimize risks in the welding shop.

Formal admission to this program is required. Refer to page 108 for an outline of admission standards.

General Education Requirements	**Credits**
English/Communications. Determined by placement testing ENG 100, 101, 103, or 107	3-5
Computation MATH 116, 116E, 120, 120E, 126, 126E, or higher	3
Human Relations BUS 110 (recommended)	1-3
Total	**7-11**

Program Requirements			**Credits**
WELD	105	Drawing and Weld Symbol Interpretation	3
WELD	110	Basic Arc Welding Principles and Practices**	5.5
WELD	150	Metallurgy Fundamentals for Welding	3
WELD	275	LIne Boring	5.5
WELD	210	Advanced Welding Principles and Practices	5.5
WELD	220	Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW)	11
WELD	240	Gas Tungsten Arc Welding (GTAW)	7
WELD	260	Pipe Welding	8
Total			**48.5**

Total of all sections 55.5-59.5

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Welding Technology

FALL—1st Semester		**Credits**
ENGLISH*		3
COMPUTATION*		3
HUMAN RELATIONS*		1-3
WELD	105	3
WELD	110	5.5
WELD	210	5.5
WELD	240	7
TOTAL		**28-30**

SPRING—2nd Semester		**Credits**
WELD	150	3
WELD	275	5.5
WELD	220	11
WELD	260	8
TOTAL		**27.5**

Minimum Credits: 55.5

***Choose with an advisor**

Note: Students who have credit for WELD 136 from previous course enrollment or CTE college credit (see page 24), contact a GBC advisor. Course requirements include 5.5 units of WELD 110 or 2.5 units of WELD 110 and 3 units of WELD 136.

Associate of Applied Science—Welding Technology

Student Learning Outcomes

The Associate of Applied Science (AAS) in Welding Technology program prepares students for advanced roles in welding, cutting, and fabrication, equipping them with the knowledge and skills to succeed in industries such as construction, manufacturing, aerospace, and automotive. Through a combination of practical experience and theoretical understanding, graduates are ready for leadership positions and specialized roles in welding technology.

Graduates of the AAS in Welding Technology program will be able to:

- Master Advanced Welding Techniques – Perform high-quality welds in all positions using a variety of welding processes, including Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Gas Tungsten Arc Welding (GTAW), meeting industry standards for structural and aesthetic welds.
- Expertly Execute Cutting Processes – Make precise cuts using advanced techniques such as Oxygen Fuel Cutting (OFC), Plasma Arc Cutting (PAC), and Air Carbon Arc Cutting (ACC), ensuring minimal waste and optimal results for various applications.
- Interpret Advanced Welding Blueprints – Read, interpret, and apply detailed welding blueprints, symbols, and specifications to accurately fabricate and assemble welded components, integrating design requirements and customer specifications.
- Pipe Layout and Welding – Plan and execute pipe layout and welding, demonstrating expertise in fitting, aligning, and welding pipes in various configurations and materials, including pipe bending and welding in multiple positions.
- Advanced Welding Metallurgy – Apply in-depth knowledge of welding metallurgy to understand how different materials behave under welding processes, selecting the appropriate materials and techniques to prevent defects and enhance weld quality.
- Welding Process Optimization – Analyze and optimize welding parameters (e.g., heat input, electrode choice, shielding gasses) to improve weld strength, appearance, and efficiency while minimizing costs and defects.
- Quality Control and Inspection – Implement advanced quality control techniques, using nondestructive testing methods (e.g., X-ray, ultrasonic testing, dye penetrant testing) to assess weld integrity and ensure compliance with industry standards and regulations.
- Leadership and Supervision in Welding Operations – Manage welding projects, supervise welding teams, ensure adherence to safety protocols, and maintain production schedules, while mentoring junior welders and promoting best practices.
- Workplace Safety and Environmental Compliance – Adhere to OSHA guidelines and industry safety standards, ensuring compliance with environmental regulations, and fostering a culture of safety in the welding environment.
- Advanced Welding Applications – Apply welding techniques to specialized applications (e.g., aerospace, automotive, pipeline welding), understanding the unique materials, design considerations, and industry-specific standards involved.
- Professional Development and Industry Certification – Prepare for industry-recognized certifications, such as those offered by the American Welding Society (AWS), and engage in ongoing professional development to stay current with emerging welding technologies and practices.

Formal admission to this program is required. Refer to page 108 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 775.327.2287.

Great Basin College has certified welding inspectors on staff so students can earn an AWS certification.

General Education Requirements	**Credits**
Written Communications	3-5
ENG 100, 101 or 107	
Evidence-Based Communications	3
ENG 102 or 108	
Mathematics	3
MATH 116, 116E, 120, 120E, 126, 126E, or higher or STAT 152	
Science—PHYS 107 (recommended)	3
Social Science—PSC 101	3
Human Relations	
BUS 110 (recommended)	3
Humanities or Fine Arts	3
ART 101 or THTR 204 (recommended)	

Technology—WELD 110 (embedded into welding curriculum)
Total 21

Program Requirements			**Credits**
WELD	105	Drawing and Weld Symbol Interpretation	3
WELD	110	Basic Arc Welding Principles and Practices**	5.5
WELD	150	Metallurgy Fundamentals for Welding	3
WELD	275	Line Boring	5.5
WELD	210	Advanced Welding Principles and Practices	5.5
WELD	220	Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW)	11
WELD	240	Gas Tungsten Arc Welding (GTAW)	7
WELD	260	Pipe Welding	8
Total			**48.5**

SUGGESTED COURSE SEQUENCE
Associate of Applied Science
Welding Technology

FALL—1st Semester		**Credits**
ENGLISH*		3
BUS	110	3
MATH	116, 116E, 120, 120E, 126, 126E or higher	3
HUMANITIES/FINE ARTS*		3
PSC	101	3
WELD	105	3
WELD	110	5.5
WELD	210	5.5
WELD	240	7
TOTAL		**36**

SPRING—2nd Semester		**Credits**
ENGLISH*		3
SCIENCE*		3
WELD	150	3
WELD	275	5.5
WELD	220	11
WELD	260	8
TOTAL		**33.5**

Minimum Credits: 69.5
***Choose with an advisor**

Note: Students who have credit for WELD 136 from previous course enrollment or CTE college credit (see page 24), contact a GBC advisor. Course requirement for WELD 110: 5.5 units of WELD 110 or 2.5 units of WELD 110 and 3 units of WELD 136.

Note: After the AAS in Welding Technology, the next step could be the Bachelor of Applied Science in Management and Supervision. See page 106.

Computer Technologies

Mission Statement
The School of Business, Computer Technologies, and Online Education is committed to student success. We address the disparate and constantly changing needs of students throughout the GBC service area who are preparing for technology-driven careers by improving our methods, techniques, and content to deliver high-quality educational experiences.

Certificate of Achievement ***One Year***	**Emphases in the Computer Technologies Associate Degrees** ***Two Years***
Medical Coding and Billing	*The non-MCOD classes taken for the medical coding and billing certificate apply toward an associate degree*

Computer Technologies

Certificate of Achievement—Medical Coding and Billing

Professional Skills and Career Paths

The medical coding and billing online training program prepares you to fill positions as medical coding and billing professionals.

Student Learning Outcomes

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

- Apply rules of grammar, punctuation, and spelling while using medical terms correctly.
- Identify ICD-10 and basic claims processes for medical insurance and third-party reimbursements and know how to manually file claims using the CPT and ICD-10 manuals.
- Knowledge in finding the service and codes using the CPT, ICD-10 and HCPCS manuals.
- Recognize the common types of medical insurance and computerized medical billing systems.

General Education Requirements	Credits
English/Communications ENG 100, 101 or 103	3-5
Human Relations COT 240 Executive Office Procedures (three-credit course includes a computation component)	3
Total	**6-8**

Program Requirements			Credits
MCOD	110	Introduction to Medical Coding and Billing	3
MCOD	120	Medical Terminology and Healthcare Environment	3
MCOD	130	Introduction to Anatomy, Pathophysiology, Disease Processes, and Pharmacology	5
MCOD	140	Healthcare Structure and Medical Record Content	3
MCOD	200	Introduction to Diagnostic Coding	3
MCOD	210	Exploring Reimbursement and Procedural Coding and Billing	5
MCOD	220	Skill Building for Outpatient Coding	6
Total			**28**

Total of all sections.....34-36

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

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Medical Coding and Billing

FALL—1st Semester		Credits
ENG	100, 101, or 103	3-5
MCOD	110	3
MCOD	120	3
MCOD	130	5
MCOD	140	3
TOTAL		**17-19**

SPRING—2nd Semester		Credits
COT	240	3
MCOD	200	3
MCOD	210	5
MCOD	220	6
TOTAL		**17**

Minimum Credits: 34-36

Students should contact the program coordinator for information regarding admission to the program. Madison Arbillaga at 775.327.2203 or madison.arbillaga@gbcnv.edu.

Education

Distinction Between Certificate, Associate, and Bachelor Degree Programs in Early Childhood Education

- It is strongly encouraged by the National Associate of the Education for Young Children (NAEYC) that colleges and universities create outcomes for all programs in accordance with the NAEYC Professional Standards and Competencies for Early Childhood Education. The standards are listed as outcomes for the BA in ECE on page 142 of the catalog.

- The certificate programs emphasize practical skills and immediate application in early childhood settings, while the associate degrees include a broader range of general education and specialized courses. Bachelor degrees emcompass extensive professional development, leadership, and policy advocacy.

- Certificate completer's are prepared for entry-level positions in licensed early childhood education programs, such as aides, assistant teachers, or childcare providers. Associate degree completer's are qualified for lead teacher roles, and bachelor degree completer's are prepared for curriculum development, coaching, and administrative positions.

- Pathway to a Higher Education: The Certificate of Achievement and ECE Skills Certificate programs serves as a stackable credentials, creating a pathway for students to continue their education towards an Associate of Applied Science or Associate of Arts in Early Childhood Education. This allows students to build on their knowledge and skills as they progress in their careers. The outcomes ensure that students in the ECE Skills Certificate or Certificate of Achievement programs are well-prepared for entry-level roles in early childhood education, while clearly distinguishing the students' level of expertise from those pursuing an associate's or bachelor's degree in ECE.

Education

Certificate of Achievement —Early Childhood Education, Early Childhood Emphasis

Program Mission

The mission of the GBC early childhood program is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities.

Successful completion of the early childhood education certificate and degrees is designed to qualify students for such employment opportunities as paraprofessionals, teachers, and/or directors in child care centers, preschools, and home-based programs.

Student Learning Outcomes

Standard #1: Child Development and Learning in Context

Outcome: Students will identify and describe key developmental milestones and learning processes in children from birth through age five, focusing on major developmental domains.

Standard #2: Family-Teacher Partnerships and Community Connections

Outcome: Students will recognize the importance of family-teacher partnerships and demonstrate basic strategies for effective communication and collaboration with families.

Standard #3: Child Observation, Documentation, and Assessment

Outcome: Students will conduct basic observations and use simple documentation techniques to assess children's development and learning, informing instructional planning.

Standard #4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Outcome: Students will apply fundamental teaching practices that are developmentally, culturally, and linguistically appropriate for young children.

Standard #5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Outcome: Students will implement basic pedagogical methods for teaching early childhood disciplines, ensuring activities are developmentally appropriate.

Standard #6: Professionalism as an Early Childhood Educator

Outcome: Students will understand and apply ethical guidelines and professional standards in early childhood education, advocating for young children and their families.

Education

Certificate of Achievement—Early Childhood Education, Early Childhood Emphasis

General Education Requirements	Credits
English/Communications	3-5
ENG 100 or 101	
Computation	3
MATH 116, 116E, 120, 120E, 126, 126E, or higher	
Human Relations—PSY 208 (required)	3
Technology—EDU 214 (required)	3
Total	**12-14**

Program Requirements			Credits
ECE	200	The Exceptional Child	3
ECE	204	Principles of Child Guidance	3
ECE	231	Preschool Practicum: Early Childhood Lab (Field Experience)	6
ECE	250	Introduction to Early Childhood Education	3
ECE	251	Curriculum in Early Childhood Education	3
ECE	262	Early Language and Literacy Development	3
Total			**21**

Total of all sections 33-35

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Early Childhood Education Early Childhood Emphasis

FALL—1st Semester		Credits
ECE	204	3
ECE	250	3
ENG	100 or 101	3-5
EDU	214	3
MATH		3
TOTAL		**15-17**

SPRING—2nd Semester		Credits
PSY	208	3
ECE	200	3
ECE	251	3
ECE	231	6
ECE	262	3
TOTAL		**18**

Minimum Credits: 33-35

Education

Associate of Applied Science — Early Childhood Education

Program Mission

The mission of the GBC early childhood program is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities.

Successful completion of the early childhood education certificate and degrees is designed to qualify students for such employment opportunities as paraprofessionals, teachers, and/or directors in child care centers, preschools, and home-based programs.

Student Learning Outcomes

Standard #1: Child Development and Learning in Context

Outcome: Students will identify and describe key developmental milestones and learning processes in children from birth through age five, focusing on major developmental domains.

Standard #2: Family-Teacher Partnerships and Community Connections

Outcome: Students will establish and maintain effective communication and collaborative relationships with families and community resources to support children's development and learning.

Standard #3: Child Observation, Documentation, and Assessment

Outcome: Students will perform systematic observations and use appropriate documentation techniques to assess children's development and learning, guiding instructional decisions.

Standard #4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Outcome: Students will implement teaching practices that are developmentally, culturally, and linguistically appropriate, tailored to the needs of young children from diverse backgrounds.

Standard #5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Outcome: Students will design and implement developmentally appropriate curriculum and activities that integrate academic content areas, fostering holistic development in young children.

Standard #6: Professionalism as an Early Childhood Educator

Outcome: Students will demonstrate professional behavior, adhere to ethical guidelines, and advocate for the well-being and rights of young children and their families.

Education

Associate of Applied Science—Early Childhood Education Early Childhood Emphasis

General Education Requirements	Credits
Written Communications	3-5
ENG 100, 101 or 107	
Evidence-Based Communications	3
ENG 102 or 108	
Mathematics	3
MATH 116, 116E, 120, 120E, 126, 126E or higher (includes STAT 152)	
MATH 120 or 120E (preferred)	
Science (Not PHYS 107)	3
Social Science	3-6
HIST 101 and 102, or PSC 101	
Human Relations—PSY 208 (required)	3
Humanities or Fine Arts	3
Technology—EDU 214 (required)	3
Total	**24-29**

Program Core Requirements			Credits
ECE	200	The Exceptional Child	3
ECE	204	Principles of Child Guidance	3
ECE	250	Introduction to Early Childhood Education	3
ECE	262	Early Language and Literacy Development	3
Total			**12**

Program Emphasis Courses			Credits
Select two of the following Infant/Toddler courses:			
ECE	126, 127 or 130 with advisor**		6
ECE	231	Preschool Practicum: Early Childhood Lab (Field Experience)	6
ECE	210	Observations, Documentation and Assessment of Young Children	3
ECE	251	Curriculum in Early Childhood Education	3
HDFS	201	Lifespan Human Development	3
HDFS	202	Introduction to Families, **or**	
HDFS	232	Diversity in Children	3
Total			**24**

Total of all sections **60-65**

SUGGESTED COURSE SEQUENCE

Associate of Applied Science
Early Childhood Education
Early Childhood Emphasis

FALL—1st Semester		Credits
ECE I/T Course**		3
ECE	204	3
ECE	250	3
ENG	100, 101 or 107	3-5
MATHEMATICS**		3-6
TOTAL		**15-20**

SPRING—2nd Semester		Credits
ECE	262	3
ECE	251	3
ECE I/T Course**		3
ENG	102 or 108	3
HIST 101 and 102, or PSC 101		3-6
TOTAL		**15-18**

FALL—3rd Semester		Credits
ECE	210	3
ECE	200	3
HDFS 202 or 232		3
HUMANITIES/FINE ARTS*		3
HDFS	201	3
TOTAL		**15**

SPRING—4th Semester		Credits
ECE	231	6
PSY	208	3
SCIENCE*		3
EDU	214	3
TOTAL		**15**

Minimum Credits: 60-65
***Select from page 81**
****Choose with an advisor**

EDUCATION

Education

Associate of Applied Science — Early Childhood Education, Infant/Toddler Emphasis

Program Mission

The mission of the GBC early childhood program is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities.

Successful completion of the early childhood education certificate and degrees is designed to qualify students for such employment opportunities as paraprofessionals, teachers, and/or directors in child care centers, preschools, and home-based programs.

Student Learning Outcomes

Standard #1: Child Development and Learning in Context

Outcome: Students will describe key developmental milestones and learning processes specific to infants and toddlers, from birth to age three, across various developmental domains.

Standard #2: Family-Teacher Partnerships and Community Connections

Outcome: Students will establish and maintain effective communication and collaborative relationships with families and community resources to support the development and learning of infants and toddlers.

Standard #3: Child Observation, Documentation, and Assessment

Outcome: Students will perform systematic observations and use appropriate documentation techniques to assess the development and learning of infants and toddlers, guiding instructional decisions.

Standard #4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Outcome: Students will implement teaching practices that are developmentally, culturally, and linguistically appropriate, tailored to the needs of infants and toddlers from diverse backgrounds.

Standard #5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Outcome: Students will design and implement developmentally appropriate curriculum and activities that integrate academic content areas, fostering holistic development in infants and toddlers.

Standard #6: Professionalism as an Early Childhood Educator

Outcome: Students will demonstrate professional behavior, adhere to ethical guidelines, and advocate for the well-being and rights of infants, toddlers, and their families.

Education

Associate of Applied Science — Early Childhood Education Infant/Toddler Emphasis

General Education Requirements	Credits
Written Communications	3-5
ENG 100, 101 or 107	
Evidence-Based Communications	3
ENG 102 or 108	
Mathematics	3
MATH 116 116E, 120, 120E, 126, 126E or higher (includes STAT 152) MATH 120, 120E (preferred)	
Science (Not PHYS 107)	3
Social Science	
HIST 101 and HIST 102, or PSC 101	3-6
Human Relations—PSY 208 (required)	3
Humanities or Fine Arts	3
Technology—EDU 214 (required)	3
Total	**24-27**

List of courses fulfilling general education requirements is on page 81.

Program Core Requirements			Credits
ECE	200	The Exceptional Child	3
ECE	204	Principles of Child Guidance	3
ECE	250	Introduction to Early Childhood Education	3
ECE	262	Early Language and Literacy Development	3
Total			**12**

Program Emphasis Requirements			Credits
ECE	126	Social/Emotional Development for Infants and Toddlers	3
ECE	127	Role of Play for Infants and Toddlers	3
ECE	130	Infancy	3
ECE	210	Observation, Documentation, & Assessment of Young Children	3
ECE	251	Curriculum in Early Childhood Education	3
HDFS	201	Lifespan Human Development	3
HDFS	202	Introduction to Families, **or**	
HDFS	232	Diversity in Children	3
General Elective			3
Total			**24**

Total of all sections **60-65**

SUGGESTED COURSE SEQUENCE

Associate of Applied Science Early Childhood Education Infant/Toddler Emphasis

FALL—1st Semester		Credits
ECE	126	3
ECE	127	3
ENG	100, 101 or 107	3
HUMANITIES/FINE ARTS*		3
MATHEMATICS**		3
TOTAL		**15**

SPRING—2nd Semester		Credits
ECE	130	3
ECE	200	3
ECE	204	3
ECE	262	3
ENG	102 or 108	3
TOTAL		**15**

FALL—3rd Semester		Credits
HDFS	201	3
ECE	250	3
ECE	251	3
PSY	208	3
ECE	210	3
TOTAL		**15**

SPRING—4th Semester		Credits
ECE	214	3
HDFS	202 or 232	3
HIST 101 and HIST 102, or PSC 101		3-6
SCIENCE*		3
ELECTIVE**		3
TOTAL		**15-18**

Minimum Credits: 60

***Select from page 81**
****Choose with advisor**

Education

Associate of Arts in Early Childhood Education

Program Mission

The mission of the GBC early childhood program is to provide students with the skills and knowledge needed to work effectively and professionally with young children, their families, and their communities.

Successful completion of the early childhood education certificate and degrees is designed to qualify students for such employment opportunities as paraprofessionals, teachers, and/or directors in child care centers, preschools, and home-based programs.

Student Learning Outcomes

Standard #1: Child Development and Learning in Context

Outcome: Students will identify and describe key stages of child development and learning from birth through age five, focusing on major developmental domains.

Standard #2: Family-Teacher Partnerships and Community Connections

Outcome: Students will recognize the importance of family-teacher partnerships and demonstrate basic strategies for effective communication and collaboration with families.

Standard #3: Child Observation, Documentation, and Assessment

Outcome: Students will conduct basic observations and use simple documentation techniques to assess children's development and learning, informing instructional planning.

Standard #4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Outcome: Students will apply fundamental teaching practices that are developmentally, culturally, and linguistically appropriate for young children.

Standard #5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Outcome: Students will implement basic pedagogical methods for teaching early childhood disciplines, ensuring activities are developmentally appropriate.

Standard #6: Professionalism as an Early Childhood Educator

Outcome: Students will understand and apply ethical guidelines and professional standards in early childhood education, advocating for young children and their families.

Education

Associate of Arts—Early Childhood Education (Pattern of Study)

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	**Credits**
Communications and Expressions	
Written Communications ENG 100 or 101	3-5
Oral Communications COM 113; THTR 102, 221	3
Evidence-Based Communications ENG 102	3
Fine Arts ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200	3
Logical and Scientific Reasoning	
Mathematical Reasoning MATH 120, 120E, 126, 126E or higher, or STAT 152	3
Scientific Reasoning Any AST; BIOL; CHEM; ENV; GEOL; PHYS; plus ANTH 102; GEOG 103; and NUTR 121	3-4
Scientific Data Interpretation AST 101; BIOL 100, 190; CHEM 100, 121; ENV 100; GEOL 101; NUTR 121; PHYS 100, 151, 180	3-4
Human Societies and Experience	
Structure of Societies ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208 (preferred); SOC 101	3
American Constitutions and Institutions: HIST 101/102 (must take both) (required)	3
Humanities ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 101, 102, 135; SPAN 111, 112, 211	3
Technological Proficiency— EDU 214 (required)	3
Social Science—HIST 102 (required)	3
Humanities/Fine Arts Any transferrable course 200-level ENG or 100- or 200-level AM; ART; FIS; FREN; GRC 103, 156; HIST 208, 209; HUM; JOUR; MUS; PHIL: SPAN; THTR	3
Total	**39-43**

Program Requirements			**Credits**
ECE	200	The Exceptional Child	3
ECE	204	Principles of Child Guidance	3
ECE	250	Introduction to Early Childhood Education	3
ECE	251	Curriculum in Early Childhood Education	3
ECE	262	Early Language and Literacy Development	3
HDFS	202	Introduction to Families	3
HDFS	232	Diversity in Children	3
Total			**21**

Total of all sections **60-62**

Nevada Highway Patrol and FBI background check required.

SUGGESTED COURSE SEQUENCE

Associate of Arts
Early Childhood Education

FALL—1st Semester		**Credits**
ECE	250	3
ENG	100 or 101	3-5
ECE	204	3
MATH	120, 120E, 126, 126E or higher	3-6
PSY	208 (recommended)	3
TOTAL		**15-20**

SPRING—2nd Semester		**Credits**
ECE	251	3
ECE	262	3
ENG	102	3
FINE ARTS*		3
SCIENTIFIC DATA INTERPRETATION*		3-4
TOTAL		**15-16**

FALL—3rd Semester		**Credits**
ECE	200	3
EDU	214	3
HDFS	202	3
HUMANITIES/FINE ARTS*		3
HIST	101	3
TOTAL		**15**

SPRING—4th Semester		**Credits**
HUMANITIES*		3
ORAL COMMUNICATIONS*		3
HDFS	232	3
HIST	102	3
SCIENTIFIC REASONING*		3-4
TOTAL		**15-16**

Minimum Credits: 60-67

Education

Bachelor of Arts in Early Childhood Education

The Great Basin College Bachelor of Arts in Early Childhood Education is a 120-credit online degree program focused on providing high-quality, research-based education for teaching children from birth through age five. This program is designed to prepare students to assume teaching and/or leadership positions in licensed childcare and preschool programs, Head Start programs, and agencies supporting early childhood education. The Bachelor of Arts degree in Early Childhood Education aligns with the NAEYC Professional Standards and Competencies for Early Childhood Educators.

Note: This program does not offer licensure for teaching positions in the PreK-12 public school system.

Education

Bachelor of Arts — Early Childhood Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the National Association for the Education of Your Children Professional Standards and Competencies for Early Childhood Educators:

Standard #1: Child Development and Learning in Context - Early childhood education students will be able to describe child development and learning in context from birth through age five across developmental domains.

Standard #2: Family-Teacher Partnerships and Community Connections - Early childhood education students will be able to explain and demonstrate the importance of partnerships with the families of the young children they serve.

Standard #3: Child Observation, Documentation, and Assessment - Early childhood education students will be able to interpret and appraise assessments to inform instruction and planning in early childhood settings.

Standard #4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices - Early childhood education students will be able to select the teaching skills needed for the learning trajectories of young children.

Standard #5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum - Early childhood education students will be able to examine and identify developmentally appropriate pedagogical methods for teaching in early childhood disciplines.

Standard #6: Professionalism as an Early Childhood Educator - Early childhood education students will be able to summarize and apply ethical guidelines that advocate for young children, their families, and the early childhood profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

Accreditation

The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

Teacher Education Program Mission Statement

The mission of the teacher education program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada.

The teacher education program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the ten 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 who are interested in pursuing a degree in Early Childhood Education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in Early Childhood Education involves the proper sequencing of courses within the program. All students are encouraged to schedule appointments with their assigned advisors on a regular basis. Program degree requirements may change. Call the Office of Advising to schedule an appointment with an academic advisor at 775.327.2068.

Admission to the Early Childhood Education Program

Application Deadline

After the specified prerequisites have been met, students must formally apply for admission into the Early Childhood Education program. Students will contact the Early Childhood Education Department to receive a copy of the most current GBC Early Childhood Education Program Admission Handbook. Prior to application to the Early Childhood Education Program, students must successfully complete the following:

- Early Childhood Education Program application form for admission.
- FBI background checks for ECE 493 Supervised Internship, if applicable.
- Completion of ENG 102 with a grade of C- or higher.
- Completion of 24 credits in ECE/HDFS.
- Overall GPA of 2.5 or higher.
- Technology and ECE/HDFS courses must have been completed within the last ten years.
- Official transcripts from previous colleges sent to GBC's admissions and records office.

Admission Criteria

The teacher education committee (TEC) will admit

students to the BA in Early Childhood 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.

Additional Costs
Fingerprint cards must be submitted for background checks prior to enrolling in student's first field experience class, if applicable. There is a fingerprinting fee.

Maintaining Good Standing
Students who have been admitted to the Early Childhood Education program must maintain their status as students in good standing in order to graduate.

The requirements are as follows:

- Maintain a cumulative 2.5 GPA at GBC.
- Maintain an ethical and professional standard of behavior.
- Receive satisfactory evaluations in field work and project development.
- Receive no lower than a 2.0 GPA in all upper-division courses.

Students who complete the lower division ECE, HDFS, and general education courses may also apply to graduate with an Associate of Arts or Associate of Applied Science in Early Childhood Education.

Students must formally apply for acceptance into the Bachelor of Arts Early Childhood Program. Applications will be accepted each semester for the subsequent semester. The deadlines for submitting applications will be April 1 for the fall semester and October 1 for the spring semester. Prior to graduation, students must meet the following criteria:

Total Units ..... 120 Credits
Total Lower Division Courses ..... 78 Credits
Total Upper Division Courses ..... 42 Credits
Cumulative GPA ..... 2.5 or higher
Maintain GPA ..... 2.5 or higher
GBC GPA for Graduation 2.0
Residency Requirement ..... 32 Credits
Half Program Units/4 Year Institution ..... 60 Credits

General Education Requirements **Credits**
Lower-Division Courses
Evidence Based Communications
ENG 102 Composition II 3
Mathematical Reasoning
MATH 120, 120E, 126, 126E or higher or STAT 152 ... 3
Scientific Data Interpretation 3-4
AST 101; BIOL 100, 190; CHEM 100, 121; ENV 100; GEOL 101; NUTR 121; PHYS 100, 151, 180
Scientific Reasoning 3-4
Any AST; BIOL; CHEM; ENV; GEOL, PHYS; plus ANTH 102; GEOG 103; and NUTR 121
Foundations: Social Science 3
Any transferrable course 100 or 200-level ANTH (except ANTH 102), CRJ; HIST; PSC; PSY; SOC; ECON 102,103; GEOG 106
American Constitutions and Institutions 3-6
PSC 101 or HIST 101 and HIST 102 (must take both)
Humanities 3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 101, 102, 135; SPAN 111, 112, 211
Communications & Expressions: Fine Arts 3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200
Technology 3
EDU 214 Technology in Education
Total 27-30

Mastery Course Requirement 3
Humanities HUM 301; INT 339 **or**
Social Science ANTH 307, 332; HIST 303, 312, 341; INT 349; PSY 313
Total 3

Lower Division Program Requirements **Credits**
Oral Communications. 3
COM 113; THTR 102, 221
Written Communications. 3-5
ENG 100 or 101
Structures of Societies (PSY 208 Recommended) 3
ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208; SOC 101
Foundations: Humanities/Fine Arts (ENG 250 recommended) 3
Or choose from any transferrable course 200-level ENG or 100 or 200 level AM; ART; FIS; FREN; GRC 103, 156; HUM; HIST 208, 209; JOUR; MUS; PHIL; SPAN; THTR
Total 12-14

ECE/HDFS Education Lower-Division Courses **Credits**
ECE 126 Social & Emotional Development in Infants & Toddlers 3
ECE 127 Role of Play for Infants and Toddlers. 3
ECE 130 Infancy.. 3
ECE 200 The Exceptional Child. 3
ECE 204 Principles of Child Guidance. 3
ECE 210 Observation, Documentation, & Assessment of Young Children. 3
ECE 235 Adapting Curricula for Young Children with Special Needs. 3
ECE 250 Introduction to Teaching the Young Child. 3
ECE 251 Preschool Curriculum. 3
ECE 262 Early Language and Literary. 3

HDFS	201	Lifespan Human Development.	3
HDFS	202	Introduction to Families.	3
HDFS	232	Diversity in Children.	3
Total			**39**

Upper-Division Program Requirements			**Credits**
Early Childhood/HDFS Course			
ECE	461	Early Childhood Education Management.	3
ECE	441	Play Theory, Creativity, or Aesthetics in ECE.	3
EDES	300	Language Arts & Literature PK-3	3
HDFS	435A	Child Socialization: A Systems Perspective.	3
Total			**12**

Methods Courses			**Credits**
ECE	453	Methods in ECE I: Social Science.	3
ECE	454	Methods in ECE II: Math & Science.	3
Total			**6**

ELAD: English Language Acquisition & Development Courses			**Credits**
EDRL	471	Theory and Practice for Academic English Language Development	3
HDFS	428	Preschool Curriculum I.	3
Total			**6**

SPED: Special Education Courses Requirement			**Credits**
HDFS	429	Advanced Preschool Curriculum II	3
EDUC	470	Multicultural Education for a Diverse Society	3
Total			**6**

Internship Requirement			**Credits**
ECE	483	Pre-Student Teaching in ECE (Capstone).	3
ECE	493	Supervised Internship in ECE.	6
Total			**9**

Total Credits 120

SUGGESTED 4 YEAR PLAN OF STUDY

Bachelor of Arts
Early Childhood Education
Birth through Age Five, Non-Licensure

FALL—1st Semester		**Credits**
ENG	100 or 101	3
MATH	120, 120E or higher	3
PSC	101 or HIST 101 & 102	3
ECE	130	3
ECE	250	3
TOTAL		**15**

SPRING—2nd Semester		**Credits**
ENG	102	3
Humanities**		3
Oral Communications**		3
ECE	126	3
ECE	251	3
TOTAL		**15**

FALL—3rd Semester		**Credits**
Science**		3
Fine Arts**		3
PSY	208 (Recommended)	3
ECE	127	3
ECE	204	3
TOTAL		**15**

SPRING—4th Semester		**Credits**
Science**		3
ENG	250 (Recommended)	3
HDFS	201	3
ECE	200	3
ECE	210	3
TOTAL		**15**

Minimum Credits: 60

FALL—5th Semester		Credits
MASTERY COURSE**		3
ECE	235	3
EDU	214	3
HDFS	202	3
HDFS	232	3
TOTAL		**15**

SPRING—6th Semester		Credits
ECE	262	3
EDES	300	3
EDRL	471	3
ECE	453	3
TOTAL		**12**

FALL—7th Semester		Credits
ECE	454	3
HDFS	435A	3
ECE	441	3
ECE	461	3
HDFS	428	3
TOTAL		**15**

SPRING—8th Semester		Credits
HDFS	429	3
EDUC	470	3
ECE	483	3
ECE	493	6
TOTAL		**15**

Minimum Credits: 120

***Select from page 81**
**** Choose with an advisor**

Education

Bachelor of Arts — Elementary Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the InTASC Core Teaching Standards:

Standard #1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences—The teacher understands how children learn and develop and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and 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 evaluated using coursework, reflections, observations, performance-based rubrics, and a teacher-inquiry capstone project.

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 school districts across Nevada 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 throughout Nevada.

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, 775.327.2132, to schedule an appointment with your advisor.

Prior to being accepted into the teacher education program, students must successfully complete the following:

- Teacher Education Program Application form for admission.
- Praxis Core for Educators or CBEST (documentation of passing scores on all three tests, reading, writing, and math, must be received by application deadline.
- 40 college credits.
- Completion of ENG 102 and EDU 250 with a grade of C- or higher and completion of Math 120/120E or higher with a C before acceptance.
- A GPA of 3.0 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's admissions and records office.
- Technology and education courses completed within the last eight years.
- A review of conduct with the student conduct officer.

After students have met all of the program requirements, they will be accepted into the Teacher Education Program. Contact the education department to receive a copy of the most current GBC teacher education program admission handbook.

Endorsement Areas

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

- Early Childhood Education Endorsement
- ELAD — (English Language Acquisition and Development) Endorsement
- Special Education (Generalist K-12) Endorsement
- SEAD (Social Emotional Academic Development) Endorsement

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 and endorsement requirements, and no lower than a C- in all additional baccalaureate programs and emphasis courses.
- 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, including at least two credits in field experience classes at GBC in order to student teach.

Capstone Project

Students will be required to complete a capstone project. An introduction to the process will take place in EDEL/EDSC 311 and development will continue throughout the program with workshops during each field experience class. Students will complete the capstone project during the student teaching internship. Presentations of the capstone projects 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.

General Education Requirements **Credits**

Lower-Division Courses (**Note**: your general education electives may be influenced by your emphasis area.)

Communications:

ENG 102 Composition II 3

Mathematics:

MATH 120, 120E or higher 3

Science (Minimum two areas) 6

Earth Science: ENV 100; GEOG 103,101

Life Science: ANTH 102; BIOL 100, 190; NUTR 121

Physical Science: AST 101; CHEM 100, 121; PHYS 100, 151

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; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSC 101* 210; PSY 208; SOC 101)

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

Humanities and Fine Arts

Humanities: ENG 250 3

Fine Arts 3

ART 100, 101, 107; MUS 101; ENG 205; THTR 100, 105, 204; WELD 200

Total 28

Baccalaureate Requirements (in addition to those listed in Section A).

Capstone

EDEL 491 Elementary Education Capstone Seminar 3

Total 3

Mastery Course Requirements 3

HUM 301, INT 339, MATH 389, INT 359, GEOL 335, INT 369, ANTH 307, ANTH 332, HIST 303, HIST 341, INT 349 or PSY 313

Total 3

Program Requirements			**Credits**
(See an advisor regarding these courses)			
THTR	221	Oral Interpretation, **or**	
COM	113	Fundamentals of Speech Communication	3
MATH	122	Number Concepts for Elementary School Teachers	3
MATH	123	Statistical and Geometrical Concepts for Elementary School Teachers	3
HIST	101	U.S. History to 1877 and	
HIST	102	U.S. History Since 1877**	6
**EDRL	471	Theory and Practice for Academic English Language Development	3
**EDRL	475	Assessment and Evaluation of English Language Learners	3
**EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
**EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
Total			**27**

Choose with advisor, other options **may be available.

Elementary Education Curriculum			**Credits**
Education Courses			
EDEL	311	Elementary Methods Practicum I,	
EDEL	313	Elementary Methods Practicum II,	
EDEL	315	Elementary Methods Practicum III	5-6
EDSP	301	Education of the Exceptional Child	3
EDU	250	Foundations of Education	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EDSP	453	Behavior Mgmt & Social Emotional Learning in the Classroom	3
EDSP	485	Special Education Practicum: Secondary Level	1
EDUC	470	Multicultural Education for a Diverse Society	3
HDFS	201	Lifespan Human Development	3
EDSP	464	Intensification of Instruction through Multi-Tiered Systems of Support	3
Elective			1

Any EDCT, EDEL, EDES, EDRL, EDSC, EDSP, EDU, EDUC, EPY, HDFS or ECE course.

Total 31-32

Methods Courses (must be accepted into the teacher education program to register for classes)			**Credits**
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods Teaching PK-8 Social Studies	3
EDRL	437	Teaching Reading	3
EDRL	442	Literacy Instruction I	3
EDRL	443	Literacy Instruction II	3
Total			**18**

Teaching Internship			**Credits**
(must be accepted into student teaching to register for class)			
EDEL	483	Elementary Supervised Teaching Internship	14
Total			**14**

Endorsement Areas

ELAD (English Language Acquisition and Development) Endorsement

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

EDRL 471, 474, 475, 477

Early Childhood Endorsement

This endorsement is attached to an initial elementary license. This endorsement will provide the coursework needed to be endorsed/certified in the State of Nevada early childhood birth through second grade. (NAC 391.089).

ECE 127, 200, 204, 250, 251, 262, 493; HDFS 202 and 232

Special Education (Generalist K-12) Endorsement

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; and
EDRL 437 or EDEL 433, and EDSC 433 or 453; and
EDSP 301, 441, 434, 443, 453, 452, and
EDSP 484 Special Education Practicum: Elementary Level
EDSP 485 Special Education Practicum: Secondary Level
EDSP 495 Student Teaching Internship in Special Education

SEAD Endorsement

This endorsement is attached to an initial elementary license. This endorsement will provide the coursework needed to endorse/certify in the State of Nevada in social emotional academic or SEAD.

EDSP 418 Introduction to Social Emotional and Academic Skills
EDSP 428 SEAD Practices Supporting Nevada Policies, Equity, and Critical Issues
EDSP 438 Methods and Curriculum for Modeling, Teach ing, and Implementing SEAD
EDSP 448 SEAD Assessments, Evaluation, Monitoring, & Improvement Planning

Minimum total credits for BA is 120

42 credits must be upper-division

SUGGESTED 4 YEAR PLAN OF STUDY
Elementary Education—ELAD Endorsement

FALL—1st Semester		Credits
ENG	100 or 101	3
MATH	120 or 120E**	3
HIST	101	3
FINE ARTS*		3
TOTAL		**12**

SPRING—2nd Semester		Credits
ENG	102	3
HIST	102	3
COM	113*	3
SCIENCE*		3
TOTAL		**12**

FALL—3rd Semester		Credits
ENG	250	3
EDEL	311	1
EDU	250	3
PSY	101*	3
MATH	122	3
SCIENCE**		3
TOTAL		**16**

SPRING—4th Semester		Credits
EDEL	313	1
EDSP	301	3
EDUC	406	3
EDUC	323	3
MATH	123	3
HDFS	201	3
TOTAL		**16**

FALL—5th Semester		Credits
EDRL	437	3
MASTERY COURSE**		3
EDRL	474	3
EDSP	453	3
EDSP	485	1
EDUC	470	3
TOTAL		**16**

SPRING—6th Semester		Credits
EDEL	315	1
EDRL	442	3
EDRL	443	3
EDRL	475	3
EDRL	477	3
EDSP	464	3
TOTAL		**16**

FALL—7th Semester		Credits
EDEL	315	2
EDEL	433	3
EDEL	443	3
EDEL	453	3
EDRL	471	3
EDUCATION ELECTIVE		1
TOTAL		**15**

SPRING—8th Semester		Credits
EDEL	483	14
EDEL	491	3
TOTAL		**17**

Minimum Credits: 120

****Choose with an advisor**

SUGGESTED 4 YEAR PLAN OF STUDY
Elementary Education—SEAD Endorsement

FALL—1st Semester		Credits
ENG	100 or 101	3
MATH	120 or 120E**	3
HIST	101	3
FINE ARTS*		3
TOTAL		**12**

SPRING—2nd Semester		Credits
ENG	102	3
HIST	102	3
COM	113*	3
SCIENCE*		3
TOTAL		**12**

FALL—3rd Semester		Credits
ENG	250	3
EDEL	311	1
EDU	250	3
PSY	101*	3
MATH	122	3
SCIENCE**		3
TOTAL		**16**

SPRING—4th Semester		Credits
EDEL	313	1
EDSP	301	3
EDUC	406	3
EDUC	323	3
MATH	123	3
HDFS	201	3
TOTAL		**16**

FALL—5th Semester		Credits
EDRL	437	3
MASTERY COURSE**		3
EDSP	418	3
EDSP	453	3
EDSP	485	1
EDUC	470	3
TOTAL		**16**

SPRING—6th Semester		Credits
EDEL	315	1
EDRL	442	3
EDRL	443	3
EDSP	428	3
EDSP	438	3
EDSP	464	3
TOTAL		**16**

FALL—7th Semester		Credits
EDEL	315	2
EDEL	433	3
EDEL	443	3
EDEL	453	3
EDSP	448	3
TOTAL		**14**

SPRING—8th Semester		Credits
EDEL	483	14
EDEL	491	3
TOTAL		**17**

Minimum Credits: 120

***Select from page 81**

****Choose with an advisor**

SUGGESTED 4 YEAR PLAN OF STUDY

Bachelor of Arts
Elementary Education—ECE Endorsement

FALL—1st Semester		Credits
ECE	250	3
ENG	100 or 101	3
FINE ARTS*		3
MATH	120 or MATH 120E **	3
HIST	101	3
TOTAL		**15**

SPRING—2nd Semester		Credits
ECE	251	3
ECE	262	3
ENG	102	3
HIST	102	3
SCIENCE **		3
TOTAL		**15**

FALL—3rd Semester		Credits
ENG	250	3
ECE	200	3
HDFS	202	3
PSY	101*	3
ECE	127	3
TOTAL		**15**

SPRING—4th Semester		Credits
COM	113*	3
ECE	204	3
HDFS	232	3
HDFS	201	3
SCIENCE**		3
TOTAL		**15**

FALL—5th Semester		Credits
EDSP	301	3
EDEL	311	1
ECE	127	3
EDU	250	3
MATH	122	3
MASTERY COURSE**		3
TOTAL		**16**

SPRING—6th Semester		Credits
EDEL	313	1
EDRL	437	3
EDUC	470	3
EDUC	406	3
MATH	123	3
TOTAL		**13**

FALL—7th Semester		Credits
EDEL	315	1
EDEL	443	3
EDEL	453	3
EDSP	453	3
EDSP	485	1
EDUCATION ELECTIVE		1
TOTAL		**12**

SPRING—8th Semester		Credits
EDEL	315	2
EDRL	442	3
EDRL	443	3
EDSP	464	3
EDEL	433	3
TOTAL		**14**

Fall—9th Semester		Credits
EDEL	483	8
EDEL	491	3
ECE	493	8
TOTAL		**19**

Minimum Credits: 134

***Select from page 81**
****Choose with an advisor**

SUGGESTED 4 YEAR PLAN OF STUDY

Bachelor of Arts
Elementary Education with
Special Education Endorsement

FALL—1st Semester		Credits
ENG	100 or 101	3
HIST	101	3
FINE ARTS*		3
MATH	120 or MATH 120E**	3
TOTAL		**12**

SPRING—2nd Semester		Credits
COM	113*	3
ENG	102	3
HIST	102	3
SCIENCE**		4
TOTAL		**13**

FALL—3rd Semester		Credits
EDEL	311	1
EDU	250	3
ENG	250	3
MATH	122	3
SCIENCE**		3
EDSP	301	3
TOTAL		**16**

SPRING—4th Semester		Credits
EDUC	406	3
HDFS	201	3
PSY	101*	3
MATH	123	3
EDSP	452	3
EDEL	313	1
TOTAL		**16**

FALL—5th Semester		Credits
MASTERY COURSE**		3
EDRL	437	3
EDUC	470	3
EDSP	453	3
EDSP	485	1
TOTAL		**13**

SPRING—6th Semester		Credits
EDEL	315	1
EDSP	441	3
EDEL	433	3
EDSP	434	3
EPY	330	3
TOTAL		**13**

FALL—7th Semester		Credits
EDEL	315	1
EDEL	443	3
EDEL	453	3
EDSP	443	3
EDSP	484	1
EDUCATION ELECTIVE		1
TOTAL		**12**

SPRING—8th Semester		Credits
EDSC	443 or EDSC 453*	3
EDRL	442	3
EDRL	443	3
EDEL	315	1
EDSP	464	3
TOTAL		**13**

SPRING—9th Semester		Credits
EDEL	483	8
EDEL	491	3
EDSP	495	8
TOTAL		**19**

Minimum Credit: 126

***Select from page 81**
****Choose with an advisor**

Education

Bachelor of Arts—Secondary Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the InTASC Core Teaching Standards:

Standard #1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences—The teacher understands how children learn and develop and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

Accreditation

The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

Teacher Education Program Mission Statement

The mission of the teacher education program of Great Basin College is to provide a distinctive early childhood education, elementary, secondary, and special education program for 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 Nevada school districts to offer early and extensive clinical and field experiences throughout the programs;
- We use the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We use technology for distance education and delivering education courses throughout Nevada.

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 at 775.327.2132 to schedule an appointment with your advisor.

Admission to the Teacher Education Program
Prior to being accepted into the teacher education program, students must successfully complete the following:

- Praxis Core exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Prior to acceptance, completion of
  - ENG 102,
  - MATH 120, 120E, 126, 126E or higher, **and**
  - EDU 250 (requires grade of C- or higher).
- A GPA of 3.0 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records office.
- Technology and education courses completed within the last eight years.
- A review of conduct with the student conduct officer.

After the specified prerequisites have been met, students must formally apply for admission into the teacher education program. Contact the education department to receive a copy of the most current GBC teacher education program admission handbook.

Endorsement Areas
Students majoring in secondary education must select a subject area endorsement. The following subject emphasis areas are offered at Great Basin College:

- Biological Science
- Business Education
- English
- Mathematics
- Social Sciences
- Additional endorsements include:
  - ELAD—English Language Acquisition and Development
  - Special Education (Generalist K-12)

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 a satisfactory field work evaluation, 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.

Capstone Project
Students will be required to complete a capstone project. An introduction to the process will take place in EDEL/ EDSC 311 and development will continue throughout the program with workshops during each field experience class. Students will complete the capstone project during the student teaching internship. Presentations of the capstone projects 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.

Biological Science and ELAD Endorsement

General Education and Program Core Requirements **Credits**

Lower-Division General Education Requirements

BIOL	190	Introduction to Cell and Molecular Biology	4
CHEM	121	General Chemistry I	4
Written Communications			3-5
		ENG 100 or 101	
Evidence-Based Communications			3
		ENG 102	
MATH	127	Precalculus II or higher	3
STAT	152	Introduction to Statistics, **or**	
MATH	182	Calculus II	3
Fine Arts			3
Humanities			3
Social Science			6
		Constitution requirement of: HIST 101 and HIST 102, or PSC 101 included in the six credits	
Total			**32-34**

Lower-Division Secondary Education Core Requirements **Credits**

COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
Total			**9**

Upper-Division Secondary Education Core Requirements **Credits**

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	463	Teaching Secondary Science	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
Total			**47**

Mastery Course Requirement			3
Math	MATH 389, INT 359 **or**		
Science	GEOL 335, INT 369		
Total			**3**

Content-Area Requirements

Biological Science Program

Lower-Division Requirements **Credits**

BIOL	191	Introduction to Organismal Biology	4
CHEM	122	General Chemistry II	4
PHYS	151	General Physics I	4
Total			**12**

Upper-Division Requirements **Credits**

BIOL	300	Principles of Genetics	4
BIOL	331	Plant Taxonomy, **or**	
BIOL	410	Plant Physiology	3
BIOL	341	Principles of Ecology	3
BIOL	415	Evolution	4
BIOL	447	Advanced Comparative Animal Physiology	3
Total			**17**

Total for All Sections **120**

SUGGESTED 4 YEAR PLAN OF STUDY

Bachelor of Arts
Secondary Education
Biological Science and ELAD Endorsement

FALL—1st Semester		Credits
BIOL	190	4
CHEM	121	4
COM	113	3
ENG	100 or 101	3-5
PSC	101	3
TOTAL		**17-19**

SPRING—2nd Semester		Credits
BIOL	191	4
CHEM	122	4
ENG	102	3
FINE ARTS*		3
TOTAL		**14**

FALL—3rd Semester		Credits
EDRL	471	3
EDSC	311	1
EDU	214	3
EDU	250	3
MATH	127	3
SOCIAL SCIENCE*		3
TOTAL		**16**

SPRING—4th Semester		Credits
EDSC	313	1
EDUC	323	3
EDUC	406	3
HUMANITIES*		3
STAT	152 or MATH 182	3
TOTAL		**13**

FALL—5th Semester		Credits
BIOL	300	4
EDRL	474	3
EPY	330	3
MASTERY COURSE**		3
TOTAL		**13**

SPRING—6th Semester		Credits
BIOL	331 or 410	3
BIOL	415	4
EDRL	475	3
EDRL	477	3
EDSP	301	3
TOTAL		**16**

FALL—7th Semester		Credits
BIOL	341	3
BIOL	447	3
EDSC	315	1
EDSC	463	3
PHYS	151	4
TOTAL		**14**

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

*** See page 81** ****Choose with advisor**

Business Endorsement and ELAD 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.

General Education and Program Core Requirements

			Credits
Lower-Division General Education Requirements			
Written Communications			3-5
	ENG 100 or 101		
Evidence-Based Communications			3
	ENG 102		
Fine Arts			3
Humanities			3
Mathematics			3
	MATH 120, 120E, 126, 126E, 127, 128, or STAT 152		
Science			7
Social Science**			6
**The six social science credits include the constitution requirement (PSC 101 or HIST 101 and 102, and ECON 102 or 103)			
Total			**28**

Lower-Division Secondary Education Core Requirements

			Credits
COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
EDU	250	Foundations of Education	3
Total			**6**

Upper-Division Secondary Education Core Requirements

			Credits
EDCT	439	Methods of Teaching Career and Technical Education	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
Total			**47**

Mastery Course Requirement			3
Math	MATH 389, INT 359 **or**		
Science	GEOL 335, INT 369		
Total			**3**

Content-Area Requirements Business Education Endorsement

Content Area Requirements			**Credits**
ACC	201	Financial Accounting	3
BUS	273	Business Law I	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
MGT	480	International Management	3
Total			**27**

Career and Technical Education Requirements			**Credits**
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			**36**

Total for All Sections **120**

SUGGESTED 4 YEAR PLAN OF STUDY

BA—Secondary Education
Business and ELAD Endorsement

FALL—1st Semester		Credits
COM	113	3
ENG	100 or 101	3
HUMANITIES*		3
MATH	126 or 126E	3
PSC	101	3
TOTAL		**15**

SPRING—2nd Semester		Credits
ACC	201	3
ECON	102	3
ENG	102	3
IS	201	3
SCIENCE*		3
TOTAL		**15**

FALL—3rd Semester		Credits
ESDC	311	1
EDU	250	3
FINE ARTS*		3
IS	301	3
SCIENCE*		4
TOTAL		**14**

SPRING—4th Semester		Credits
EDCT	490	3
EDRL	475	3
EDSC	313	1
EDUC	406	3
MGT	310	3
TOTAL		**13**

FALL—5th Semester		Credits
EDCT	471	3
EDRL	471	3
EDUC	323	3
EPY	330	3
EDSP	301	3
TOTAL		**15**

SPRING—6th Semester		Credits
EDCT	439	3
EDRL	477	3
EDSC	315	1
MGT	367	3
MGT	480	3
MASTERY COURSE**		3
TOTAL		**16**

FALL—7th Semester		Credits
BUS	273	3
EDCT	447	3
EDRL	474	3
FIN	310	3
MKT	210	3
TOTAL		**15**

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

Minimum Credits: 120

*** See page 81** ****Choose with advisor**

English and ELAD Endorsement

General Education and Program Core Requirements

Lower-Division General Education Requirements	**Credits**
Written Communications	3-5
ENG 100 or 101	
Evidence-Based Communications	3
ENG 102	
Fine Arts	3
Humanities	3
ENG 203 or 223	
Mathematics	3
MATH 120, 120E, 126, 126E or higher	
Science	7
Social Science	6
(Constitution requirement of PSC 101 **or** HIST 101 and HIST 102 included in the six credits)	
Total	**28**

Lower-Division Secondary Education Core Requirements			**Credits**
COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
Total			**9**

Upper-Division Secondary Education Core Requirements			**Credits**
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	433	Teaching Secondary English	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
Total			**47**

Mastery Course Requirement		3
Humanities	HUM 101; INT 339, **or**	
Social Science	ANTH 307, 332; HIST 303, 312, 341; INT 349; PSY 313	
Total		**3**

Content-Area Requirements
English Education Endorsement

Lower-Division Requirements			**Credits**
JOUR	102	News Reporting and Writing	3
Total			**3**

Upper-Division Requirements			**Credits**
ENG	310	The Rhetoric of Everyday Texts	3
ENG	325	Advanced Literary Study	3
ENG	327	Composition III	3
ENG	329	Language Study	3
ENG	411B	Principles of Modern Grammar	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	Upper Division Elective		3
ENG	497A	Topics in Multicultural Literature	3
Total			**30**

Total for All Sections **120**

120 credits required for BA.

SUGGESTED 4 YEAR PLAN OF STUDY

BA—Secondary Education
English and ELAD Endorsement

FALL—1st Semester		Credits
COM	113	3
EDU	214	3
ENG	100 or 101	3
FINE ARTS*		3
MATHEMATICS*		3
TOTAL		**15**

SPRING—2nd Semester		Credits
EDU	250	3
EDSC	311	1
ENG	102	3
PSC	101	3
SCIENCE*		4
TOTAL		**14**

FALL—3rd Semester		Credits
EDSC	313	1
EDUC	406	3
ENG	203 or 223	3
HIST	101 or 102	3
SCIENCE*		3
TOTAL		**13**

SPRING—4th Semester		Credits
EDRL	471	3
ENG	325	3
ENG	327	3
ENG	451A or 451B	3
ENG	475B	3
TOTAL		**15**

FALL—5th Semester		Credits
EDRL	474	3
EDUC	323	3
ENG	329	3
ENG	497A	3
EPY	330	3
TOTAL		**15**

SPRING—6th Semester		Credits
EDRL	475	3
ENG	310	3
ENG	449A or 449B	3
MASTERY COURSE**		3
JOUR	102	3
TOTAL		**15**

FALL—7th Semester		Credits
EDRL	477	3
EDSC	315	1
EDSC	433	3
EDSP	301	3
ENG	411B	3
ENG	433A	3
TOTAL		**16**

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

Minimum Credit: 120

*** See page 81** ****Choose with advisor**

Mathematics and ELAD Endorsement

General Education and Program Core Requirements

Lower-Division General Education Requirements	**Credits**
Written Communications	3-5
ENG 100 or 101	
Evidence-Based Communications	3
ENG 102	
Fine Arts	3
Humanities	3
Mathematics*	
Science	7
Social Science	6
(Included in the six credits is the constitution requirement of PSC 101 **or** HIST 101 and HIST 102)	
*Met by mathematics endorsement courses.	
Total	**25**

Lower-Division Secondary Education Core Requirements			**Credits**
COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
EDU	250	Foundations of Education	3
Total			**6**

Upper-Division Secondary Education Core Requirements			**Credits**
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	453	Teaching Secondary Mathematics	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
Total			**47**

Mastery Course Requirement	3
Science INT 369 or GEOL 335	
Total	**3**

Content-Area Requirements
Secondary Mathematics Program

Lower-Division Requirements*			**Credits**
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
Mathematics Elective			3
Choose from MATH 126, 126E, 127, or 128 with advisement.			
Total			**24**

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

Upper-Division Requirements			**Credits**
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			3
Choose from MATH 285, 310, 314			
Total			**15**

Total for All Sections **120**

SUGGESTED 4 YEAR PLAN OF STUDY

BA—Secondary Education Mathematics and ELAD Endorsement

FALL—1st Semester		Credits
COM	113	3
ENG	100 or 101	3
FINE ARTS*		3
LOWER-DIVISION MATHEMATICS ELECTIVE**		3
SOCIAL SCIENCE*		3
TOTAL		**15**

SPRING—2nd Semester		Credits
EDU	250	3
EDSC	311	1
CS	135	3
ENG	102	3
SCIENCE*		4
TOTAL		**14**

FALL—3rd Semester		Credits
EDRL	471	3
HUMANITIES*		3
MATH	181	4
SCIENCE*		3
STAT	152	3
TOTAL		**16**

SPRING—4th Semester		Credits
EDSC	313	1
EDUC	323	3
EDUC	406	3
MATH	182	4
SOCIAL SCIENCE*		3
TOTAL		**14**

FALL—5th Semester		Credits
EDRL	474	3
EPY	330	3
MATH	251	3
MATH	283	3
MATH	330	4
TOTAL		**16**

SPRING—6th Semester		Credits
EDSC	315	1
EDSC	453	3
EDRL	475	3
MATH	331	3
MATH	475	3
TOTAL		**13**

FALL—7th Semester		Credits
EDRL	477	3
EDSP	301	3
INT	369 or GEOL 335**	3
MATH	333	3
UPPER-DIVISION MATHEMATICS ELECTIVE**		3
TOTAL		**15**

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

Minimum Credits: 120

***Select from page 81**
****Choose with an advisor**

Social Sciences and ELAD Endorsement

General Education and Program Core Requirements

Lower-Division General Education Requirements	**Credits**
Written Communications	3-5
ENG 100 or 101	
Evidence-Based Communications	3
ENG 102	
HIST 101 U.S. History to 1877	3
HIST 102 U.S. History Since 1877	3
Fine Arts	3
Humanities	3
HIST 208 or 209 required	
Mathematics	3
MATH 120, 120E, 126, 126E or higher	
Science	7
Total	**28**

Lower-Division Secondary Education

Core Requirements			**Credits**
COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
GEOG	103	Physical Geography	3
Total			**12**

Upper-Division Secondary Education

Core Requirements			**Credits**
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	473	Teaching Secondary Social Sciences	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
Total			**47**

Mastery Course Requirement	3
Humanities	HUM 101; INT 339 **or**
Social Science	ANTH 307, 332; HIST 303, 312, 341; INT 349; PSY 313
Total	**3**

Content-Area Requirements

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 12 credits must be upper division; 6 of these 12 credits must be in History.
- Principles of Educational Psychology (EDU 330) may not be used toward this total; HIST 101 and 102 may be used.

1. **Economics**—Recommended: ECON 102 or 103. Other options: ECON 104.

2. **Geography**—Required: GEOG 103.

3. **Psychology or Sociology**—Recommended: PSY 101 or SOC 101. Other options: PSY 102, 130, 208, 234, 435, 460.

4. **Ethnic Studies**—Options: ANTH 101, 307, 400A, 400B, 439 or GEOG 106

5. **Political Science**—Recommended PSC 403K. Other options: PSC 101, 210, 403C.

6. **U.S. History** —Required HIST 101 and 102. Other options: HIST 217, 417C, 441, 498.

7. **History of the World**—Recommended: HIST 209, 247.

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

Total	**18**

Upper-Division Requirements	**Credits**
History Elective: Upper-division U.S. or world history	6
Additional upper-division social science or history	6
Total	**12**
Total for All Sections	**120**

120 credits required for BA

SUGGESTED 4 YEAR PLAN OF STUDY

BA—Secondary Education
Social Science and ELAD Endorsement

FALL—1st Semester		Credits
COM	113	3
ENG	100 or 101	3
FINE ARTS*		3
HIST	101	3
MATH	120 or 120E	3
TOTAL		**15**

SPRING—2nd Semester		Credits
EDU	214	3
ENG	102	3
HIST	102	3
HUMANITIES*		3
SCIENCE*		3
TOTAL		**15**

FALL—3rd Semester		Credits
EDSC	311	1
EDU	250	3
GEOG	103	3
SCIENCE*		4
SOCIAL SCIENCE*		3
TOTAL		**14**

SPRING—4th Semester		Credits
EDRL	475	3
EDSC	313	1
EDUC	406	3
INT	301	3
UPPER DIVISION SOCIAL SCIENCE ELECTIVE		3
SOCIAL SCIENCE**		6
TOTAL		**19**

FALL—5th Semester		Credits
EDRL	471	3
EDUC	323	3
EPY	330	3
SOCIAL SCIENCE**		6
TOTAL		**15**

SPRING—6th Semester		Credits
EDRL	477	3
EDSP	301	3
MASTERY COURSE**		3
SOCIAL SCIENCE**		6
TOTAL		**15**

FALL—7th Semester		Credits
EDRL	474	3
EDSC	315	1
EDSC	473	3
UPPER-DIVISION SOCIAL SCIENCE OR HISTORY		6
TOTAL		**13**

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

Minimum Credits: 120
***Select from page 81**
****Choose with an advisor**

ELAD—English Language Acquisition and Development

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

EDRL 471, 474, 475, 477

Special Education (Generalist, K-12)

This endorsement will provide the coursework needed to be certified in the State of Nevada as a generalist special education teacher for students with mild and moderate disabilities. The student teaching internship for special education can be combined with the elementary internship or the secondary internship and can be completed in one semester.

HDFS 201, EPY 330; and
EDEL 433 or EDRL 437 and EDSC 433 or 453; and
EDSP 301, 441, 434, 443, 453, 452; and
EDSP 484 Special Education Practicum: Elementary Level
EDSP 485 Special Education Practicum: Secondary Level
EDSP 495 Student Teaching Internship in Special Education

Alternative Route to Licensure Program (ARL) Post-Baccalaureate Certificate

The ARL/post-baccalaureate certification program at GBC enables students who have completed an undergraduate degree to become eligible for licensure to teach in Nevada in the areas of early childhood, elementary, secondary, and special education.

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 teacher education department faculty.

Once in the program, students will adhere to the rules of the current teacher education program handbook. Students must remain continuously enrolled and complete the program requirements within three years.

Application

To be eligible for the ARL/post-baccalaureate program at GBC, students must:

- Hold a bachelor's degree with a minimum GPA of 3.0, cumulative or over the last 40 credits.
- Apply to Great Basin College.
- Complete an ARL/post-baccalaureate program application.
- Successfully pass the admissions interview (assesses dispositions, basic communication skills, and background knowledge) with program faculty and staff.
- Pass a fingerprint background check, or hold a valid substitute license issued by the Nevada Department of Education.

To be eligible to apply for a conditional license, and be able to teach full-time in a Nevada school district or charter school, ARL students must:

- Be accepted into the GBC ARL program.
- Accept and remit to the Nevada Department of Education (NDE) an offer of employment from a Nevada school district in GBC's service area.
- Maintain continuous enrollment in your ARL program of study.
- Be evaluated each year as effective or highly effective by your school-site administrator for a minimum of two years and a maximum of three years.

How participants will be mentored and evaluated during their school-based experience.

For program participants employed by a Nevada school district or charter school, the employer will agree to pair the participant with a mentor. The mentor will conduct classroom observations and meet with the participant on a regular basis to discuss issues as related to his/her teaching assignment and to support his/her success as a new teacher.

For program participants not employed as a full time teacher under the conditional license, a minimum of 110 hours of field experience will be conducted and supervised by a lead teacher and program faculty, in addition to student teaching. A portfolio, aligned with the INTASC Standards, will be completed and evaluated during the student teaching and capstone semester.

Note: Students who are offered employment and receive the conditional license from NDE will be classified under the appropriate ARL degree code. Those who are not hired full-time, but complete the traditional pathway including student teaching, will be classified under the Post-baccalaureate (PB) degree code.

Alternative Route to Licensure

Early Childhood Education (birth to 2nd grade)

List of courses offered by GBC used to satisfy the pedagogy requirement in early childhood education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.089.

			Credits
ECE	127	Role of Play Infant/Toddler	3
ECE	200	The Exceptional Child	3
ECE	204	Principles of Child Guidance	3
ECE	210	Observation, Documentation, & Assessment of Young Children	3
ECE	250	Introduction to Early Childhood Education	3
ECE	251	Curriculum in Early Childhood Education	3
ECE	262	Early Language and Literacy Development	3
HDFS	201	Life Span Development	3
HDFS	202	Introduction to Families	3
HDFS	232	Diversity in Children	3
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods for Teaching PK-8 Social Studies	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs-Practicum	3
Total			**51**

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a post-baccalaureate candidate will complete the following:

EDEL	315	Elementary Methods Practicum III	2-3
ECE	493	Supervised Internship in ECE	12
Total			**65-66**

Alternative Route to Licensure

Elementary Education

List of courses offered by GBC used to satisfy the pedagogy requirement in elementary education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.095.

			Credits
HDFS	201	Life Span Development	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	470	Multicultural Education for a Diverse Society	3
EDSP	301	Education of the Exceptional Child	3
EDSP	453	Behavior Management and Social-Emotional Learning in the Classroom	3
EDSP	464	Intensification of Instruction through Multi-tiered Systems of Support	3
EDRL	442	Literacy Instruction I	3
EDRL	443	Literacy Instruction II	3
EDRL	437	Teaching Reading	3
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods for Teaching PK-8 Social Studies	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs, Practicum	3
Total			**48**

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a post-baccalaureate candidate will complete the following:

EDEL	313	Elementary Methods Practicum II	1
EDEL	315	Elementary Methods Practicum III	3
EDSP	485	Special Education Practicum	1
EDEL	483	Elementary Supervised Teaching Internship	12
Total			**65**

Alternative Route to Licensure

Secondary Education

List of courses offered by GBC used to satisfy the pedagogy requirement in secondary education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.0575, (a) – (f).

			Credits
EDUC	406	Curriculum and Assessment Education	3
EDUC	323	Curriculum Design for Family Engagement	3
EDSP	301	Education of the Exceptional Child	3
EPY	330	Principles of Educational Psychology	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs-Practicum	3
EDUC	470	Multicultural Education	3
		Methods Course Requirement (one required)	3
EDSC	433	Teaching Secondary English	
EDSC	453	Teaching Secondary Mathematics	
EDSC	463	Teaching Secondary Science	
EDSC	473	Teaching Secondary Social Studies	
		Methods for teaching art, music, or physical education will be developed as needed or taken from a partnering regionally accredited institution	
Total			**30**

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a post-baccalaureate candidate will complete the following:

EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	2-3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
Total			**50-51**

Alternative Route to Licensure

Special Education

List of courses offered by GBC used to satisfy the pedagogy requirement in special education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.343.

			Credits
HDFS	201	Lifespan Human Development	3
EDSP	301	Education of the Exceptional Child	3
EPY	330	Principles of Educational Psychology	3
EDRL	437	Teaching Reading	3
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDSP	441	Characteristics and Inclusive Strategies for Students with Mild and Moderate Disabilities	3
EDSP	452	Assessment for Special Education Teachers	3
EDSP	453	Behavior Management and Social-Emotional Learning in the Classroom	3
EDSP	434	Community and Family Integration for the Transition of Individuals with Special Needs	3
EDSP	443	Special Education Curriculum: General Methods	3
EDSP	464	Intensification of Instruction through Multi-tiered Systems of Support	3
Total			**33**

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a Post-Baccalaureate candidate will complete the following:

EDEL	315	Elementary Methods Practicum III	1
EDSP	484	Special Education Practicum: Elementary Level	1
EDSP	485	Special Education Practicum: Secondary Level	1
EDSP	495	Student Teaching Internship in Special Education	12
Total			**48**

English

Associate of Arts— English (Pattern of Study)

This suggested pattern of study for the associate of arts degree is recommended for students wishing to pursue a baccalaureate degree in English or an English-related discipline. This pattern is specifically designed to transfer directly into GBC's Bachelor of Arts in English program upon completion of this A.A. degree.

Students should be aware that many colleges and universities have different lower-division requirements. Students intending to transfer into a baccalaureate degree program at another institution should check that institution's lower-division requirements to ensure that appropriate courses are taken at Great Basin College.

Student Learning Outcomes

Students graduating with an Associate of Arts (English Emphasis) will have the knowledge and skills necessary to:

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

Degree Requirements

General Education **Credits**

Communications and Expressions

Written Communications 3
ENG 100 or 101

Oral Communications—COM 113 (required) 3

Evidence-Based Communications 3
ENG 102

Fine Arts..... 3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200

Logical and Scientific Reasoning

Mathematical Reasoning..... 3
MATH 120, 120E, 126, 126E or higher; STAT 152

Scientific Reasoning..... 3-4
Any AST, BIOL, CHEM, ENV, GEOL, PHYS, plus ANTH 102, GEOG 103, and NUTR 121

Scientific Data Interpretation 3-4
AST 101; BIOL 100, 190; CHEM 100, 121; ENV 100; GEOL 101; NUTR 121; PHYS 100, 151, 180

Human Societies and Experience

Structure of Societies 3
ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208; SOC 101

American Constitutions and Institutions: 3
HIST 101/102 (must take both) or PSC 101

Humanities..... 3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 101, 102, 135; SPAN 111, 112, 211

Technological Proficiency 3
CIT 129; CS 135; EDU 214; ENGR 100; GIS 109; GRC 119; IS 101

Foundations

Social Science 3
Any transferrable course 100- or 200-level ANTH (except ANTH 102); CRJ; HIST; PSC; PSY; SOC; ECON 102, 103; GEOG 106

Humanities/Fine Arts 3
Any transferable course 200-level ENG or 100- or 200-level AM; ART; FIS; FRE; GRC 103, 156; HIST 208, 209; HUM; JOUR; MUS; PHIL; SPAN; THTR

Total 39-41

Program Requirements **Credits**

JOUR 102 News Reporting and Writing 3
Total 3

At least 9 credits selected from: 9

ENG	203	Introduction to Literary Study
ENG	205	Introduction to Creative Writing:
ENG	221	Writing Fiction
ENG	223	Themes of Literature
ENG	240	Digital Literacy and Composition
ENG	250	Fiction and Poetry
ENG	259	Speculative Fiction and Fantasy Literature
ENG	261	Introduction to Poetry
ENG	267	Introduction to Women and Literature

General Electives (Choose with an advisor)..... 9
Recommended: 9 additional credits from list above.
Total 18

Total of all sections 60

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

SUGGESTED COURSE SEQUENCE
AA—English
(Pattern of Study)

FALL—1st Semester	Credits
AMERICAN CONSTITUTIONS AND INSTITUTIONS*	3
ENG 100 or 101	3
MATHEMATICAL REASONING*	3
SCIENTIFIC DATA INTERPRETATION*	3
TECHNOLOGICAL PROFICIENCY*	3
TOTAL	**15**

SPRING—2nd Semester	Credits
200-LEVEL ENGLISH**	3
COM 113	3
ENG 102	3
FINE ARTS*	3
FOUNDATIONS: SOCIAL SCIENCE**	3
TOTAL	**15**

FALL—3rd Semester	Credits
200-LEVEL ENGLISH	3
HUMANITIES*	3
FOUNDATIONS: HUMANITIES/FINE ARTS*	3
SCIENTIFIC REASONING*	3
STRUCTURE OF SOCIETIES*	3
TOTAL	**15**

SPRING—4th Semester	Credits
200-LEVEL ENGLISH**	3
JOUR 102	3
GENERAL ELECTIVE**	3
GENERAL ELECTIVE**	3
GENERAL ELECTIVE**	3
TOTAL	**15**

Minimum Credits: 60

***Refer to page 80**
****Select with an advisor**

English

Bachelor of Arts—English

Student Learning Outcomes

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

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

Mission Statement

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

Accreditation

This degree is accredited by the Northwest Commission on Colleges and Universities.

Professional Skills and Career Paths

Upon completion of the BA, students will be able to pursue careers in a variety of fields in both the public, private, and non-profit sectors including public relations, business, marketing, law, sales, management, education, and other fields in which communication, critical thinking, and cultural awareness are valued. Students with a BA in English may also pursue graduate education in literature, English, creative writing, composition and rhetoric, law, library science, and medicine among others.

Admission to the Program

Students must complete the application form for the BA in English to be formally admitted to the program. Applications are accepted on a rolling basis; applications received prior to February 15 will be assigned the current catalog year, while applications received after February 15 will be assigned to the following catalog year. The form is available online on the GBC website and in hard copy in the arts and letters department on the Elko campus. Transfer students must provide official transcripts from all other accredited institutions attended to complete the application process, and applications must be complete prior to processing. To ensure adequate time for processing transcripts, we request that transfer students apply to the institution and the program eight weeks prior to the start date of the semester they plan to begin coursework.

Successful applicants to the program will have:

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

			Credits
ENG	203	Introduction to Literary Studies	3
ENG	205	Introduction to Creative Writing: Fiction and Poetry	3
ENG	221	Writing Fiction	3
ENG	223	Themes of Literature	3
ENG	240	Digital Literacy and Composition	3
ENG	250	Fiction and Poetry	3
ENG	259	Speculative Fiction and Fantasy Literature	3
ENG	261	Introduction to Poetry	3
ENG	267	Introduction to Women in Literature	3

Advisement

Every BA in English student has a faculty member teaching in the program assigned as an advisor, and we require that students meet with their advisor each semester to ensure progress toward the degree. Students, once admitted to the program, will be contacted with information regarding advising. In addition, students pursuing an A.A. or A.S. degree with interest in enrolling in the program are encouraged to make their interests known to the program coordinator, who will help advise them toward successful application. To obtain the name of your advisor, speak to the program coordinator, or set up an appointment, please contact the arts and letters department administrative assistant at 775.327.2234.

Maintaining Good Standing

In order to maintain good standing in the program, students must:

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

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

Academic Honesty
Students must comply with student conduct and academic honesty policies in the GBC catalog and NSHE Code as well as the stated academic honesty policies of instructors; incidents of student misconduct and/or academic dishonesty will be reported to the vice president for student and academic affairs and the program supervisor. Disciplinary actions may include a written warning, reprimand, college probation, suspension, or expulsion from the program.

Disciplinary actions will be determined by the nature and severity of the misconduct and may be imposed in any order. In the event the student's status changes to probationary, a plan of misconduct will be created for reinstatement to the program. Failure to follow this plan will result in expulsion from the program.

BA in English Requirements

Mastery Course Requirement	**Credits**
Mathematical/Science	**3**
MATH 389, INT 359, GEOL 335 or INT 369	
Total	**3**

Program Requirements			**Credits**
COM	113	Fundamentals of Speech Communication	3
ENG	325	Advanced Literary Study	3
ENG	327	Composition III	3
ENG	449A	British Literature I	3
ENG	449B	British Literature II	3
ENG	451A	American Literature I	3
ENG	451B	American Literature II	3
ENG	497A	Topics in Multicultural Literature	3
ENG	498B	English Capstone	3
JOUR	102	News Reporting and Writing	3
Total			**30**

Program Electives			**Credits**
(24-27 credits selected from the following list)			
At least 15 credits must be at the 300- or 400-level to meet degree requirements.			
ENG	203	Introduction to Literary Study	3
ENG	205	Introduction to Creative Writing: Fiction and Poetry	3
ENG	221	Writing Fiction	3
ENG	223	Themes of Literature	3
ENG	240	Digital Literacy and Composition	3
ENG	250	Introduction to Children's Literature	3
ENG	259	Speculative Fiction and Fantasy Literature	3
ENG	261	Introduction to Poetry	3
ENG	267	Introduction to Women in Literature	3
ENG	310	The Rhetoric of Everyday Texts	3
ENG	320	Identities and Texts	3
ENG	329	Language Study	3
ENG	333	Professional Communication	3
ENG	402A	Advanced Creative Writing	3
ENG	411B	Principles of Modern Grammar	3
ENG	416C	Special Problems in English	3
ENG	433A	Shakespeare: Tragedies and Histories	3
ENG	475B	Literary Nonfiction	3
WMST	101	Introduction to Women's Studies	3
Total			**24-27**
At least 15 credits must be at the 300-400 level to meet degree requirements.			

Minimum Total Credits 60

Total credits required for Bachelor of Arts in English.....120

SUGGESTED 4 YEAR PLAN OF STUDY

Bachelor of Arts—English

FALL—1st Semester		Credits
PSC	101	3
ENG	100 or 101	3
MATHEMATICAL REASONING*		3
SCIENTIFIC DATA INTERPRETATION*		3
TECHNOLOGICAL PROFICIENCY*		3
TOTAL		**15**

SPRING—2nd Semester		Credits
200-LEVEL ENGLISH**		3
COM	113	3
ENG	102	3
FINE ARTS*		3
FOUNDATIONS: SOCIAL SCIENCE**		3
TOTAL		**15**

FALL—3rd Semester		Credits
200-LEVEL ENGLISH**		3
HUMANITIES*		3
FOUNDATIONS: HUMANITIES/FINE ARTS*		3
SCIENTIFIC REASONING*		3
STRUCTURE OF SOCIETIES*		3
TOTAL		**15**

SPRING—4th Semester		Credits
200-LEVEL ENGLISH**		3
JOUR	102	3
GENERAL ELECTIVE**		3
GENERAL ELECTIVE**		3
GENERAL ELECTIVE**		3
TOTAL		**15**

FALL—5th Semester		Credits
ENG	325	3
ENG	327	3
ENG	449B	3
ENGLISH ELECTIVE (300/400)**		3
ENGLISH ELECTIVE (300/400)**		3
TOTAL		**15**

SPRING—6th Semester		Credits
ENG	449A	3
ENG	451B	3
ENGLISH ELECTIVE**		3
ENGLISH ELECTIVE (300/400)**		3
ENGLISH ELECTIVE (300/400)**		3
TOTAL		**15**

FALL—7th Semester		Credits
ENG	451A	3
ENG	497A	3
ENGLISH ELECTIVE**		3
ENGLISH ELECTIVE**		3
ENGLISH ELECTIVE (300/400)**		3
TOTAL		**15**

SPRING—8th Semester		Credits
ENG	498B	3
ENGLISH ELECTIVE**		3
ENGLISH ELECTIVE**		3
ENGLISH ELECTIVE**		3
MASTERY COURSE**		3
TOTAL		**15**

Minimum Credits: 120

***Refer to page 81**
****Select with an advisor**

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

Health Sciences

Emergency Medical Services, Paramedic Emphasis

Mission
To provide an accessible, student-centered, post-secondary paramedic education that prepares graduates for paramedic practice and ensures that patients within our communities receive a higher level of EMS care by paramedics trained with the highest standards.

Goal
Paramedic: "To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession."
Advanced Emergency Medical Technician: "To prepare Advanced Emergency Medical Technicians who are competent in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains to enter the profession."

Student Learning Outcomes

Upon completion of the AAS or Certificate of Achievement Paramedic program, the graduate will have accomplished the following six program student learning outcomes:

- Demonstrate integration of cognitive knowledge, skills proficiency, and critical thinking skills as an entry level nationally registered paramedic.
- Apply therapeutic and professional communication skills when working with patients, patients significant others, colleagues, other health care providers, and members of the community.
- Incorporate the professional attributes of integrity, empathy, self-motivation, self-confidence, communication, teamwork and diplomacy, respect, patient advocacy, and safe delivery of care into practice.
- Recognize the importance of research and scientific inquiry to promote continuous, quality improvement in prehospital health care delivery.
- Recognize and acknowledge that the emerging roles and responsibilities of the paramedic include public education, health promotion, and participation in injury and illness prevention programs.
- Assume the role of leadership as an advanced life support provider and role model for other EMS providers.

Student achievement of the program learning outcomes is demonstrated through competencies that are comprised of the cognitive, affective, and psychomotor domains of learning. Students must be successful in each domain to complete the course. Competency statements at both the program and course level are used to evaluate students' achievement of course and program student learning outcomes.

Accreditation
This degree and certificate are approved by the State of Nevada. GBC is accredited by the Northwest Commission on Colleges and Universities.

The Great Basin College paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N.
Suite 158
Clearwater, FL 33763
727.210.2350
www.caahep.org

To contact CoAEMSP:
8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
214.703.8445
FAX 214.703.8992
www.coaernsp.org

Great Basin College offers a eighteen-month program leading to an Associate of Applied Science in Emergency Medical Services—Paramedic, or a one-year program leading to a Certificate of Achievement in Emergency Medical Services—Paramedic. GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

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

Enrollment in the program is limited, and students are only admitted in the fall semester. Selection is made using a point system. Points are awarded for general education courses. Additional points will be awarded for veteran applicants and students in the CTE pathway program. General education courses are not required for admittance into the program, but students with completed courses will have a higher point range for admittance. Students must have a passing grade of C or higher, in all courses, to receive additional points. Specific paramedic courses that are part of the program may not be taken prior to admission.

Students who do not have an ACT or SAT score and who have not started English and mathematics requirements, must complete the English and mathematics placement tests. There is no charge for these tests, and they must be taken prior to enrolling in prerequisite courses.

The placement tests are available at the Academic Success Center in Elko and at any GBC center. For more information and testing times, call 775.327.2247.

Year of admission to any Emergency Medical Services—Paramedic program determines catalog year and course requirements.

Prerequisites to be completed prior to or during the semester in which application is made to the Associate of Applied Science or Certificate of Achievement in Emergency Medical Services—Paramedic program include:

- Nevada EMT or AEMT Certification.
- Complete a current Healthcare Providers CPR.

Questions about the AAS in Emergency Medical Services—Paramedic program or the application process can be directed to the School of Health Sciences and Behavioral Health at 775.327.2317.

Admission into any Emergency Medical Services—Paramedic Program

Special application and admission requirements exist for EMS. Prospective students should:

- Apply for admission by completing the application for admission packet available online. Applications are available in January and must be submitted by May 1 at 5 p.m. for the fall semester.

Return completed forms to:
School of Health Science and Behavioral Health
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 in Emergency Medical Services—Paramedic or Certificate of Achievement—Emergency Medical Services—Paramedic Emphasis are eligible to take the National Registry of Emergency Medical Technician (NREMT) examination and become certified as a paramedic.

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

Health Sciences

Certificate of Achievement—Emergency Medical Services—Paramedic Emphasis

Certificate of Achievement in Emergency Medical Services—Paramedic Emphasis Requirements.

Students must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

- Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
- Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
- Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
- Perform cardiopulmonary resuscitation.
- Perform independently of others.
- Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

Additional Fees

Paramedic students will follow the fee schedule and refund policy described in this catalog. In addition to tuition, there are other costs specific to the Certificate of Achievement in Emergency Medical Services—Paramedic program. These are subject to change. An approximation of the additional expenses include:

Textbooks (Estimated)..... $1,500.00 (per Semester)
Differential fee per credit.....$80
Student Background Check and Drug Screening (Required for clinical rotation-minimum Estimated)..... $150.00
Immunizations (Estimated) $300.00
Testing fee:(NREMT) Computer Test (Estimated) ... $175.00
Physical examination ..... Individual amount
Health Insurance ..... Individual amount
Travel to clinical facilities ..... Individual amount

Requirements for Application

- GPA of 2.0 or higher on any previous college coursework.
- Minimum grade of C in any courses applied to the Certificate of Achievement in Emergency Medical Services—Paramedic.
- Completed applications for both GBC and the paramedic program must be received by admissions and records no later than 5 p.m. on May 1.
- Copy of current Nevada EMT or AEMT certification.
- Copy of Healthcare Provider's CPR certification.
- Current immunizations information.

Course Requirements

In order to maintain good standing in the Certificate of Achievement in Emergency Medical Services—Paramedic program, a student must:

- Maintain a minimum of C (e.g., 76% or better) in all paramedic courses,
- Comply with requirements set forth in the AAS & Certificate of Achievement in Emergency Medical Services—Paramedic handbook,
- Attain a minimum grade of C or higher in any non-EMS course applied to the Certificate of Achievement in Emergency Medical Services—Paramedic.

General Education Requirements

The Certificate of Achievement in Emergency Medical Services—Paramedic program has slightly different general education requirements than the other GBC certificates. Please note the differences:

General Education Requirements	Credits
English/Communications	3-5
ENG 100, 101 or 107 and ENG 102 or 108	
Mathematics	3-6
MATH 116, 116E, 120, 120E, 126, 126E or higher, includes STAT 152	
Human Relations	1
BUS 110	
Total	**7-12**

Program Emphasis Requirements			Credits
EMS	200	Fundamentals of Paramedic Medicine	3
EMS	204	Principles of Anatomy & Pathophysiology	4
EMS	206	Principles of Pharmacology/Medication and Venous Access for the Paramedic	3
EMS	207	Airway Management and Ventilation for Paramedics	2
EMS	209	Patient Assessment for Paramedics	2
EMS	210	Principles of Cardiology for the Paramedic	3
EMS	211	Paramedic Care for Medical Emergencies	3
EMS	212	Paramedic Care for Trauma Emergencies	3
EMS	214	Special Populations in Paramedicine	3
EMS	215	Assess Based Management/Operation for Paramedic	3
EMS	216	Hospital Clinical Experience for the Paramedic	6
EMS	219	Field Internship for the Paramedic	8
Total			**43**

Total of all sections 50-52

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Emergency Medical Services—Paramedic

FALL—1st Semester	Credits
EMS 204	4
EMS 210	3
EMS 200	3
EMS 206	3
EMS 207	2
EMS 209	2
ENGLISH/COMMUNICATIONS	3-5
BUS 110	1
TOTAL	**21-23**

WINTER—2nd Semester	Credits
EMS 212	**3**
TOTAL	**3**

SPRING—3rd Semester	Credits
MATHEMATICS	3-6
EMS 215	3
EMS 211	3
EMS 214	3
EMS 216	6
TOTAL	**18-21**

SUMMER (Internship)	Credits
EMS 219	8
TOTAL	**8**

Minimum Credits: 50-55

Health Sciences

Associate of Applied Science—Emergency Medical Services—Paramedic Emphasis

AAS in Emergency Medical Services—Paramedic Program Requirements

Students must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

- Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
- Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
- Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
- Perform cardiopulmonary resuscitation.
- Perform independently of others.
- Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

Additional Fees

Paramedic students will follow the fee schedule and refund policy described in this catalog. In addition to tuition, there are other costs specific to the Associate of Applied Science in Emergency Medical Services—Paramedic program.

These are subject to change. An approximation of the additional expenses include:

Textbooks.....(Per Semester) (Estimated) $1,500.00
Differential Fee per credit.....$80.00
Student Background Check and Drug Screening
(required for clinical rotation) (Estimated) $150.00
Immunizations (Estimated)..... $300.00
Testing fee (NREMT) Computer Test (Estimated) ... $175.00
Physical examination ..... Individual amount
Health insurance ..... Individual amount
Travel to clinical facilities ..... Individual amount

Requirements for Application

- GPA of 2.0 or higher on any previous college coursework.
- Minimum grade of C in any courses applied to the AAS in Emergency Medical Services—Paramedic.
- Completed applications for both GBC and the paramedic program must be received by admissions and records no later than 5 p.m. on May 1.
- Copy of current Nevada EMT or AEMT Certification.
- Copy of Healthcare Provider's CPR certification.
- Current immunizations information.

Course Requirements
In order to maintain good standing in the AAS in Emergency Medical Services—Paramedic program, a student must:

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

General Education Requirements
The AAS in Emergency Medical Services—Paramedic program has slightly different general education requirements than the other GBC AAS degrees. Please note the differences:

PHIL 102 is strongly recommended to fulfill the humanities requirement or any fine arts or humanities course as listed in the general education requirements.

General Education Requirements	Credits
Written Communications ENG 100, 101 or 107	3-5
Evidence-Based Communications ENG 102 or 108	3
Mathematics MATH 116, 116E, 120, 120E, 126, 126E, or higher, or STAT 152	3-6
Science	3
Social Science—PSC 101 (recommended)	3
Human Relations — HMS 200 or PSY 208 (required)	3
Humanities or Fine Arts* PHIL 102 (recommended)	3
Technology (embedded in EMS Core)	
Total	**21-26**

Program Emphasis Requirements			Credits
EMS	200	Fundamentals of Paramedic Medicine	3
EMS	204	Principles of Anatomy & Pathophysiology	4
EMS	206	Principles of Pharmacology Medication & Venous Access for the Paramedic	3
EMS	207	Airway Management and Ventilation	2
EMS	209	Patient Assessment for Paramedics	2
EMS	210	Principles of Cardiology for Paramedics	3
EMS	211	Paramedic Care for Medical Emergencies	3
EMS	212	Paramedic Trauma Emergencies	3
EMS	214	Pediatrics & Special Considerations for the Paramedic & PALS	3
EMS	215	Assessment Based Management and Operations for the Paramedic	3
EMS	216	Hospital Clinical Experience for the Paramedic	6
EMS	219	Paramedic Field Internship	8
Total			**43**

Total of all sections 64-69

SUGGESTED COURSE SEQUENCE

AAS—Emergency Medical Services—Paramedic

FALL—1st Semester		Credits
EMS	204	4
EMS	200	3
EMS	206	3
EMS	207	2
EMS	209	2
EMS	210	3
ENG	100, 101 or 107	3-5
MATH	116, 116E, 120, 120E, 126, 126E or higher	3-6
TOTAL		**23-28**

WINTER—2nd Semester		Credits
EMS	**212**	**3**
TOTAL		**3**

SPRING—3rd Semester		Credits
ENG	102 or 108	3
EMS	211	3
EMS	214	3
EMS	215	3
EMS	216	6
TOTAL		**18**

SUMMER—4th Semester		Credits
EMS	219	8
TOTAL		**8**

FALL—5th Semester		Credits
HMS 200 or PSY 208		3
Science**		3
PSC	101	3
Fine Arts or Humanities*		3
TOTAL		**12**

Minimum Credits: 64-69

***Select from page 81**

****Choose with an advisor**

National Registered Paramedic Pathway

The Associate of Applied Science EMS—Paramedic pathway for nationally registered paramedics provides an alternative route for students who are already paramedics to obtain their AAS in EMS—Paramedic degree. Once admitted to the program and after the completion of the paramedic refresher course (EMS 220), those who are currently valid nationally registered paramedics may be awarded 26 credits through credit by examination. This reflects the cognitive examination and psychomotor section of the NREMT Paramedic Examination. A non refundable fee of $25.00 will be charged for this request and is to be paid to the controller's office.

The current paramedic program is 43 credits of program requirements with 21 general education credits. The student who completes the exam by credit will receive 26 credits by examination matched to the following courses in the paramedic program:

			Credits
EMS	204	Principles of Anatomy & Pathophysiology	4
EMS	206	Principles of Pharmacology/Medication and Venous Access for the Paramedic	3
EMS	207	Airway Management and Ventilation	2
EMS	209	Patient Assessment for Paramedics	2
EMS	210	Principles of Cardiology for Paramedics	3
EMS	211	Paramedic Care for Medical Emergencies	3
EMS	212	Paramedic Trauma Emergencies	3
EMS	214	Pediatric & Special Considerations for the Paramedic & PALS	3
EMS	215	Assessment Based Management Operations	3
Total			**26**

Upon completion of the credit by examination, a waiver will also be granted for the EMS 200, EMS 216 and EMS 219 paramedic course requirements (17 credits). To meet the 60-credit AAS degree requirement, the student must take an additional 9 credits in lieu of the waived credits. Meet with the program advisor to select these credits.

Required Courses Outside of the Credit by Examination:

General Education Requirements	**Credits**
Written Communications ENG 100, 101 or 107	3-5
Evidence-Based Communications ENG 102 or 108	3
Mathematics MATH 116, 116E, 20, 120E, 126, 126E or higher, includes STAT 152	3
Science	3
Social Science (U.S. and NV Constitution) PSC 101 (preferred)	3
Human Relations—PSY 208 (required)	3
Humanities or Fine Arts PHIL 102 (recommended)	3
Total	**43**

Must have a minimum total of 60 credits completed.

Application Process

To be considered eligible for admission into Great Basin College's AAS EMS—Paramedic pathway, applicants must show evidence of current national registry status as a paramedic. State-certified paramedics are not eligible for this degree offering. Prior to submitting an application for this AAS EMS—Paramedic program, it is strongly recommended that all students schedule an advisement meeting with a Paramedic advisor.

Health Sciences

Associate of Applied Science—Nursing

Student Learning Outcomes

Upon completion of the program, students are expected to:

- Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patient populations across the lifespan.
- Use clinical reasoning when engaged in the work of a professional nurse.
- Participate in quality improvement processes to improve patient care.
- Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.
- Apply management, legal, ethical, and professional guidelines in practice as a professional nurse.
- Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

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

The Associate of Applied Science nursing program at Great Basin College at the Elko, Winnemucca, Ely, and Pahrump, Nevada is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404.975.5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Applied Science nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/.

The mission of Great Basin College's AAS—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 experiences 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. Additional points will be awarded for veteran applicants and students in the CTE pathway program.

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 score and who have not started the English and mathematics requirements, must complete the English/Mathematics placement tests. There is no charge for this test, and it must be taken prior to enrolling in prerequisite courses. The placement tests are available at the Academic Success Center and at GBC centers. For more information and testing times, call 775.327.2247.

Year of admission to the Associate in 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 in Nursing program include:

Prerequisite Requirements			Credits
*BIOL	100	General Biology for Non Majors, **or**	3
*BIOL	190	Introduction to Cell and Molecular Biology	4
BIOL	223	Human Anatomy and Physiology I	4
BIOL	224	Human Anatomy and Physiology II	4
BIOL	251	General Microbiology	4
MATH	120 or 120E	Fundamentals of College Mathematics, **or**	
MATH	126 or 126E	Precalculus I, **or**	
STAT	152	Introduction to Statistics	3
PSY	101	General Psychology	3
General Education Science Requirement*			3-4

*BIOL 100 or BIOL 190 is a science department requirement to be taken prior to or concurrently with BIOL 223.

Beginning Fall 2019, the GBC AAS Nursing program will not recognize completed anatomy or physiology courses older than five years or repeated more than three times. Student must hold a current CNA license from the state of Nevada. Students are required to take the NSBN state licensure testing for CNA upon completion of this course.

Questions about the AAS in Nursing program or the application process can be directed to the School of Health Sciences and Behavioral Health at 775.327.2317.

Admission to Associate of Applied Science 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 May 31st at 5 p.m. for the fall semester.
- Complete online application form found at https://www.gbcnv.edu/programs/health_sciences/aas_nursing/index.html and upload additional required and documents.

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 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 https://nevadanursingboard.org/ or call 1.888.590.6726.

AAS in Nursing Program Requirements
Student must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

- Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
- Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
- Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
- Perform cardiopulmonary resuscitation.
- Perform independently of others.
- Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

Additional Fees
Nursing students follow the fee schedule and refund policy described on page 67. In addition to tuition there are other costs specific to the Associate in Nursing program. These fees are subject to change. A differential fee is an additional fee for students enrolled in all AAS—Nursing courses. Students in this program will also have a distance education fee that applies to IAV, online, and hybrid classes. An approximation of the additional expenses include:

Textbooks and online access fees	$4,000.00
Differential fee per credit	$160.00
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
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 or higher in any courses applied to the AAS Nursing program.
- Completed applications for both GBC and the Nursing Program must be received by admissions and records no later than 5 p.m., May 31st.
- Completion of the nurse entrance test. This test must be taken prior to May 31st. The cost of the entrance test is $120.00.

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 program will not be carried forward to the next year's program and must re-apply and meet the requirements prevailing at the time.

AAS in Nursing Course Requirements
In order to maintain good standing in the AAS 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 or higher 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 81. 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 81. Human relations and technology requirements are embedded in the nursing curriculum.

General Education Requirements			Credits
Written Communications			3-5
ENG 100 or 101			
Evidence-Based Communications			3
MATH	120, 120E, 126, 126E or higher (STAT included)		3
PSC	101	Introduction to American Politics, **or**	
HIST	101	U.S. History to 1877, and	
HIST	102	U.S. History Since 1877	3-6
PSY	101	General Psychology	3
Science			3-4
Humanities or Fine Arts—PHIL 102 (recommended)			3
Human relations is embedded in nursing curriculum.			
Technology is embedded in nursing curriculum			
Total			**21-27**

Program Requirements			Credits
BIOL	223	Human Anatomy and Physiology I	4
BIOL	224	Human Anatomy and Physiology II	4
BIOL	251	General Microbiology	4
NURS	135	Fundamental Concepts in Nursing	8
NURS	154	Introduction to Pharmacology	1
NURS	155	Clinical Decision Making in Drug Therapy	1
NURS	158	Nursing Care of Adults in Health and Illness	5
NURS	159	Nursing Care in Mental Health and Illness	3
NURS	252	Nursing Care of the Childbearing Family	3
NURS	253	Nursing Care of Children and Adolescents	3
NURS	257	Nursing of Adults with Acute and Chronic Illness	5
NURS	258	Patients with Complex Health Problems	5
NURS	273	Professional Development and Transition to Practice	3
Total			**49**

Total for all sections.....70-76

SUGGESTED COURSE SEQUENCE

Associate of Applied Science Nursing

FALL—1st Semester		Credits
ENG	100 or 101	3
NURS	135	8
NURS	154	1
TOTAL		**12**

SPRING—2nd Semester		Credits
ENG	102	3
NURS	155	1
NURS	158	5
NURS	159	3
TOTAL		**12**

FALL—3rd Semester		Credits
NURS	252	3
NURS	257	5
PSC	101	3
TOTAL		**11**

SPRING—4th Semester		Credits
NURS	258	5
NURS	253	3
NURS	273	3
HUMANITIES or FINE ARTS** (PHIL 102 recommended)		3
TOTAL		**14**

Minimum Credits: 60
****Choose with an advisor**

After the AAS in Nursing, the next step could be the Bachelor of Science in Nursing. See page 184.

Paramedic/LPN Pathway to Associate of Applied Science in Nursing

The Paramedic/LPN Bridge pathway provides an alternative route into the GBC AAS Nursing program for students who are already Paramedics with a national certification and Nevada State Paramedic Certification OR currently Licensed Practical Nurses (LPN) who have graduated from a nationally accredited institution, and have at least one year of work experience as a Paramedic or LPN.

This program includes a 5 credit "bridge" course, NURS 185: Paramedic/LPN Bridge to Registered Nursing. The course will be offered in the summer semester, while allowing students to integrate into the current GBC AAS nursing program curriculum in the second year (semester 3). Students completing this pathway will earn an AAS in nursing degree, allowing them to sit for the NCLEX-RN.

Students without an Associate of Arts or Associate of Science or Bachelor of Arts or Bachelor of Science degree from a regionally accredited institution OR Associate of Applied Science degree from Great Basin College, must complete the following general-education courses prior to admission to this pathway:

Prerequisite Requirements			Credits
General Education Science			3
MATH	120 or 120E	Fundamentals of College Mathematics, **or**	
MATH	126 or 126E	Precalculus I, **or**	
STAT	152	Introduction to Statistics	3
ENG	101	Composition 1	3
ENG	102	Composition 2	3
PSC	101	Introduction to American Politics	3
Fine Arts/Humanities			3

Additional general education course requirements for all Bridge students that can be taken before or after admittance into the Bridge program include the following:

PSY	101	General Psychology, **or**	
PSY	208	Psychology of Human Relations	3
BIOL	251	General Microbiology	4

Required Paramedic/LPN Bridge to Registered Nursing Pathway Requirements:

- Current Paramedic national certification and Nevada State Paramedic Certification, **or** Nevada State LPN Licensure.
- Associate of Arts, Associate of Science, Bachelor of Arts or Bachelor of Science degree from a regionally accredited institution, **or** an Associate of Applied Science degree from Great Basin College.

Pre or Co-requisite

PSY	101	General Psychology, **or**	
PSY	208	Psychology of Human Relations	3
BIOL	251	General Microbiology	4

Required Courses

NURS	185	Paramedic/LPN Bridge to Registered Nursing	5
NURS	252	Nursing Care of the Childbearing Family	3
NURS	253	Nursing Care of Children and Adolescents	3
NURS	257	Nursing Care of Adults with Acute and Chronic Illness	5
NURS	258	Patients with Complex Health Problems	5
NURS	273	Professional Development and Transition into Nursing Practice	3
Total			**24**

PLEASE NOTE: 60 credits are required to obtain the AAS degree. The Bridge pathway includes 31 credits. 29 credits of previous course work is needed to fulfill the degree requirements or students may be required to complete additional courses to meet the 60 credit degree requirement.

Admission to the Paramedic/LPN Pathway into the Associate of Applied Science in 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 May 31st at 5 p.m. for the fall semester.
- Complete online application form found at https://www.gbcnv.edu/programs/health_sciences/aas_nursing/index.html and upload additional required and documents.

****Please see the Program requirements for the Associate of Applied Science in Nursing for any additional program requirements.

SUGGESTED COURSE SEQUENCE

Bridge Pathway Nursing

FALL—1st Semester Credits

NURS	185	5
NURS	257	5
NURS	252	3
TOTAL		**13**

SPRING—2nd Semester Credits

NURS	258	5
NURS	253	3
NURS	273	3
TOTAL		**11**

Minimum Credits: 24

Health Sciences

Bachelor of Science in Nursing

Student Learning Outcomes

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

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

Accreditation

The RN to BSN program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The Registered Nurse to Bachelor of Science degree in nursing at Great Basin College at the Elko campus located in Elko, Nevada is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404.975.5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the RN-BSN Program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at https://www.acenursing.us/accreditedprograms/programSearch.htm.

Mission Statement

The mission of GBC's registered nurse to Bachelor of Science in Nursing 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 under served 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 experience is community-based and can happen in student's local area.

Contact Information

Registered Nurse to Bachelor of Science in Nursing, 775.327.2317.

The RN to BSN program is independent of Great Basin College's Associate of Applied Science 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 Admissions and Records office 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:

- Have graduated from a regionally accredited college or university with an associate degree in nursing from a program that is ACEN accredited.
- Possess an active status, good standing registered nursing license.

Once minimum criteria have been met, interested RNs must submit the following information to the School of Health Sciences and Behavioral Health, no later than 5 p.m., July 1, in order to meet the fall application deadline:

- Official transcripts reflecting a cumulative grade point average equal to or greater than 3.0 as calculated by Great Basin College formulas with final grade of C or higher 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).
- Completed application packet for admission to the RN to BSN program.
- Completed application for admission to GBC (unless student has previously attended GBC).
- Letters of reference requirement is waived for graduating GBC ADN graduates.

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

Academic Progression
Upon admission to the RN to BSN program, students can begin coursework.

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

Note: Year of admission to the RN to BSN program determines catalog year and course requirements.

Note: The amount of time between entrance and completion of the program shall not exceed six years.

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

General Education Requirement	**Credits**
Fine Arts**	3
Humanities**	3
Total	**6**

Mastery Course Requirements 3
HUM 301, INT 339, MATH 389, HSC 300, INT 359, GEOL 335, INT 369, ANTH 307, ANTH 332, HIST 303, HIST 341, INT 349 or PSY 313
Total **3**

Program Requirements			**Credits**
CHEM	100	Molecules and Life in the Modern World	3
MATH	120, MATH 120E	Fundamentals of College Mathematics, **or**	
MATH	126, MATH 126E	Precalculus I, **or**	
STAT	152	Introduction to Statistics or higher	3
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 Environments.	3
NURS	443	Nursing Leadership & Management Theory	4
NURS	449	Nursing Leadership & Management Practicum	4
NURS	456	Senior Synthesis Seminar (Capstone)	5
Total			**42**

Program Elective (select one):

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

Total of all sections **54**

Minimum credits required for degree **120**

(Note**: All RN to BSN students must satisfy the U.S. and Nevada Constitution requirement, ENG 102, 3 credit humanities and 3 credit fine arts. If they were not completed in their AAS degree program, they must be completed before graduation from the RN to BSN Program).

3 units are satisfied by taking PSC 101 or HIST 101/102 plus 3 additional of social science PSY 101.

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.

In order to maintain good standing in the BSN degree, a student must:

- Maintain a minimum grade of C (e.g., 76% or higher) in all nursing courses.
- Maintain a minimum grade of C or higher in all non-nursing classes applied to the BSN.

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 page 67. In addition to tuition and lab fees, there are other costs specific to the RN to BSN program. These are subject to change. An approximation of the additional expenses include:

Textbooks $840.00
Nursing School Pin..... $40.00-$160.00

SUGGESTED COURSE SEQUENCE TRADITIONAL TRACK RN to Bachelor of Science in Nursing

FALL—1st Semester		Credits
NURS	326	5
NURS	443	4
NURS	449	4
TOTAL		**13**

SPRING—2nd Semester		Credits
INT	359 or HSC 300	3
NURS	429	4
NURS	436	4
TOTAL		**11**

FALL—3rd Semester		Credits
HUMANITIES*		3
FINE ARTS*		3
CHEM	100	3
NURS	417	4
NURS	420	3
TOTAL		**16**

SPRING—4 Semester		Credits
MATH	120, 120E or higher	3
NURS	437	3
NURS	456	5
TOTAL		**11**

ELECTIVE (choose one)*		Credits
NURS	312 (spring)	3
NURS	337 (fall)	3
TOTAL		**3**

Minimum Credits: 54

***Choose with an advisor**

RN-BSN Program: All students who graduate from GBC AAS Nursing Program and pass the NCLEX are automatically enrolled into the RN-BSN program upon submission of application.

SUGGESTED PLAN OF STUDY FAST TRACK RN to Bachelor of Science in Nursing

FALL—1st Semester		Credits
NURS	326	5
NURS	420	3
NURS	443	4
NURS	449	4
TOTAL		**16**

SPRING—2nd Semester		Credits
INT	359 or HSC 300	3
NURS	429	4
NURS	436	4
NURS	437	3
TOTAL		**14**

SUMMER—3rd Semester		Credits
HUMANITIES OR FINE ARTS*		3
CHEM	100	3
NURS	417	4
NURS	456	5
MATH	120, 120E or higher	3
TOTAL		**18**

ELECTIVE (choose one)*		Credits
NURS	312 (spring)	3
NURS	337 (fall)	3
		3

Minimum Credits: 51

***Choose with advisor**

RN-BSN Program: All students who graduate from GBC AAS Nursing Program and pass the NCLEX are automatically enrolled into the RN-BSN program upon submission of application.

Health Sciences

Certificate of Achievement—Medical Assistant/Phlebotomy/EKG

Professional Skills and Career Path

Entry-level medical assistant, phlebotomy technician, EKG technician, trauma technician, and cardiology technician. The certificate program in Medical Assisting/Phlebotomy/EKG prepares students for employment in various healthcare settings. Medical Assistants, Phlebotomy Technicians, and EKG Technicians work in offices, clinics, hospitals, and other healthcare settings. Medical assisting is a multi-skilled allied health profession with practitioners working primarily in ambulatory settings such as medical offices and clinics. They function as members of the health care delivery team and perform administrative and clinical procedures under the supervision of physicians.

Student Learning Outcomes

Goal: To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

- Students will be able to perform and demonstrate competence of clinical skills required for entry-level employment as a medical assistant.
- Students will articulate written and oral communication skills appropriate to patient instruction and care.
- Students will demonstrate competency in medical office administrative skills, including billing and coding, managing care of office property.
- Students will demonstrate the knowledge and practice of appropriate behavior in the workplace related to medical law, healthcare ethics and professionalism in the context of the role of a medical assistant.
- Students will demonstrate and apply protective practices of the Medical Assistant including principles of aseptic technique, infection control, safety techniques and basic elements of emergency planning.
- Students will demonstrate competency in EKG acquisition, EKG rhythms, Telemetry monitoring, Holter Monitoring, and troubleshooting.
- Students will demonstrate proficiency in anatomy and physiology, pharmacology, dosage calculations, and safe medication administration.
- Students will demonstrate proficiency with venipuncture, capillary puncture, blood and non-blood samples, IV insertion, IV fluid administration, suture and staple removal, sterile fields, and the use of an autoclave.
- Students will demonstrate competency with processes that influence human behavior and the structure of societies and processes that influence social stratification and inequality.
- Students will demonstrate competence in managing care for patients as individuals while recognizing and attending to their diverse needs.

Admission Process

Formal admission to this program is required. Refer to page 24 of the MAPE handbook for an outline of admission standards. Prospective students are required to formally apply for admission to the MAPE program. An in-person or telephone advisory meeting with a MAPE faculty advisor is recommended at the time of application and required prior to enrollment in any MAPE courses. The application for admission packet is available online. Applications are available in January and must be submitted by May 1 at 5:00 p.m. for the fall semester.

The student will need to submit the following to the School of Health Sciences and Behavioral Health:

- Applicants must complete the online application for both GBC and the MAPE program no later than 5:00 p.m., May 1.

More detailed information about the admission process will be provided in the application packet. Student selection and admission is completed one time per year. Additional points will be awarded for veteran applicants and students in the CTE pathway program. Preference is given to GBC service area students. Students are encouraged to take their American Heart Association BLS for Healthcare Providers, English, Math, and NURS 140 prior to applying to the program. In the event that class space is limited, preference will be given to applicants that have completed their English, Math, and NURS 140 courses in advance.

Entry-level courses have no prerequisites. However, academic advising before beginning any course of study is highly encouraged. Some coursework may be completed online and through interactive video.

Students who have a final grade less than 76% or have not met final clinical evaluation competencies, will be dismissed from the program and may not continue with other MAPE courses for the semester.

Great Basin College offers a one-year program leading to a certificate of completion for medical assistant/phlebotomy/EKG. GBC is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Upon establishment, the MAPE program intends to seek accreditations with The Commission on Accreditation of Allied Health Education Programs (CAAHEP). At the end of the program, students will be able to certify with the National Health Career Association (NHA) for medical

assisting, phlebotomy, and EKG technician.

Fees

Textbooks $555
MAPE 110, 120 & 150 Lab Fees
.....$300 per course or $50 per credit
NHA Skills Builder: Clinical and Admin $175
NHA CCMA, CPT and CET exams and credentialing..... $410
Estimated NHA CCMA, CPT and CDT Examp Prep Bundles
..... $235

MAPE Students follow the fee schedule and refund policy described on page 68. In addition to tuition and lab fees, there are other costs specific to the MAPE Program. These fees are subject to change. An approximation of the additional expenses include:

General Education Requirements	Credits
Written Communications ENG 100 or 101	3-5
Mathematics* MATH 116, 116E, 120, 120E, 126, 126E, or higher, Including STAT 152	3
Human Relations (embedded in program)	
Total	**6-8**

Program Requirements			Credits
MAPE	110	Fundamentals of Medical Assisting I	6
MAPE	120	Fundamentals of Medical Assisting II	6
MAPE	130	Medical Business Practices and Finance for Medical Assistants I	3
MAPE	140	Medical Business Practices and Finance or Medical Assistants II	3
MAPE	150	Laboratory Procedures for Medical Assisting	6
NURS	140	Medical Terminology	3
Total			**27**

Total of all sections.....33-35

*MATH 120 is recommended as it is required for the social work, nursing, and other degree programs.

SUGGESTED COURSE SEQUENCE

Certificate of Achievement — Medical Assistant/Phlebotomy/EKG

FALL—1st Semester		Credits
MAPE	110	6
MAPE	120	6
NURS	140	3
ENGLISH/COMMUNICATIONS		3
TOTAL		**18**

SPRING—2nd Semester		Credits
MAPE	130	3
MAPE	140	3
MAPE	150	6
MATHEMATICS/COMPUTATIONS		3
TOTAL		**15**

Minimum Credits: 33

***Choose with advisor**

Questions about the MAPE program or the application process can be directed to the School of Health Sciences and Behavioral Health at 775.327.2322.

Health Sciences

Associate of Applied Science—Cardio-Respiratory Care Science

Student Learning Outcomes

The Cardio-Respiratory Care Science program will prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

1. Provide safe, quality, evidenced-based respiratory care to patients in multidisciplinary healthcare settings.
2. Exhibit professionalism and interpersonal communication skills in the healthcare setting when working with members of the interprofessional team, the patient, and the patient's support persons.
3. Use critical thinking to assess for, interpret, apply and evaluate relevant clinical information to care for patients in the role of a respiratory therapist.
4. Demonstrate technical proficiency consistent with best practices in all the skills necessary to fulfill the role as a respiratory therapist.

Great Basin College offers a two-year program leading to an Associate of Applied Science Cardio-Respiratory Care Science. Great Basin College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The Associate of Applied Science Cardio-Respiratory program (CoARC program number 200672) at Great Basin College at the Elko, Winnemucca, and Reno locations holds Provisional Accreditation for Respiratory Care (www.coarc.com). This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self-Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

Commission on Accreditation for Respiratory Care (CoARC). 264 Precision Blvd, Telford, TN 37690 (817) 283.2835. View the public information disclosed by the CoARC regarding this program at https://coarc.com/students/programmatic-outcomes-data/.

The mission of Great Basin College's AAS—Cardio-Respiratory Care Science program is to provide an accessible, student-centered, post-secondary respiratory therapy education that prepares graduates for entry level respiratory therapy practice in a variety of structured healthcare settings. The curriculum integrates courses in respiratory therapy 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. Additional points will be awarded for veteran applicants and students in the CTE pathway program.

Non-respiratory therapy and pre-respiratory therapy students may not take any of the courses that begin with the CRS designation prior to admission to the AAS degree in Cardio-Respiratory Care Science program. Students who have declared cardio-respiratory care science as their major are designated as pre-respiratory therapy students. Students who have applied for and been accepted into the Associate of Applied Science in Cardio-Respiratory Care Science program are designated respiratory therapy students.

Students who do not have an ACT or SAT score and who have not started the English and mathematics requirements, must complete the English/ mathematics placement tests. There is no charge for this test, and it must be taken prior to enrolling in prerequisite courses. The placement tests are available at the Academic Success Center and at GBC centers. For more information and testing times, call 775.327.2247.

Year of admission to the Associate in Cardio-Respiratory Care Science program determines catalog year and course requirements.

The GBC AAS Cardio-Respiratory Care Science program will not recognize completed anatomy or physiology courses older than five years or repeated more than three times.

Questions about the AAS in Cardio-Respiratory Care Science program or the application process can be directed to the School of Health Sciences and Behavioral Health at 775.327.2317.

Admission to Associate of Applied Science in Cardio-Respiratory Care Science

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. Respiratory therapy courses taken at another institution will not be recognized. Prior work experience will not count toward completion of any CRS coursework.

Upon successful completion of the program, graduates will have earned an Associate of Applied Science in Cardio-Respiratory Care Science. Cardio-Respiratory Care Science program graduates are eligible to take the National Board

of Respiratory Care (NBRC).

Graduation from an accredited program is only one of the requirements and does not mean automatic licensure as a respiratory therapist.

The Nevada State Board of Medical Examiners requires all applicants for Respiratory Therapy 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 https://medboard.nv.gov/ or call Toll Free: 888.890.8210.

AAS in Cardio-Respiratory Care Science Program Requirements
Student must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

- Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers.
- Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
- Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
- Perform cardiopulmonary resuscitation.
- Perform independently of others.
- Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

Additional Fees
Respiratory therapy students follow the fee schedule and refund policy described on page 67. In addition to tuition there are other costs specific to the Associate of Applied Science in Cardio-Respiratory Care Science program.

These fees are subject to change. A differential fee is an additional fee for students enrolled in all AAS— Cardio-Respiratory Care courses. Students in this program will also have a distance education fee that applies to IAV, online, and hybrid classes. An approximation of the additional expenses include:

Textbooks and online access fees.....$2,500.00
Lab fees per credit.....$90.00
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 (NBRC Testing Center).....$200.00
Nevada State Board of Medical Examiners licensing fee.....$300.00
FBI background check and fingerprints.....$51.25

Physical examination.....Individual amount
Health insurance.....Individual amount
Watch with a second hand.....Individual amount
Travel to clinical facilities.....Individual amount
Graduation uniform.....$30.00-$50.00
Student AARC membership.....$50.00
Kettering Exam Seminar Prep.....$345.00
Platinum Planner.....$70.00

Requirements for Application

- GPA of 2.0 or higher on any previous college coursework.
- Minimum grade of C or higher in any courses applied to the AAS Cardio-Respiratory Care program.
- Completed applications for both GBC and the Cardio-Respiratory Care Program must be received by admissions and records no later than 5 p.m., May 31st.

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 program will not be carried forward to the next year's program and must re-apply and meet the requirements prevailing at the time.

AAS in Cardio-Respiratory Care Course Requirements
In order to maintain good standing in the AAS in Cardio-Respiratory Care program, a student must:

- Maintain a minimum grade of C (e.g., 76% or better) in all respiratory therapy courses,
- Comply with requirements set forth in the Associate of Applied Science Cardio-Respiratory Care program student handbook.
- Attain a minimum grade of C or higher in any non-cardio-respiratory care course applied to the Associate of Applied Science Cardio-Respiratory Care degree.

Prerequisite Requirements			Credits
*BIOL	100	General Biology for Non Majors, **or**	
*BIOL	190	Introduction to Cell and Molecular Biology	3-4
BIOL	223	Human Anatomy and Physiology I	4
BIOL	224	Human Anatomy and Physiology II	4
BIOL	251	General Microbiology	4
MATH	120 or 120E	Fundamentals of College Mathematics, **or**	
MATH	126 or 126E	Precalculus I, **or**	
STAT	152	Introduction to Statistics	3

*BIOL 100 or BIOL 190 is a science department requirement to be taken prior to or concurrently with BIOL 223.

General Education Requirements
The Cardio-Respiratory Care program has slightly different general education requirements than the other GBC AAS degrees as stated on page 81. Please note the differences:

PHIL 102 is strongly recommended to fulfill the humanities requirement, or any fine arts or humanities course as listed in the general education requirements on page 81. Technology requirement is embedded in the Cardio-

Respiratory Care Program.

General Education Requirements

			Credits
ENG	100	Composition-Enhanced, **or**	
ENG	101	Composition I	3
ENG	102	Composition II	3
PSY	101	General Psychology	3
Humanities or Fine Arts—PHIL 102 (recommended)			3
PSC	101	Introduction to American Politics, **or**	
HIST	101	U.S. History to 1877, and	
HIST	102	U.S. History since 1877	3-6
HMS	200	Human Relations	3
Technology (embedded into Cardio-Respiratory program)			
Total Credits			**18-21**

Program Requirements			**Credits**
CRS	100	Introduction to Respiratory Care and Procedures	4
CRS	115	Clinical Practicum I	4
CRS	116	Respiratory Pharmacology	3
CRS	123	Respiratory Care Assessment of Cardiopulmonary Disease and Disorders	3
CRS	124	Advanced Practice Respiratory Care and Procedures	4
CRS	125	Clinical Practicum II	4
CRS	215	Clinical Practicum III	4
CRS	218	Respiratory Diagnostics and Lab	4
CRS	219	Neonatal Pediatric Respiratory Care and Lab	4
CRS	216	Continuity of Respiratory Care	3
CRS	223	Exam Seminar and Preparation	1
CRS	225	Clinical Practicum IV	4
Total Credits			**42**

Total Credits for the AAS Cardio-Respiratory Care Science Program.....78-82

SUGGESTED COURSE SEQUENCE

Associate of Applied Science Cardio-Respiratory Care Science

FALL—1st Semester		**Credits**
ENG	100 or 101	3
CRS	100	4
CRS	123	3
CRS	116	3
PSC	101	3
TOTAL		**16**

SPRING—2nd Semester		**Credits**
ENG	102	3
CRS	115	4
CRS	124	4
CRS	125	4
HMS	200	3
TOTAL		**18**

SUMMER—3rd Semester		**Credits**
CRS	125	4
CRS	215	4
TOTAL		**8**

SPRING—4th Semester		**Credits**
PSY	101	3
PHIL	102	3
CRS	216	3
CRS	219	4
CRS	223	1
CRS	225	4
TOTAL		**18**

Minimum Credits: 60

Health Sciences

Associate of Science in Radiologic Sciences

Student Learning Outcomes

The Radiologic Sciences program graduate 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 patient's condition.
- Demonstrate critical thinking skills.
- Describe professional avenues available to them.
- Discuss ASRT, JRCERT, licensure, and different modalities.
- Exhibit professionalism in the clinical setting.
- Demonstrate professional interaction with patients.

The above student learner outcomes are measured throughout the program.

The mission of the Great Basin College Associate of Science in Radiologic Sciences program is to continually provide a high quality, accessible, and affordable undergraduate radiography program that will graduate competent entry level radiographers for the local and national healthcare community. Furthermore, graduates will acquire problem solving, communication, and critical thinking skills through a program that focuses on patient care, professionalism, and ethical conduct, enhancing the healthcare experience of the patients and communities they serve.

Great Basin College, offers a two-year, five-semester program, to include the summer semester. The Associate of Science in Radiologic Sciences program is accredited by the JRCERT (Joint Review Committee on Education in Radiologic Technology) and recognized by the American Registry of Radiologic Technologists (ARRT).

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

Phone: 312.704.5300
Fax: 312.704.5304
Email: mail@jrcert.org
Website: www.jrcert.org

The curriculum integrates courses in radiologic sciences with general education requirements. Clinical experiences are offered at affiliated hospitals throughout Nevada.

This is a limited admissions program. Student selection is made using a point system, ranking students based on completed courses, grades, and work experience in the health-care field. Year of admission to the Associate of Science in Radiologic Sciences program determines the catalog year and course requirements. Lab experiences are offered in the Elko and Pahrump areas.

Students may need to complete math placement tests to meet requirements for some prerequisite courses. Placement tests are available at the Academic Success Center free of charge. For more information, call 775.327.2247.

Students must obtain a C (76%) or higher grade in each class used toward the AS degree, including general education classes.

GBC uses clinical sites that are more than 60 miles from GBC Elko and Pahrump campuses. Students are financially responsible for housing and travel expenses for all clinical rotations. All students must rotate at a minimum of two separate clinical sites, at least one of which, will likely be outside of the student's city of residence. Clinical placement will be equitable for all students.

A certified nursing assistant (CNA) class is a prerequisite for the program. It is not required to take the CNA course for credit through a regional institution or sit for the licensing board exam. If a CNA course is not on the student's transcripts, the student must submit documentation of completion of the course during the application process.

Admission Process

Admission to the AS in Radiologic Sciences program is a separate process from admission to Great Basin College. Enrollment to the program is limited. Please see the application guide, link to the online application, selection criteria and program outcomes on the GBC website. https://www.gbcnv.edu/programs/health_sciences/as_rad/index.html.

Applications must be submitted by May 1 to be considered for the next fall start. Students can apply if they have completed or are currently enrolled in all prerequisites.

Transferred college courses will be evaluated by the admissions and records office for acceptance. The application and transcripts will be reviewed by the radiologic sciences program director and the admissions and progressions committee to ensure all prerequisites have been met prior to considering a student for the program.

Students accepted into the radiology program are designated radiologic science students. Only radiologic science students can enroll in courses with the RAD designation (with the exception of RAD 101) unless previously approved by a radiologic science instructor.

Credentialing
Radiologic Sciences graduates are eligible to apply to take the registry with American Registry of Radiologic Technologists (ARRT). It is the student's responsibility to schedule and cover costs associated with the ARRT exam. Students must declare any previous felony or misdemeanor convictions, program dismissals, and academic sanctions to the ARRT. Students who have previous convictions and wish to apply to the program are encouraged to contact the ARRT at 651.687.0048 to establish testing eligibility status. The ARRT has the right to withhold ethical clearance for violations which would prevent the student from becoming registered.

Some states require additional licensures and testing beyond ARRT credentialing. Specific state licensing requirements can be found at: https://www.arrt.org/about-the-profession/state-licensing.

Additional Fees
Radiology students follow GBC's fee schedule and refund policy. In addition to tuition there are other costs specific to the Radiology program. These fees are subject to change. A differential fee is an additional fee for students enrolled in all AS Radiology courses. Students in this program will also have a distance education fee that applies to IAV, online, and hybrid classes. An approximation of the additional expenses include:

Textbooks $1,500.00
Uniforms, shoes, equipment $300.00
Complio Tracking (required for clinical rotations) $110.00-120.00
Differential Fees per credit $120.00
Physical Examination ..... Individual amount
Immunizations ..... Individual amount
Travel and living expenses at clinical sites: .....Individual amount
ARRT Board Application..... $200.00

Scholarships and financial aid opportunities are available to all eligible GBC students. Please contact the student financial services office for more details.

Prerequisite Requirements			**Credits**
BIOL	223	Human Anatomy and Physiology I.....	4
MATH	126	Precalculus I.....	3
RAD	101	Exploration of Radiology (online)	0.5
NURS	130	Nursing Assistant	6
BIOL	224	Human Anatomy and Physiology II 4	

Must be able to place into ENG 101 if accepted into the program.

Note: Some of the above courses meet both prerequisite and general education requirements.

For additional information or advisement, please contact the School of Health Sciences and Behavioral Health at 775.327.2317.

Program Requirements
All Radiology courses are internet enhanced, clinical, or online.

General Education **Credits**

Communications and Expressions
Written Communications 3-5
ENG 100 or 101
Oral Communication 3
COM 113; THTR 102, 221
Evidence Based Communications..... 3
ENG 102
Fine Arts 3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200

Logical and Scientific Reasoning
Mathematical Reasoning..... 3-6
MATH 126, 126E or higher, or STAT 152
Scientific Reasoning..... 4
BIOL 223
Scientific Data Interpretation 4
BIOL 190

Human Societies and Experience
Structure of Societies - HMS 200 (required)..... 3
American Constitutions and Institutions 3
HIST 101/102 (must take both) **or** PSC 101
Humanities - PHIL 102 (recommended) 3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 101, 102, 135; SPAN 111, 112, 211

Technological Proficiency
Technology requirement is met with radiology technology program requirements

Foundations
Mathematics ..... min 2-4
Any MATH 127 or higher, or STAT 152
(Minimum 5 total credits mathematics)
Sciences..... 4
BIOL 224

Total 38-45

Program Requirements			**Credits**
All Radiology courses are Internet Enhanced or Online			
RAD	112	Patient Care/Medical Terminology.....	2
RAD	101	Exploration of Radiology	0.5
RAD	116	Radiography I.....	3
RAD	118	Radiology Physics and Circuity	3

RAD	124	Radiographic Photography and Techniques	3
RAD	126	Radiology Procedures II	3
RAD	128	Imaging Equipment	3
RAD	225	Clinical Radiology I	5
RAD	226	Clinical Radiology II	10
RAD	227	Clinical Radiology III	10
RAD	238	Radiation Safety and Protection	2
RAD	243	Medical Imaging Pathology (online)	3
RAD	240	Culmination of Radiography Topics	1
Total			**48.5**

Total for all sections.....86.5-93.5

SUGGESTED COURSE SEQUENCE

AS—Radiology Technology

FALL—1st Semester		Credits
ENG	100 or 101	3
RAD	112	2
RAD	116	3
RAD	118	3
RAD	238	2
TOTAL		**13**

SPRING—2nd Semester		Credits
ENG	102	3
HMS	200	3
RAD	124	3
RAD	126	3
RAD	128	3
PSC	101	3
TOTAL		**18**

SUMMER—3rd Semester		Credits
RAD	225	5
TOTAL		**5**

FALL—4th Semester		Credits
RAD	226	10
RAD	243	3
Fine ARTS		3
TOTAL		**16**

SPRING—5th Semester		Credits
PHIL	102 OR HUMANITIES	3
RAD	227	10
RAD	240	1
TOTAL		**14**

Minimum Credits: 66

Health Sciences

Diagnostic Medical Sonography (DMS)

Student Learning Outcomes

The Diagnostic Medical Sonography graduate will be able to:

- Provide basic patient care and comfort to all patients.
- Employ professional judgement and communication.
- Demonstrate competence in the use of acoustic physics principles, Doppler ultrasound principles, and ultrasound instrumentation through proper equipment operation and transducer selection.
- Evaluate the interaction between ultrasound and tissue and the probability of biological effects in clinical examinations.
- Produce and assess ultrasonographic images of normal and abnormal anatomy and physiology.
- Identify, document, and develop differential diagnosis of abnormal sonographic and Doppler patterns.

Student learning outcomes will be evaluated on an annual basis and reviewed with the DMS program advisory board.

Mission Statement

The mission of Great Basin College's Diagnostic Medical Sonography program is to provide quality education that prepares the Diagnostic Medical Sonography student for practice in a variety of health care settings, improving health care in the community in which they practice.

Program Goals

To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdominal-extended and obstetrics and gynecology sonography concentrations.

Accreditation

The Great Basin College Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) in the Abdominal extended and OB/GYN specialities.

Commission on Accreditation of Allied Health Education Programs:
9355 113th St N, #7709
Seminole, FL 33775
727.210.2350
www.caahep.org

Contact Information

School of Health Sciences and Behavioral Health
775.327.2317.

Once accepted into the DMS program, students must adhere to the rules outlined in the DMS program handbook and maintain a C (76%) or higher in all courses contributing to the degree. Students will complete one semester of didactic and laboratory coursework, followed by four semesters of clinical and didactic coursework. A minimum of two different clinical sites are required, often necessitating the student to relocate to other communities for the duration of the clinical course. Clinical courses are 4 weeks for the first rotation, 16 weeks for the second, 10.5 weeks for the third, and 16 weeks for the fourth. Students will remain continuously enrolled in this 15 month program and complete coursework over the winter break and summer months.

The GBC Sonography program offers multiple lab sites throughout the state. Labs are currently maintained in Elko, Fallon and Pahrump. Upon acceptance, students may be offered placement in any one of these labs. Those with lab sites away from Elko will complete synchronous didactic education via Zoom.

In addition to the General GBC Track offerings, and in collaboration with Renown Health in Reno, NV, the GBC DMS program offers a Renown satellite track option to a limited number of students. If admitted to the Renown track, students will complete synchronous didactic education via Zoom. The Renown track students will complete all lab and clinical rotations at different sites within the Renown system.

Students will be required to complete a physical examination, drug screening, and a background check prior to beginning the program. Certain immunizations, including the COVID-19 vaccine, may be required for acceptance into individual clinical sites.

Program Admission Requirements

It is essential students interested in this program schedule advisement with DMS program faculty to evaluate acceptability of their previously awarded degree. Transcript evaluation of a program or course may be necessary and may require supporting information such as course descriptions, texts, and syllabi. Transcripts should be sent to the Admissions and Records Office at GBC for evaluation.

Limited Admission Program

The GBC DMS program is a limited admission program. All qualified applicants will be considered on a point merit basis, including: type of associates acquisition, course

performance and completion, certifications/licensure, residency, and veteran status as outlined in the DMS application packet. With the exception of CMI 376, only students accepted into the DMS program will be allowed to take CMI courses.

Application
To be eligible for either DMS program at GBC, a student must:

- Apply to Great Basin College.
- Complete a DMS program application.
- Have a cumulative GPA of 2.0 or higher.
- Have a minimum of C (76%) or higher on any coursework applied to the DMS degree including any general education courses transferred in as part of an associate or bachelor degree used to waive a DMS program general education requirement.
- Submit a professional resume or curriculum vitae.
- Complete all required application paperwork.
- Be 18 years or older by the starting date.
- Attend an interview.

Applications must be submitted to the GBC Sonography website at https://www.gbcnv.edu/programs/health_sciences/bs_sono/index.html. on or before May 1 to be considered for acceptance to the program beginning in August of the same year. Students completing their prerequisites during the semester of application are eligible to apply.

In addition, students have the option to include the following in their application to receive additional points toward admittance:

- Current healthcare certifications or licensures, if applicable.
- Documentation of veteran status, if applicable.

Students who have previous convictions should contact the ARDMS to ensure they meet the ethical standards for registry prior to applying to the program.

NOTE: Some states require additional licensure beyond the ARDMS to practice in their state. Specific state requirements may be found at: https://www.sdms.org/advocacy/state-licensure.

Maintaining Good Standing in the DMS Program

- Students must complete all assignments and obtain a C or higher grade (76% or higher) in all required courses throughout the DMS program.
- Comply with the policies in the Diagnostic Medical Sonography handbook.
- It is the student's responsibility to notify the Program Director of any changes in licensure, certification, or health status.(Such information may affect the student's good standing status).

Travel and Fees
The first year of the program, students are required to attend lectures in person or via zoom as determined by their track of admission. Students must attend all required labs at their assigned lab site. Beginning the winter of the first year and continuing until graduation, students will be required to complete 34-40 hr/ week clinical rotations at their assigned clinical site as scheduled by the program. The DMS program follows the fee schedule and refund policy of the GBC system. Please see the college policy in this catalog for details.

Scholarships and financial aid opportunities are available to all eligible GBC students. Please see the student financial services office for details.

Additional Expenses- (approximation)

Textbooks	$1200.00
Uniforms, Shoes	$300.00
Complio/Background Check/Drug Screening	$100-$150
Lab Fees	$55.00
ARDMS Exams (each)	$250 -$275
Physical Exam	individual amount
Immunizations	individual amount
Health Insurance	individual amount
Travel/living expenses	individual amount

Diagnostic Medical Sonography (DMS) Post-Associate Certificate

Program Description
The DMS Post-Associate Certification program at GBC enables students previously awarded a patient care allied health associate or baccalaureate degree from a regionally accredited college to advance their studies in sonography. Graduates of this program will be eligible to apply for licensure by the American Registry for Diagnostic Medical Sonography (ARDMS) in general sonography.

Transitioning to the Bachelor of Science in Diagnostic Medical Imaging Degree
Students in the Post-Associate DMS Certificate program are able to seamlessly transfer into the Bachelor of Science program as they successfully complete the appropriate general education requirements.

Program Admission Requirements
To qualify for this program, a student must have successfully completed all prerequisite courses and a patient care centered allied health degree or a bachelor degree at a regionally accredited college. The prerequisite degree must include a minimum of 60 semester credits or 84 quarter credits and span a minimum of 24 months**.**

Prerequisite Requirements
Present transcripts of a regionally accredited minimum two-year allied health degree, or bachelor degree, including the following prerequisites:

Program Requirements
The following courses must be completed prior to entering the DMS program.

- MATH 120, 120E, 126, 126E or higher.
- General college level physics and/or Radiographic physics (RAD 118 or PHYS 100).
- Communications skills (ENG 102 or COM 113).
- Human Anatomy and Physiology (BIOL 223 & 224) or EMS 204.
- Patient Care (NURS 130 or EMS 118).
- Medical terminology (RAD 112, EMS 204 or NURS 140).
- Attend an interview.

Students successfully completing this DMS program receive a Post-Associate Certificate in Diagnostic Medical Sonography and are eligible to apply for ARDMS examinations under Prerequisite 2.

Program Requirements **Credits**
Students are encouraged to complete courses marked with an * prior to program acceptance. Students must obtain Program Director approval to receive permission to register in these courses.

HMS	200	Ethics in Human Services	3
CMI	350	Ultrasound Physics and Instrumentation	4
CMI	351	Abdominal Ultrasound	3
CMI	352	Obstetric Ultrasound	3
CMI	353	Gynecologic Ultrasound	3
CMI	354	Vascular Ultrasound	1
CMI	366	Abdominal Ultrasound II	2
CMI	378	Small Parts Ultrasound	1
CMI	400	Introduction to Clinical Imaging Experience	2
CMI	486	Diagnostic Medical Imaging Clinical Experience I	9
CMI	487	Diagnostic Medical Imaging Clinical Experience II	7
CMI	488	Diagnostic Medical Imaging Clinical Experience III	10
CMI	491	Sonography Review Topics	1
*NURS	337	Pathophysiology, **or**	
EMS	204	Principles of Anatomy and Pathophysiology	3-4
*CMI	376	Sectional Anatomy in Medical Imaging	3
Total			**55-56**

SUGGESTED COURSE SEQUENCE

Diagnostic Medical Sonography (DMS)
Post-Associate Certificate

FALL—1st Semester		Credits
CMI	350	4
CMI	351	3
CMI	353	3
CMI	354	1
CMI*	376	3
NURS*	337 or EMS 204	3-4
TOTAL		**17-18**

WINTER—2nd Semester		Credits
CMI	400	2
TOTAL		**2**

SPRING—3rd Semester		Credits
CMI	352	3
CMI	366	2
CMI	378	1
CMI	486	9
HMS*	200	3
TOTAL		**18**

SUMMER—4th Semester		Credits
CMI	487	7
TOTAL		**7**

FALL—5th Semester		Credits
CMI	488	10
CMI	491	1
TOTAL		**11**

Minimum Credits: 55-56

Health Sciences

Bachelor of Science in Comprehensive Medical Imaging with Emphasis in Diagnostic Medical Sonography (DMS)

Program Description
Students seeking the Bachelor of Science in Comprehensive Medical Imaging with an emphasis in Diagnostic Medical Sonography (DMS) program at GBC must complete a prerequisite associate degree or higher from a regionally accredited institution and all DMS program prerequisite courses to apply.

Students successfully completing the BS in CMI with emphasis in DMS are eligible to apply for ARDMS examinations under Prerequisite 3B **or Prerequisite 2.**

Prerequisite Requirements

- Hold an associate degree or higher awarded by a regionally accredited college. The prerequisite degree curriculum must include, at a minimum:
  - MATH 126, 126E or higher,
  - General college level physics and/or radiographic physics (RAD 118 or PHYS 100),
  - Communications skills (ENG 102 or COM 113),
  - Human Anatomy and Physiology (BIOL 223 & 224),
  - Patient care (NURS 130 or EMS 118),
  - Medical terminology (RAD 112, EMS 204 or NURS 140).
- Attend an interview.

Licensure
Upon successful completion of the BS in CMI with emphasis in DMS, students will be eligible to apply for the examination for licensure by the American Registry for Diagnostic Medical Sonography (ARDMS) in general sonography.

Program required courses:
*In addition to prerequisites, students are encouraged to complete the courses marked with an asterisk prior to applying to the program.

General Education Requirements			Credits
ENG	101	Composition I	3
ENG	102	Composition II	3
COM	113	Fundamentals of Speech Communication	3
MATH	126 or 126E	Precalculus I or higher	3-6
BIOL	190	Introduction to Cell and Molecular Biology	4
PHYS	100	Introductory Physics, **or**	
RAD	118	Radiology Physics and Circuitry	3
HMS	200	Ethics in Human Services	3
PSC	101	Introduction to American Politics	3
Humanities		(lower division)	3
Fine Arts		(lower division)	3
BIOL	223	Human Anatomy and Physiology	4
BIOL	224	Human Anatomy and Physiology II	4
NURS	140	Medical Terminology, **or**	
RAD	112	Patient Care and Medical Terminology	2-3
NURS	130	Nursing Assistant	6
		or other Certified Nursing Course	
ELECTIVES			14-15
Total			**61-66**

Mastery Course Requirements 3
HUM 301, INT 339, MATH 389, HSC 300, INT 359, GEOL 335, INT 369, ANTH 307, ANTH 332, HIST 303, HIST 341, INT 349 or PSY 313
Total 3
Due to the technical nature of this program, the general education technology requirement is embedded into this program.

Program Requirements			Credits
*CMI	376	Sectional Anatomy in Medical Imaging	3
*NURS	337	Pathophysiology	3
CMI	350	Ultrasound Physics and Instrumentation	4
CMI	351	Abdominal Ultrasound	3
CMI	352	Gynecologic Ultrasound	3
CMI	353	Obstetric Ultrasound	3
CMI	354	Vascular Ultrasound	1
CMI	366	Abdominal Ultrasound II	2
CMI	378	Small Parts Ultrasound	1
CMI	400	Introduction to Clinical Imaging Experience	2
CMI	486	Diagnostic Medical Imaging Clinical Experience I	9
CMI	487	Diagnostic Medical Imaging Clinical Experience II	7
CMI	488	Diagnostic Medical Imaging Clinical Experience III	10
CMI	491	Sonography Review Topics	1
CMI	492	Comprehensive Medical Imaging Capstone	3
Total			**55**

Total BS Program Credits required 120

SUGGESTED COURSE SEQUENCE

Bachelor of Science
Comprehensive Medical Imaging with Emphasis in Diagnostic Medical Sonography (DMS)
(Plan for completing all program requirements at GBC)

FALL—1st Semester		Credits
ENG	101	3
MATH	126, 126E or higher	3
BIOL	190	4
NURS	140	3
FINE ARTS*		3
TOTAL		**16**

SPRING—2nd Semester		Credits
PSC	101	3
ENG	102	3
BIOL	223	4
HMS	200	3
ELECTIVE**		3
TOTAL		**16**

FALL—3rd Semester		Credits
NURS	130	6
BIOL	224	4
MATH	127 or STAT 152	3
ELECTIVE**		3
TOTAL		**16**

SPRING—4th Semester		Credits
PHYS	100	3
COM	113	3
ELECTIVE**		3
ELECTIVE**		2
HUMANITIES*		3
TOTAL		**14**

Award Associates of Science Degree

FALL—5th Semester		Credits
CMI	350	4
CMI	351	3
CMI	353	3
CMI	354	1
CMI	376	3
NURS	337	3
TOTAL		**17**

WINTER—6th Semester		Credits
CMI	400	2
TOTAL		**2**

SPRING—7th Semester		Credits
CMI	352	3
CMI	486	9
CMI	366	2
CMI	378	1
ELECTIVE**		1
TOTAL		**17**

SUMMER—8th Semester		Credits
CMI	487	7
INT	359 or HSC 300	3
TOTAL		**10**

FALL—9th Semester		Credits
CMI	488	10
CMI	491	1
CMI	492	3
TOTAL		**14**

Minimum Credits: 120

***Select from page 81**

****Choose with an advisor**

SUGGESTED COURSE SEQUENCE

Bachelor of Science
Comprehensive Medical Imaging with Emphasis in Diagnostic Medical Sonography (DMS)
(Plan for students transferring in with regionally accredited associate degree or higher and all prerequisite courses)

Prerequisite Degree	Credits
Minimum of 60 Credits	60

FALL—1st Semester		Credits
CMI	350	4
CMI	351	3
CMI	353	3
CMI	354	1
CMI	376	3
NURS	337	3
TOTAL		**17**

WINTER—2nd Semester		Credits
CMI	400	2
TOTAL		**2**

SPRING—3rd Semester		Credits
CMI	352	3
CMI	366	2
CMI	378	1
CMI	486	9
INT	359 or HSC 300	3
TOTAL		**18**

SUMMER—4th Semester		Credits
CMI	487	7
ELECTIVE**		2
TOTAL		**9**

SPRING—5th Semester		Credits
CMI	488	10
CMI	491	1
CMI	492	3
TOTAL		**14**

Minimum Credits: 120

***Select from page 81**
****Choose with an advisor**

Human Services

Introduction

The AAS in Human Services 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 AAS in Human Services 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.

Human Services

Certificate of Achievement—Human Services

Professional Skills and Career Paths

Determine client needs, create treatment plan with professionals, assist clients in finding assistance with daily activities, research services for clients, assist clients with applications for assistance, and meet with clients to ensure services are provided appropriately.

Caseworker, family service assistant, addictions counselor assistant, addictions counselor (bachelor's level), or human service worker. Human services professionals work in offices, clinics, hospitals, group homes, and shelters. Human service workers may have some travel around their communities to see clients.

Student Learning Outcomes

The certificate program in human services is designed to prepare students for employment in social service agencies, mental health centers, correctional institutions, community health education organizations, and other work settings where effective, ethical client interaction is 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
English/Communications ENG 100 or 101	3-5
Mathematics—MATH 126 or 126E* (recommended)	3-6
Human Relations— HMS 200 (required)	3
Technology—IS 101 (required)	3
Total	**12-17**

Program Requirements			Credits
CPD	116	Substance Abuse: Fundamental Facts and Insights	3
HMS	101	Introduction to Human Services	3
HMS	102	Introduction to Counseling	3
HMS	205	Human Services Practicum I	5
PSY	101	General Psychology	3
SOC	101	Principles of Sociology	3
Total			**20**
Total of all sections			**32-37**

*MATH 120 is recommended as it is required for the social work, nursing, and other degree programs.
*MATH 126 is recommended if student plans on pursuing a bachelor's degree in Human Services.

SUGGESTED COURSE SEQUENCE

Certificate of Achievement—Human Services

FALL—1st Semester		Credits
CPD	116	3
ENG	100 or 101	3-5
HMS	101	3
HMS	102	3
MATH	126 or 126E (recommended)	3-6
TOTAL		**15-20**

SPRING—2nd Semester		Credits
HMS	200	3
HMS	205	5
IS	101	3
PSY	101	3
SOC	101	3
TOTAL		**17**

Minimum Credits: 32-37

Human Services

Associate of Applied Science—Human Services

Student Learning Outcomes

Upon successful completion of the AAS in Human Services 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 and collaborative 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.

To arrange an advising appointment, contact the Academic Advising and Career Center at 775.327.2068 or call the Pahrump Valley Center at 775.327.5210.

General Education Requirements	**Credits**
Written Communications	3-5
ENG 100, 101 or 107	
Evidence-Based Communications	3
ENG 102 or 108	
Mathematics— MATH 126 or 126E (recommended)*	3
Science— BIOL 100 (recommended)	3
Social Science	3-6
PSC 101 or HIST 101 and 102	
Human Relations—HMS 200 (required)	3
Humanities or Fine Arts	3
Technology— IS 101 (required)	3
Total	**24-29**

*MATH 120, 120E is recommended, as it is required for the social work, nursing, and other degree programs. Credit for prior coursework at other institutions may be considered per GBC policy and guidelines.

*MATH 126, 126E is recommended if you plan on pursuing a Bachelor's degree in Human Services.

Program Requirements			**Credits**
HMS	101	Introduction to Human Services	3
HMS	102	Introduction to Counseling	3
HMS	104	Small Group Interaction Techniques	3
HMS	105	Substance Abuse Counseling Methods	3
HMS	205	Human Services Practicum I	5
HMS	206	Human Services Practicum II	5
HMS	250	Human Services Seminar	3
CPD	116	Substance Abuse: Fundamental Facts and Insights	3
HDFS	201	Lifespan Human Development	3
PSY	101	General Psychology	3
PSY	208	Psychology of Human Relations	3
Total			**37**

Total of all sections 61-66

SUGGESTED COURSE SEQUENCE

AAS—Human Services

FALL—1st Semester		**Credits**
CPD	116	3
ENG	100 or 101	3-5
MATH	126 or 126E (recommended)*	3-6
HMS	101	3
PSY	101	3
TOTAL		**15-20**

SPRING—2nd Semester		**Credits**
ENG	102	3
HMS	102	3
HMS	104	3
HMS	105	3
HMS	200	3
TOTAL		**15**

FALL—3rd Semester		**Credits**
HMS	205**	5
PHIL	102	3
BIOL	100	3
PSC	101	3
IS	101	3
TOTAL		**17**

SPRING—4th Semester		**Credits**
HMS	206**	5
HMS	250**	3
HDFS	201	3
PSY	208	3
HMS	322***	3
TOTAL		**14-17**

***Choose with Advisor**

Minimum Credits: 61-66

****IMPORTANT NOTE: Approval of a written application for program admission is required prior to taking Practicum I, Practicum II and the Human Services Seminar Courses**

*****Optional for HUM-BAS major**

After the AAS in Human Services, the next step could be the Bachelor of Applied Science in Human Services. See page 205.

Human Services

Bachelor of Applied Science—Human Services Emphasis

Student Learning Outcomes

Graduates with a BAS in Human Services: behavioral health, substance abuse, and addiction medicine:

- Demonstrate knowledge of an array of theories applied to human services and substance abuse counseling.
- Demonstrate a range of professional counseling skills sufficient to conduct human service and substance abuse counseling interventions.
- Apply effective professional and clinical communication skills orally and/or in writing and interact effectively with other helping professionals.
- Analyze research and apply professional literature to the practice of human service and substance abuse counseling professions.
- Deliver professional services within the guidelines of the ethical and professional practice of the human services and substance abuse counseling field, including culturally competent care.
- Demonstrate competencies in comprehensive treatment admissions screening, intake processes and procedures, clinical assessment, diagnosis of substance abuse disorders and pathologically addictive behavior, treatment planning and discharge and aftercare planning.
- Demonstrate understanding of social change processes through community development, advocacy and public policy.
- Demonstrate professional readiness to secure a position in the helping profession or gain entrance to graduate programs (i.e. marriage and family therapy, clinical social work, psychology, criminal justice).

Program Entrance Requirements

Acceptance into the program requires a completed associates degree from a regionally accredited institution, including 12 credits of lower division human services courses (or their transfer equivalent) from the following list:

CPD	116	Substance Abuse - Fundamental Facts and Insights
HMS	101	Introduction to Human Services
HMS	102	Introduction to Counseling
HMS	105	Substance Abuse Counseling Methods
HMS	200	Ethics in Human Services

Program Completion Requirements

To complete the program, students will need to maintain a 2.5 GPA in all core and program course requirements.

See page 93 for important additional information about the Bachelor of Applied Science program.

General Education Requirements (Beyond those required for AAS)			Credits
COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
PHIL	311	Professional Ethics (formerly ECON 311)	3
ENG	333	Professional Communications	3
STAT	152	Principles of Statistics I, (recommended) **or**	
MATH	181	Calculus I (Mathematics prerequisites apply)	3-4
Total			**12-13**

Mastery Courses Requirements	Credits
Humanities	3
HUM 301 or INT 339	
Mathematical	3
HSC 300 or INT 359	
Science	3-4
GEOL 335; PHYS 152, 181 or INT 369	
Social Science	3
ANTH 307, 332; HIST 303, 312, 341; INT 349 or PSY 313	
Total	**12-13**

Applied Science Core Requirements			Credits
FIN	310	Applied Accounting and Finance	3
MGT	310	Foundations of Management Theory and Practice	3
MGT	323	Organizational Behavior and Interpersonal Behavior, **or**	
MGT	367	Human Resource Management	3
Total			**9**

Program Emphasis Requirements			Credits
HMS	322	Family Integrated Treatment of Addiction Disorders	3
HMS	350	Public Advocacy and Community Development in Human Services	3
HMS	405	Advanced Human Services Practicum I	5
HMS	406	Advanced Human Services Practicum II	5
HMS	407	Applied Behavior Analysis and Interventions in Addictions and Behavioral Health.	3
HMS	427	Identification and Assessment in Mental Health and Addictions	3
HMS	450	Advanced Human Services Seminar (Capstone)	3
HMS	465	Clinical Writing, Case and Resource Management in Human Services	3
HMS	475	Prevention Strategies in Human Services and Addiction	3
Total			**31**

Total of all sections **64**

Note: All students graduating from Nevada institutions

of higher education must satisfy the U.S. and Nevada Constitutions requirement. Contact your academic advisor for details.

SUGGESTED 4 YEAR PLAN OF STUDY

BAS—Human Services Behavioral Health, Substance Abuse and Addiction Medicine Emphasis

FALL—1st Semester		Credits
CPD	116	3
ENG	100 or 101	3
MATH	126, 126E (recommended)*	3
HMS	101	3
PSY	101	3
TOTAL		**15**

SPRING—2nd Semester		Credits
ENG	102	3
HMS	102	3
HMS	104	3
HMS	105	3
HMS	200	3
TOTAL		**15**

FALL—3rd Semester		Credits
HMS	205**	5
PHIL	102	3
BIOL	100	3
PSC	101	3
IS	101	3
TOTAL		**17**

SPRING—4th Semester		Credits
HMS	206**	5
HMS	250**	3
HDFS	201	3
PSY	208	3
HMS	322***	3
TOTAL		**17**

FALL—5th Semester		Credits
ENG	333	3
MASTERY COURSE - Humanities		3
PHIL	311	3
STAT	152 (recommended) or MATH 181	3-4
MGT	310	3
TOTAL		**15-16**

SPRING—6th Semester		Credits
MASTERY COURSE - Mathematical		3
FIN	310	3
HMS	322	3
HMS	407	3
HMS	475	3
TOTAL		**15**

FALL—7th Semester		Credits
HMS	350	3
HMS	405	5
HMS	465	3
MGT	323 OR MGT 367	3
TOTAL		**14**

SPRING—8th Semester		Credits
COM 113, THTR 102, or THTR 221		3
HMS	406	5
HMS	427	3
HMS	450	3
MASTERY COURSE - Social science		3
TOTAL		**17**

Minimum Credit: 125

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

Human Services

Substance Abuse and Addiction Medicine Counselor Training Post Baccalaureate Certificate Program

Student Learning Outcomes

Graduates with a BAS in Human Services: behavioral health, substance abuse, and addiction medicine:

- Demonstrate a range of professional counseling skills sufficient to conduct human service and substance abuse counseling interventions.
- Deliver professional services within the guidelines of the ethical and professional practice of the human services and substance abuse counseling field, including culturally competent care.
- Demonstrate competencies in comprehensive treatment admissions screening, intake processes and procedures, clinical assessment, diagnosis of substance abuse disorders and pathologically addictive behavior, treatment planning and discharge and aftercare planning.

Program Outcomes

This program satisfies the education and training requirements in the State of Nevada to be eligible for the following professional licenses:

Certified Alcohol and Drug Counselor Intern
Licensed Alcohol and Drug Counselor
Licensed Clinical Alcohol and Drug Counselor
Clinical Supervisor for Licensed Alcohol and Drug Counselors
Certified Problem Gambling Counselor

This program satisfies the education and training requirements to pass a written and oral examination concerning the clinical practice of counseling alcohol and drug abusers by the Board of Examiners for Alcohol, Drugs, and Gambling.

Program participants will be required to maintain a minimum grade of B- (2.70 GPA)) in all human services courses and a cumulative GPA of 2.5 in all core and program course requirements (including transfer courses).

Summary of Requirements

First Semester			**Credits**
CPD	116	Substance Abuse: Fundamental Facts and Insights	3
HMS	104	Small Group Interaction Techniques	3
HMS	105	Substance Abuse Counseling Methods	3
HMS	322	Family Integrated Treatment of Addiction Disorders	3
Total			**12**

Second Semester			**Credits**
HMS	427	Identification and Assessment in Mental Health and Addictions	3
HMS	439	Gambling Disorders and Behavior Addictions	4
HMS	475	Prevention Strategies in Human Services and Addictions	3
HMS	499	Clinical Supervision for Alcohol and Drug Counselors	3
Total			**13**

Certificate Program Total 25

IMPORTANT NOTE: Please check with the Nevada Board of Examiners for Alcohol, Drug and Gambling Counselors (or counselor licensing/certification boards in other states, if applicable) about the acceptability of academic coursework PRIOR to enrolling in any course, as individual or state licensing and/or certification requirements may vary. Also, check with individual licensing/certification boards before registering for courses to be used for professional continuing education credit.

Human Services

Certificate of Achievement—Substance Abuse Counselor Training

Student Learning Outcomes

The substance abuse counselor training certificate program is designed to prepare students for employment in social services agencies, mental health centers, correctional institutions, rehabilitation facilities, community health education organizations, and other settings which involve substance abuse/addiction education, prevention, and/or intervention and treatment. Coursework may be used as electives or for continuing education by students or professionals in education, corrections, law enforcement and the justice system, addictions counseling and treatment, social work, nursing, radiology, or emergency medical care.

Each of the human services programs share a common core, so that students may easily complete the AAS Degree in Human Services. Entry-level courses have no prerequisites. Students may begin at any time by registering for courses. However, academic advising prior to beginning any course of study is highly encouraged. Most coursework may be completed online, through interactive video, and/or by independent study on a case-by-case basis.

Upon successful completion of the degree program students will:

- Perform client-centered social services assessments and interventions.
- Provide client services that reflect cultural competence, respect for social diversity and the application of the principles of the human services code of ethics, and standards of practice for substance abuse counselors.
- Demonstrate problem-solving skills.
- Apply the principals of human services and addiction treatment based on knowledge of human development and functioning throughout the lifespan.
- Engage in personal reflection as related to skills, professional effectiveness, and stress management.

General Education Requirements	**Credits**
English/Communications	3-5
ENG 100 or 101	
Mathematics	3-6
MATH 116, 116E, 120, 120E, 126, 126E or higher* includes STAT 152	
(MATH 126, 126E recommended)	
Human Relations—HMS 200 (required)	3
Technology—IS 101 (required)	3
Total	**12-17**

Program Requirements			**Credits**
CPD	116	Substance Abuse: Fundamental Facts and Insights	3
HMS	101	Introduction to Human Services	3
HMS	102	Introduction to Counseling	3
HMS	104	Small Group Interaction Techniques	3
HMS	105	Substance Abuse Counseling Methods	3
PSY	101	General Psychology	3
Total			**18**

Total	**30-35**

*MATH 120 is recommended, as it is required for the social work, nursing, and other degree programs.

*MATH 126 recommended if you plan on pursuing a bachelors degree in Human Services.

IMPORTANT NOTE: 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**
CPD	116	3
ENG	100 or 101	3
HMS	101	3
HMS	102	3
MATH	126 or 126E (recommended)	3
TOTAL		**15**

SPRING—2nd Semester		**Credits**
HMS	105	3
HMS	104	3
HMS	200	3
IS	101	3
PSY	101	3
TOTAL		**15**

Minimum Credits: 30

Land Surveying/Geomatics

Associate of Science—Land Surveying/ Geomatics (Pattern of Study)

Student Learning Outcomes

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

- Proficiently apply sound measurement methods, mathematics, science, and surveying tools to collect, analyze, edit, and present spatial information in professional applications.
- Demonstrate competency in the fundamentals and applications of land surveying and the acquisition and management of spatial data.
- Enter the Bachelor of Applied Science in Land Surveying/Geomatics program or technical geospatial employment.

General Education	**Credits**
Communications and Expressions	
Written Communications ENG 100 or 101	3-5
Oral Communications COM 113; THTR 102, 221	3
Evidence-Based Communications ENG 102	3
Fine Arts ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200	3
Logical and Scientific Reasoning	
Mathematical Reasoning—STAT 152 (required)	3
Scientific Reasoning Any AST; BIOL; CHEM; ENV; GEOL; PHYS; plus ANTH 102; GEOG 103; and NUTR 121	3-4
Scientific Data Interpretation PHYS 151, 180	4
Human Societies and Experience	
Structure of Societies ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208; SOC 101	3
American Constitutions and Institutions: HIST 101/102 (must take both) or PSC 101	3-6
Humanities ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 102, 129; SPAN 111, 112, 211	3
Technological Proficiency—GIS 109 (required)	3
Foundations	
Mathematics—MATH 181 (required)	4
Sciences Any 4 credit lab science course in BIOL, CHEM, GEOL, PHYS (Minimum 12 total credits Science)	4
Total	**42-48**

Program Requirements			**Credits**
CADD	121	CAD for Land Surveyors	3
*SUR	280	Fundamentals of Geomatics I	4
*SUR	281	Fundamentals of Geomatics II	4
SUR	290	Introduction to Urban Development	4
Scientific Requirement Any AST, BIOL, CHEM, ENV, GEOG 103, GEOL, PHYS plus, ANTH 102 and NUTR 121			3
Total			**18**

Total of all sections **60-66**

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

*Student must provide own laboratory mentor for SUR 280 and SUR 281

SUGGESTED COURSE SEQUENCE

AS—Land Surveying/Geomatics

FALL—1st Semester	Credits
AMERICAN CONSTITUTIONS AND INSTITUTIONS*	3
ENG 100 or 101	3
FINE ARTS*	3
SCIENTIFIC REASONING*	3
STAT 152	3
TOTAL	**15**

SPRING—2nd Semester	Credits
ENG 102	3
HUMANITIES*	3
GIS 109	3
ORAL COMMUNICATIONS*	3
SCIENTIFIC REQUIREMENT*	3
TOTAL	**15**

FALL—3rd Semester	Credits
CADD 121	3
MATH 181	4
PHYS 151 or PHYS 180	4
SUR 280	4
TOTAL	**15**

SPRING—4th Semester	Credits
STRUCTURE OF SOCIETIES*	3
FOUNDATIONS: SCIENCE*	4
SUR 281	4
SUR 290	4
TOTAL	**15**

Minimum Credits: 60

***Choose with an advisor**

Please refer to page 211 for land surveying and geomatics bachelor's degree requirements.

Land Surveying/Geomatics

Bachelor of Applied Science—Land Surveying/Geomatics Emphasis

Student Learning Outcomes

Graduates with a BAS with an emphasis in land surveying/geomatics will be able to:

- Proficiently apply sound measurement methods, mathematics, science, and surveying tools to collect, analyze, and edit spatial information in professional applications.
- Develop a sound background in the humanities, social sciences, and the arts to function in multicultural and diverse environments.
- Demonstrate fundamentals in business management and understand business environments and decision-making processes.
- Convey spatial information in graphical, textual, and verbal forms as an individual or as a collaborating member of a professional team.
- Prepare to take and pass the fundamentals of land surveying examination developed by the National Council of Examiners for Engineering and Surveying (NCEES).
- Satisfy the educational requirements for licensure required by NRS.625.270 as a professional Land Surveyor in Nevada and recognize the benefit of life-long learning by participating in continuing education as students or as instructors.

See page 93 for important additional information about the BAS program.

Entrance to the land surveying/geomatics emphasis requires an earned associate's degree and the completion of a college-level trigonometry course.

Prerequisite Requirements

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

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

General Education Requirements			**Credits**
COM	113	Fundamentals of Speech Communication, **or**	
THTR	102	Introduction to Stage Voice, **or**	
THTR	221	Oral Interpretation	3
PHIL	311	Professional Ethics (formerly ECON 311)	3
ENG	333	Professional Communications	3
Total Credits			**9**

Mastery Courses Requirements	**Credits**
Humanities	3
HUM 301; INT 339	
Social Science	3
ANTH 307, 332, HIST 303, 312, 341; INT 349 or PSY 313	
Mathematical/Science	3
MATH 389; INT 359; GEOL 335 **or** INT 369	
Total	**9**

Applied Science Core Requirements			**Credits**
FIN	310	Applied Accounting and Finance	3
MGT	310	Foundations of Management Theory and Practice	3
MGT	323	Organizational Behavior and Interpersonal Behavior, **or**	
MGT	367	Human Resource Management	3
PHYS	152	General Physics II **or**	
PHYS	181	Physics for Scientists and Engineers II	4
		(PHYS required for Land Surveying/Geomatics Degree)	
Total			**13**

Program Emphasis Requirements			**Credits**
CADD	421	Advanced CAD for Land Surveyors	3
MATH	182	Calculus II	4
SUR	255	Introduction to Mine Surveying and	
SUR	456	Advanced Mine Surveying, **or**	
SUR	450	Construction Surveying	3-4
SUR	320	GIS for Surveyors	3
SUR	330	Introduction to Least Squares Adjustment	3
SUR	340	Photogrammetry and Remote Sensing	3
SUR	360	Public Land Survey System	3
SUR	365	Legal Descriptions	3
SUR	440	Geodetic and GPS Surveying	3
SUR	460	Advanced Boundary Analysis	3
SUR	495	Land Surveying/Geomatics Capstone	3
Total			**34-35**

Total for all sections.....65-66

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

SUGGESTED 4 YEAR PLAN OF STUDY

BAS—Land Surveying/Geomatics Emphasis

FALL—1st Semester		Credits
AMERICAN CONSTITUTIONS AND INSTITUTIONS*		3
ENG	100 or 101	3
FINE ARTS*		3
SCIENTIFIC REASONING*		3
STAT	152	3
TOTAL		**15**

SPRING—2nd Semester		Credits
ENG	102	3
HUMANITIES*		3
GIS	109	3
ORAL COMMUNICATIONS*		3
SCIENTIFIC REQUIREMENT*		3
TOTAL		**15**

FALL—3rd Semester		Credits
CADD	121	3
MATH	181	4
PHYS	151 or PHYS 180	4
SUR	280	4
TOTAL		**15**

SPRING—4th Semester		Credits
STRUCTURE OF SOCIETIES*		3
FOUNDATIONS: SCIENCE*		4
SUR	281	4
SUR	290	4
TOTAL		**15**

FALL—5th Semester		Credits
ENG	333	3
MASTERY COURSE - Humanities/Social Science		3
SUR	320	3
SUR	340	3
SUR	360	3
TOTAL		**15**

SPRING—6th Semester		Credits
MASTERY COURSE - Math/Science		**3**
PHYS	**152 or 181**	**4**
SUR	**330**	**3**
SUR	365	3
TOTAL		**13**

FALL—7th Semester		Credits
MATH	182	4
MGT	310	3
PHIL	311	3
SUR	440	3
SUR	460	3
TOTAL		**16**

SPRING—8th Semester		Credits
CADD	421	3
FIN	310	3
MGT	323 or 367	3
SUR	255 and 456, or 450	3-4
SUR	495	3
TOTAL		**15-16**

Minimum Credits: 120

NOTE: Students admitted to the BAS program with an associate degree other than an Associate of Arts or Associate of Science will be required to take both Humanities and Social Science mastery courses increasing the LSG-BAS degree total credits to 65 for graduation.

SCIENCE

Associate of Science—Biological Sciences (Pattern of Study)

Student Learning Outcomes

This program provides graduates with the courses typically required for pre-professional students during their first two years of a bachelor's degree program.

This two-year Associate of Science pattern of study is designed to transfer to colleges and universities with four-year biology degrees.

Students will be able to:

- Communicate the nature of scientific knowledge and the scientific method and how they were developed.
- Associate biological structure and function.
- Relate molecular genetics and cell and organism function.
- Show how organisms are genetically related, interact on a population level, have evolved, and are evolving.

Attendance in Lab Science Courses

The following science courses have labs and are required to be completed for the AS in Biological Sciences:

BIOL 190, BIOL 191, BIOL 251, CHEM 121, CHEM 122, CHEM 241/241L, and CHEM 242/242L.

Each of these courses have required in-person labs. Depending on the course, the 3 hour labs may occur weekly, on weekends, or at a time from Monday through Friday anytime from 8 a.m.– 9:45 pm.

Due to GBC's personnel, equipment, and facilities, courses listed above which have the CHEM prefix have required labs that are only offered on the Elko and Pahrump campuses.

This means that AS in Biological Sciences students will be required to attend lab courses in Elko or Pahrump at least 1–2 days each week and that this is not an online degree. Please consult an advisor for the AS in Biological Sciences for the availability details of each individual science course.

General Education	**Credits**
Communications and Expressions	
Written Communications ENG 100 or 101	3-5
Oral Communications COM 113, THTR 102, 221	3
Evidence-Based Communications ENG 102	3
Fine Arts ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200	3
Logical and Scientific Reasoning	
Mathematical Reasoning—MATH 181 (required)	4
Scientific Reasoning—BIOL 190 (required)	4
Scientific Data Interpretation—CHEM 121 (required)	4
Human Societies and Experience	
Structure of Societies PSY 101 recommended for pre-medical related students. ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208; SOC 101	3
American Constitutions and Institutions HIST 101/102 (must take both) **or** PSC 101 (recommended)	3
Humanities ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 102, 129; SPAN 111, 112, 211	3
Technological Proficiency GIS 109 or CS 135 (required)	3
Foundations	
Mathematics—STAT 152 (required) (Minimum 5 total credits mathematics)	3
Sciences—BIOL 191 (required)	4
Total	**44-46**

Program Requirements			**Credits**
BIOL	251	General Microbiology	4
CHEM	122	General Chemistry II	4
CHEM	241	Organic Chemistry I	3
CHEM	241L	Organic Chemistry for Life Sciences Lab I	1
CHEM	242	Organic Chemistry II	3
CHEM	242L	Organic Chemistry for Life Sciences Lab II	1
Program Electives (choose with advisor)			3
Total			**19**

Total of all sections **63-65**

Recommended electives: sufficient coursework is required to bring the total number of credits in the Associate of Science to 60 credits. Choose courses from the following list: BIOL 223, 224; CHEM 100; CIT 129; ENV 100; GEOG 103; GEOL 101, 102; MATH 127, 128, 182; PHYS 182.

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

SUGGESTED COURSE SEQUENCE

AS—Biological Sciences

FALL—1st Semester		Credits
BIOL	190	4
CHEM	121	4
ENG	100 or 101	3-5
MATH	181	4
TOTAL		**15-17**

SPRING—2nd Semester		Credits
BIOL	191	4
CHEM	122	4
ENG	102	3
FINE ARTS*		3
STAT	152	3
TOTAL		**17**

FALL—3rd Semester		Credits
CHEM	241	3
CHEM	241L	1
CIS 135 or GIS 109		3
HUMANITIES*		3
COM	113	3
PSC	101	3
TOTAL		**16**

SPRING—4th Semester		Credits
CHEM	242	3
CHEM	242L	1
BIOL	251	4
PROGRAM ELECTIVE**		3
STRUCTURE OF SOCIETIES*		3
TOTAL		**14**

Minimum Credits: 62

***Select from page 81**

****Choose with an advisor**

Science

Associate of Science
Engineering and Physical Science
(Pattern of Study)

Student Learning Outcomes

This program provides students with a solid base of mathematics, physics, chemistry, and computer science required of students in the first two years of baccalaureate degrees in engineering and physical science (chemistry, physics, etc.) programs. Completion of this associate degree assures completion of lower-division general education requirements of NSHE colleges and universities, though not all lower division engineering and physical sciences courses required by specific programs that a student may be transferring to are provided. This class guide provides a solid pattern of study for lower-division engineering and physical science 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 with calculus being taken in the first semester. Students needing additional preparation before taking calculus, physics, chemistry, or computer science should consider taking the recommended preparatory electives (listed below) which fulfill associate degree requirements.

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

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

General Education **Credits**

Communications and Expressions

Written Communications 3-5
ENG 100 or 101

Oral Communications 3
COM 113, THTR 102, 221

Evidence-Based Communications 3
ENG 102

Fine Arts 3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200

Logical and Scientific Reasoning

Mathematical Reasoning—MATH 181 (required) 4

Scientific Reasoning—CHEM 122 (required) 4

Scientific Data Interpretation—CHEM 121 (required)..... 4

Human Societies and Experience

Structure of Societies 3
ANTH 101; CRJ 104, 270; ECON 102, 103, GEOG 106; HMS 200; PSY 101, 208; SOC 101

American Constitutions and Institutions
PSC 101 (required) 3

Humanities 3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 102, 129; SPAN 111, 112, 211

Technological Proficiency—ENGR 100 (required)..... 3

FOUNDATIONS

Mathematics—MATH 182 (required).....4
(Minimum 5 total credits Mathematics)

Science—PHYS 180 (required).....4
(Minimum 12 total credits Science)

Total 44-46

Program	**Requirements**	**Credits**
MATH	283 Calculus III	4
MATH	285 Differential Equations	4
PHYS	181 Physics for Scientists and Engineers II	4
ENGR	241 Statics	3
ME	242 Dynamics	3
EE	220 Circuits I	3
Total		**21**

Minimum credits required 64-66

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

SUGGESTED COURSE SEQUENCE

AS—Engineering and Physical Science

FALL—1st Semester		Credits
CHEM	121	4
ENG	100 or 101	3-5
ENGR	100	3
MATH	181	4
TOTAL		**14-16**

SPRING—2nd Semester		Credits
PHYS	180	4
CHEM	122	4
FINE ARTS		3
ENG	102	3
MATH	182	4
TOTAL		**18**

FALL—3rd Semester		Credits
MATH	283	4
ORAL COMMUNICATIONS*		3
PHYS	181	4
ENGR	241	3
HUMANITIES		3
TOTAL		**17**

SPRING—4th Semester		Credits
MATH	285	3
PSC	101	3
ME	242	3
EE	220	3
STRUCTURE OF SOCIETIES*		3
TOTAL		**15**

Minimum Credits: 64-66

***Select from page 81**
****Choose with an advisor**

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

Science

Associate of Science—Geosciences (Pattern of Study)

Student Learning Outcomes

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

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

- Describe the fundamental principles of the Geosciences.
- Transfer to a four-year program in the physical or earth sciences or work as a technician in jobs requiring geosciences technicians.

General Education **Credits**

Communications and Expressions

Written Communications 3-5
ENG 100, ENG 101

Oral Communications 3
COM 113, THTR 102, THTR 221

Evidence-Based Communications 3
ENG 102

Fine Arts 3
ART 100, 101(recommended), 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200

Logical and Scientific Reasoning

Mathematical Reasoning 3-6
MATH 126, 126E or higher, or STAT 152
MATH 181 or MATH 182 (preferred)

Scientific Reasoning—GEOL 101 (required) 4

Scientific Data Interpretation—CHEM 121 (required) 4

Human Societies and Experience

Structure of Societies 3
ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208; SOC 101

American Constitutions and Institutions 3-6
HIST 101/102 (must take both) **or** PSC 101

Humanities 3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 102, 129; SPAN 111, 112, 211

Technological Proficiency—GIS 109 (required) 3

Foundations

Mathematics 2-4
Any MATH 127 or higher, or STAT 152
(Minimum 5 total credits mathematics)

Science—GEOL 102 (required) 4
(Minimum 12 total credits science)

Total 41-51

Program Requirements			**Credits**
CHEM	122	General Chemistry II	4
PHYS	151	General Physics I, **or**	
PHYS	180	Physics for Scientists and Engineers I (preferred)	4
PHYS	152	General Physics II, **or**	
PHYS	181	Physics for Scientists and Engineers II (preferred)	4

Program Electives (Choose with advisor) 9
Recommended electives: BIOL 190, ENGR 100, ENV 100, GEOL 201, and GEOG 103.

Total 21

Total of all sections 62-72

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

SUGGESTED COURSE SEQUENCE

Associate of Science—Geosciences

FALL—1st Semester		Credits
CHEM	121	4
ENG	100 or 101	3-5
GEOL	101	4
MATH	126 or 181	3-4
TOTAL		**14-17**

SPRING—2nd Semester		Credits
CHEM	122	4
ENG	102	3
GEOL	102	4
MATH	127 or 182	2-4
ORAL COMMUNICATIONS		3
TOTAL		**16-18**

FALL—3rd Semester		Credits
PHYS	151 or 180	4
PROGRAM ELECTIVE **		3-4
HUMANITIES*		3
STRUCTURE OF SOCIETIES*		3
GIS	109	3
TOTAL		**16-17**

SPRING—4th Semester		Credits
FINE ARTS*		3
PHYS	152 or 181	4
AMERICAN CONSTITUTIONS AND INSTITUTIONS*		3-6
PROGRAM ELECTIVES**		3-4
PROGRAM ELECTIVES**		3
TOTAL		**16-20**

Minimum Credits: 62-72

***Select from page 81**
****Choose with an advisor**

Science

Associate of Science—Natural Resources (Pattern of Study)

Student Learning Outcomes

The pattern of study provides students with courses that prepare them for a baccalaureate degree in natural resources, biology, wildlife biology, range management, forestry, environmental studies and management, and other types of natural resource degrees.

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

- 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	**Credits**
Communications and Expressions	
Written Communications ENG 100 or 101	3-5
Oral Communications COM 113, THTR 102, 221	3
Evidence-Based Communications ENG 102	3
Fine Arts ART 100, 101(recommended), 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200	3
Logical and Scientific Reasoning	
Mathematical Reasoning MATH 126, 126E or higher	3-6
Scientific Reasoning—GEOL 101 (required)	4
Scientific Data Interpretation—CHEM 121 (required)	4
Human Societies and Experience	
Structure of Societies ANTH 101 (required)	3
American Constitutions and Institutions HIST 101/102 (must take both) or PSC 101	3-6
Humanities ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 102, 129; SPAN 111, 112, 211	3
Technological Proficiency	
GIS 109 (required)	3
Foundations	
Mathematics STAT 152 (required) (Minimum 5 total credits mathematics)	3
Science—BIOL 190 (required)	4
Total	**42-50**

Program Requirements			
BIOL	191	Introduction to Organismal Biology	4
CHEM	122	General Chemistry II	4
ENV	100	Humans and the Environment	3
GEOL	102	Earth and Life Through Time	4
General Elective			3
Total			**18**

Total of all sections	**60-68**

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

SUGGESTED COURSE SEQUENCE

Associate of Science—Natural Resources

FALL—1st Semester		Credits
CHEM	121 (Fall semester only)	4
ENG	100 or 101	3
GEOL	101	4
MATH	126, 126E or higher	3
TOTAL		**14**

SPRING—2nd Semester		Credits
COM	113, THTR 102, or 221	3
CHEM	122	4
ENG	102	3
STAT	152	3
TOTAL		**13**

FALL—3rd Semester		Credits
BIOL	190	4
FINE ARTS*		3
GEOL	102	4
AMERICAN CONSTITUTIONS AND INSTITUTIONS*		3
GENERAL ELECTIVE		3
TOTAL		**17**

SPRING—4th Semester		Credits
ANTH	101 or 202	3
BIOL	191 (Spring semester only)	4
GIS	109	3
ENV	100	3
HUMANITIES*		3
TOTAL		**16**

Minimum Credits: 60

***Select from page 81**

Social Science

Associate of Applied Science—Criminal Justice

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 program will have the knowledge and skills to:

- Demonstrate an awareness of the history and nature of the major components of the criminal justice system.
- Identify and analyze the origins of criminal behavior, society's response to crime, and the consequences of crime to our society using multiple perspectives.
- Demonstrate effective oral and written communication skills applicable in the field of criminal justice.
- Describe the process of conducting a criminal investigation, the process of arrest and pretrial detention, criminal trial procedures, and criminal punishment.
- Analyze and explain the relationship between law enforcement agencies and the communities they serve.
- Describe the organizational structure, practice, culture, and environment of the modern police organization.
- Analyze and explain the evolution of the correctional system in the United States.
- Evaluate current issues related to crime prevention and the rehabilitation of juvenile and adult offenders, including the concepts of parole and probation.

General Education Requirements	**Credits**
Written Communications	3-5
ENG 100, 101 or 107	
Evidence-Based Communications	3
ENG 102 or 108	
Mathematics	3-6
MATH 116, 116E, 120, 120E, 126, 126E, or higher, or STAT 152	
Science	3
Social Science	3-6
PSC 101 or HIST 101 and 102	
Human Relations	3
PSY 208 or MGT 283 (recommended)	
Humanities or Fine Arts	3
Technology	3
GIS 109, GRC 119, or IS 101 (recommended)	
Total	**24-32**

Program Core Requirements			**Credits**
Fall Semesters			
CRJ	104	Introduction to Administration of Justice	3
CRJ	155	Juvenile Justice	3
CRJ	164	Introduction to Criminal Investigation	3
CRJ	211	Police in America	3
CRJ	230	Criminal Law	3
CRJ	265	Intro to Evidence	3
Spring Semester			
CRJ	106	Introduction to Corrections	3
CRJ	120	Community Relations	3
CRJ	214	Police Patrol	3
CRJ	215	Probation and Parole	3
CRJ	220	Criminal Procedures	3
CRJ	270	Criminology	3

Program Electives (choose with advisor) 9
Select additional courses with CRJ prefix or from the following list: ANTH 101, 102; BIOL 223; INT 301; PHIL 311 (formerly ECON 311); PSY 101, 241, 460; SOC 101 (or higher); SPAN 112 (or higher)

Minimum credits for degree 60

Note: Students seeking to earn a Criminal Justice Degree without requesting alternative credits through a valid POST certificate are required to pass CRJ 104, 106, 164, 265, 270, and any other four CRJ courses of their choosing and three program elective courses.

Note: students seeking to earn a Criminal Justice Degree while requesting alternative credits through a valid POST certificate are required to pass CRJ 120, 211, 215, 270, and any other two CRJ courses and three program elective courses. Upon successfully petitioning for non-traditional credit with a valid POST certificate and completing 12 semester credits at GBC, the following courses will be awarded. CRJ 104, 106, 164, 230 and 265.

All six courses listed are offered every semester, all twelve courses listed are offered each year.

Note: Students interested in transferring to Bachelor of Arts in Social Science program or Criminal Justice BA program at UNR should carefully choose the most efficient pathway with an advisor and include: ANTH 101, 201 or 202; any Archaeology; any History, and PSY 101 or 208.

After the AAS in Criminal Justice, the next step could be the Bachelor of Applied Science in Management and Supervision (see page 106) or the Bachelor of Arts in Social Science (see page 225).

SUGGESTED COURSE SEQUENCE

Associated of Applied Science —Criminal Justice

FALL—1st Semester		Credits
CRJ	104	3
CRJ	164	3
ENG	101	3
MATH*		3-6
PSC	101	3
TOTAL		**15-18**

SPRING—2nd Semester		Credits
CRJ	106	3
ENG	102	3
CRJ OF CHOICE		3
Science*		3
ELECTIVE**		3
TOTAL		**15**

FALL—3rd Semester		Credits
CRJ	265	3
CRJ OF CHOICE		3
PSY	208 of MGT 283	3
CRJ OF CHOICE		3
ELECTIVE**		3
TOTAL		**15**

SPRING—4th Semester		Credits
CRJ OF CHOICE		3
CRJ	270	3
Humanities or Fine Arts		3
Technology*		3
ELECTIVE**		3
TOTAL		**15**

Minimum Credits: 60-63

***Select from page 81**

****IMPORTANT-Choose with an advisor**

New for 2025! Earn a 15 credit Emergency Telecommunications Dispatcher Online Skill Certificate. You can earn this certificate over one full-time or two part-time semesters, and all of these credits will stack directly into the Criminal Justice AAS degree. Earn a valuable certificate leading to a challenging career, and be one full semester closer to earning your two-year degree.

Social Science

Associate of Arts—Social Science (Pattern of Study)

This suggested pattern of study for the Associate of Arts degree is recommended for students wishing to pursue a Bachelor of Arts in Social Science. Students completing this pattern of study will be positioned to enter Great Basin College's Bachelor of Arts in Social Science program with junior standing.

Students should be aware that many colleges and universities have different lower-division requirements. Students intending to transfer into a bachelor degree program at another institution should check that institution's lower-division requirements to ensure that appropriate courses are taken.

Student Learning Outcomes

Students who complete this program of study will have amassed knowledge and skills needed to:

- Develop scholarly practices appropriate to social science.
- Demonstrate the ability to communicate ideas related to the disciplines of anthropology, history, political science, and psychology.
- Recall and identify basic concepts of anthropology, history, political science, and psychology.

General Education **Credits**

Communications and Expressions

Written Communications 3-5
ENG 100 or 101

Oral Communications 3
COM 113, THTR 102, THTR 221

Evidence-Based Communications 3
ENG 102

Fine Arts 3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200

Logical and Scientific Reasoning

Mathematical Reasoning 3-6
MATH 120, 120E, 126, 126E or higher, or STAT 152

Scientific Reasoning 3-4
Any AST; BIOL; CHEM; ENV; GEOL; PHYS; plus ANTH 102; GEOG 103 and NUTR 121

Scientific Data Interpretation 3-4
AST 101; BIOL 100, 190; CHEM 100, 121; ENV 100; GEOL 101; NUTR 121; PHYS 100, 151, 180

Human Societies and Experience

Structure of Societies 3
ANTH 101; CRJ 104, 270; ECON 102, 103; GEOG 106; HMS 200; PSY 101, 208; SOC 101

American Constitutions and Institutions 3-6
HIST 101/102 (must take both) or PSC 101

Humanities 3
ART 160, 260, 261; ENG 203, 223; FIS 100; FREN 111, 112; HIST 208, 209; HUM 101, 111, 210; MUS 121, 125; PHIL 102, 129; SPAN 111, 112, 211

Technological Proficiency 3
CIT 129, CS 135, EDU 214, GIS 109, GRC 119, IS 101

Foundations

Social Science 3
Any transferrable course 100- or 200-level ANTH (except ANTH 102); CRJ; HIST; PSC; PSY; SOC; ECON 102, 103; GEOG 106

Humanities/Fine Arts 3
Any transferrable course 200-level ENG or 100 or 200-level AM; ART; FIS; FREN; GRC 103, 156; HIST 208, 209; HUM; JOUR; MUS; PHIL; SPAN; THTR

Total 39-49

Program Requirements			**Credits**
ANTH	101	Introduction to Cultural Anthropology, or	
ANTH	201	Peoples and Cultures of the World, **or**	
ANTH	202	Archaeology	3
History		Any lower-division HIST	3
PSC	101	Introduction to American Politics, **or**	
PSC	210	American Public Policy	3
PSY	101	General Psychology, **or**	
PSY	208	Psychology of Human Relations	3
Program Electives			9

Three courses from the following prefixes: ANTH, GEOG, HIST, PSC, PSY, SW, SOC, CRJ

Total 21

Total of all sections 60-70

Note: All students graduating from Nevada institutions of higher education must satisfy the American Constitutions and Institutions requirement. PSC 101 (3 credits) or HIST 101 and HIST 102 (6 credits).

SUGGESTED COURSE SEQUENCE

Associate of Art—Social Science

FALL—1st Semester	Credits
AMERICAN CONSTITUTIONS AND INSTITUTIONS*	3
ANTH 101, 201 or 202	3
ENG 101	3
MATHEMATICAL REASONING*	3
ORAL COMMUNICATIONS*	3
TOTAL	**15**

SPRING—2nd Semester	Credits
ANY LOWER-DIVISION HISTORY*	3
ENG 102	3
HUMANITIES*	3
PSC 101 OR PSC 210	3
TECHNOLOGY PROFICIENCY*	3
TOTAL	**15**

FALL—3rd Semester	Credits
FINE ARTS*	3
PROGRAM ELECTIVE**	3
PSY 101 or PSY 208	3
STRUCTURE OF SOCIETIES*	3
SCIENTIFIC REASONING*	3
TOTAL	**15**

SPRING—4th Semester	Credits
FOUNDATIONS: HUMANITIES/FINE ARTS*	3
PROGRAM ELECTIVE	3
PROGRAM ELECTIVE	3
SCIENTIFIC DATA INTERPRETATION	3
FOUNDATIONS: SOCIAL SCIENCE*	3
TOTAL	**15**

Minimum Credits: 60

***Select from page 80**

****Choose with an advisor**

Social Science

Bachelor of Arts—Social Science

Student Learning Outcomes

- Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions.
- Synthesize information effectively in oral and written form.
- Demonstrate comprehension of how the core social science disciplines--anthropology, history, political science, and psychology--approach the analysis of human social behavior.
- Apply concepts and methods to an original professional study in social sciences.

Accreditation
This degree is accredited by, the Northwest Commission on Colleges and Universities.

Mission Statement
The mission of the Bachelor of Arts in Social Science (BASS) is to fulfill and extend the mission and philosophy of Great Basin College. The BASS 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.

Professional Skills and Career Paths
Graduates of social science programs at GBC have gone on to careers in archaeology, education, counseling, human resources, higher education student services, business management, law, and environmental consultation, to name a few. Others have moved forward in their existing careers with federal agencies, non-profits groups, and industry. Social science graduates have also successfully entered graduate programs in anthropology, history, political science, psychology, education, social work, library science, sociology, and law. A social science degree prepares a student for many career paths and postgraduate education.

Admission to the Program
Students who have an Associate of Arts, Associate of Science or an Associate of Applied Science (with any major or emphasis) are encouraged to apply for the 2+2 BASS online program. Students must complete and submit the application form for the BASS to be formally admitted to the program. Applications are accepted and reviewed on a continuous basis. The application form is available on the GBC website and at the social science department at the Elko campus (DCIT 105). Transfer students must provide official transcripts from all other accredited institutions attended prior to acceptance in order to complete the application process.

Formal admission will be pending until transcripts indicate the completion of the associate degree. Admission is complete when the student receives the acceptance letter from the BASS program supervisor.

Applications must be received by the 5 p.m deadline, April 1st for the upcoming fall semester or November 1st for the upcoming spring semester.

Successful applicants to the program will have:

- Completed an AA, AS, or AAS degree (consisting of at least 60 credits) from an accredited institution of higher learning. Students may apply to the BA program in the semester prior to receiving their associate degree.
- A minimum GPA of 2.5 for the associates degree
- A grade of C- or higher in ENG 102

Students may be denied entry into the program for violations of the student code of conduct.

Advisement
Each student admitted to the BASS program will have a faculty member assigned as advisor by the program supervisor. Students are required to meet with their advisor each semester to ensure progress toward the degree. Advisor assignment is provided in the letter of acceptance to the program. To obtain the name of your advisor, please contact the program administrative assistant at 775.327.2234. Students currently pursuing an AA or AS degree with an interest in the BASS are encouraged to follow the Associate of Arts—Social Science pattern of study published within this catalog. Please contact the program supervisor for additional information.

- 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 of enrollment exceeding three semesters.
- Students must comply with policies of student conduct and academic honesty stated by their instructors, the GBC social science department, Great Basin College, and NSHE.
- Students not meeting the above criteria may be dismissed from the program.

BA in Social Science Requirements
(beyond Associate of Arts or Associate of Science degree)

Prerequisite Requirements
Lower-division prerequisites, required to complete degree.

ANTH	101	Introduction to Cultural Anthropology, **or**
SOC	101	Principles of Sociology
HIST	Any lower-division History	
PSC	101	Introduction to American Politics, **or**
PSC	210	American Public Policy
PSY	101	General Psychology, **or**
PSY	208	Psychology of Human Relations

All students must satisfy the ENG 102 and U.S. and Nevada Constitution requirements if not completed as part of their associate degree.

General Education Requirements **Credits**
(beyond those required for AAS)
Students entering with an AAS must also complete GBC's General Education requirements for
Oral Communications 3
Fine Arts 3
Mathematical Reasoning 3
Scientific Reasoning 3-4
Scientific Interpretation of Data 3-4
Humanities 3
(see General Education grid on page 81)
Total 18-20

Mastery Course Requirement **Credits**
Math/Science 3
MATH 389; INT 359; GEOL 335 or INT 369
Social Science 3
ANTH 307, 332; HIST 303, 312, 341; INT 349; PSY 313
Total 6

Program Requirements
IMPORTANT NOTICE: Social science upper-division courses are offered on a rotating schedule. One upper-division course in history and one course in psychology will be offered every fall semester. One upper-division course in anthropology and one course in political science will be offered every spring semester. See the schedule in the BASS handbook or ask your advisor. This is critical for the timely completion for your degree.

Anthropology (Choose any two 400 Level GBC ANTH) 6
(These courses are regularly offered at GBC)

ANTH	400A	Indians of North America
ANTH	400B	Indians of the Great Basin
ANTH	406	Art in Small-Scale Societies
ANTH	439	Selected Topics in Cultural Anthropology
ANTH	440B	Archaeology of the Great Basin
ANTH	458	Origins of Inequality: A Cross-Culture Perspective
ANTH	459	Selected Topics in Archaeology

History (choose any two 400 level GBC HIST courses) 6
(These courses are regularly offered at GBC)

HIST	417C	The West as National Experience
HIST	434	Role of Cities in American History
HIST	441	American Environmental History
HIST	489B	The Silk Roads
HIST	489C	History of Globalization
HIST	498	Advanced Historical Studies

Political Science (choose any two 400 level GBC PSC courses) 6
(These courses are regularly offered at GBC)

PSC	401Z	Special Topics in American Government
PSC	403C	Environmental Policy
PSC	403K	Problems in American Public Policy
PSC	405G	International Conflict

Psychology (choose any two 400 level GBC PSY courses) . 6
(These courses are regularly offered at GBC)

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

Additional Social Science 6
Upper-division ANTH, CRJ, ECON, HIST, PSC, PSY, and/or SW, INT 349
Written Communications 3
Any Upper-division ENG

INT	301	Integrative Research Methodology 3
INT	496	Capstone in Integrative Studies 3

Total 39

Program Electives 15
Choose any ANTH, HIST, PSC or PSY
(These courses are regularly offered at GBC)

ANTH	201	Peoples and Cultures of the World
ANTH	202	Introduction to Archaeology
ANTH	307	Ancient Civilizations
ANTH	332	(De)Constructing Race
HIST	208	World History I
HIST	209	World History II
HIST	217	Nevada History
HIST	247	Introduction to the History of Mexico
HIST	295	Special Topics in History *(Can be taken multiple times with different topics)*
HIST	303	Worlds of Islam
HIST	341	Global China
PSC	231	Introduction to International Relations
PSC	295	Special Topics in Political Science *(Can be taken multiple times with different topics)*
PSY	208	Psychology of Human Relations
PSY	241	Introduction to Abnormal Psychology
PSY	233	Child Psychology
PSY	234	Psychology of Adolescence
PSY	313	Well Being: East Meets West

Total Credit 15

Total for all sections..... 60
(beyond associate degree)

SUGGESTED 4 YEAR PLAN OF STUDY

Bachelor of Arts—Social Science

FALL—1st Semester	Credits
AMERICAN CONSTITUTIONS AND INSTITUTIONS*	3
ANTH 101, 201, or 202	3
ENG 101	3
MATHEMATICAL REASONING*	3
ORAL COMMUNICATIONS*	3
TOTAL	**15**

SPRING—2nd Semester	Credits
ANY LOWER-DIVISION HISTORY	3
ENG 102	3
HUMANITIES*	3
PSC 101 or PSC 210	3
TECHNOLOGY PROFICIENCY*	3
TOTAL	**15**

FALL—3rd Semester	Credits
FINE ARTS*	3
PROGRAM ELECTIVE**	3
PSY 101 or PSY 208	3
STRUCTURE OF SOCIETIES*	3
SCIENTIFIC REASONING*	3
TOTAL	**15**

SPRING—4th Semester	Credits
FOUNDATIONS: HUMANITIES/FINE ARTS*	3
PROGRAM ELECTIVE**	6
SCIENTIFIC DATA INTERPRETATION	3
FOUNDATIONS: SOCIAL SCIENCE*	3
TOTAL	**15**

FALL—5th Semester	Credits
ADDITIONAL SOCIAL SCIENCE	3
PROGRAM ELECTIVE	3
INT 301	3
UPPER-DIVISION HIST	3
UPPER-DIVISION PSY	3
TOTAL	**15**

SPRING—6th Semester	Credits
ADDITIONAL SOCIAL SCIENCE*	3
MASTERY COURSE**	3
PROGRAM ELECTIVE	3
UPPER-DIVISION ANTH	3
UPPER-DIVISION PSC	3
TOTAL	**15**

FALL—7th Semester	Credits
MASTERY COURSE**	3
UPPER-DIVISION HIST	3
UPPER-DIVISION PSY	3
PROGRAM ELECTIVE	3
PROGRAM ELECTIVE	3
TOTAL	**15**

SPRING—8th Semester	Credits
INT 496	3
UPPER-DIVISION ANTH	3
UPPER-DIVISION PSC	3
PROGRAM ELECTIVE	3
PROGRAM ELECTIVE	3
TOTAL	**15**

Minimum Credits: 120
***Select from page 81**
****Choose with an advisor**

Years 1-2: Completion of the Associate of Arts in Social Science pattern of study or other associate degree and required lower-division social science courses. See the Associate of Arts in Social Science pattern of study on page 223 for the catalog description.

Social Work

Bachelor of Social Work (BSW) Great Basin College Associate of Arts included with Great Basin College and the University of Nevada, Reno 3+1 Collaborative Program

Great Basin College's unique BSW program provides students with an Associate of Arts degree by the end of the fourth semester. This allows some of the Silver Core requirements at the University of Nevada, Reno (UNR) to be waived upon transfer. Students completing six semesters of the prerequisite courses at GBC will apply to the UNR Bachelor of Social Work degree program. Students who meet all the requirements will be accepted into the program at UNR. Students will complete 84 credits at GBC. Students complete the first three years of academic study and achieve an Associate of Arts degree in year two. After being accepted to UNR and the professional sequence of BSW majors, students complete their final 36 credits at UNR (no less than 36 upper-division credits must be completed through UNR.) These are completed during the final year of study, semester seven and eight. UNR social work courses will be delivered in an online and hybrid format to students in their GBC service area with some travel to Reno required.

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 social 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, disabilities, 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 54 social work credits. Of these 54 credits, 51 are in required courses and the remaining three 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
When a student registers for SW 101 they are considered admitted to social work as a pre-major status. The student is required to attend a social work orientation and meet with an academic advisor during the first semester. Once a student reaches the end of the fourth semester, they are preparing to become a 3+1 social work student and must have their courses reviewed by an advisor prior to enrolling in the fifth semester. Students will at this point apply to UNR Silver State transfer program.
The Co-admission program is a bridge from the Nevada System of Higher Education (NSHE) community colleges to the University of Nevada, Reno. Program participants have the opportunity to work one-on-one with advising specialists as they transition to the University of Nevada, Reno. The purpose of the program is to support community college students as they prepare to transfer, ensuring a smooth transition to the baccalaureate degree. Students who are in the program may take courses from both the community college and the University at the same time that they are pursuing their transferable associate degree. The community college remains the home campus for co-admit students.

Silver State Transfer Program Guidelines
- Students must be in good academic standing.
- Students agree to all the exchange of transcript data between the community college and the University.
- Students are assigned a university advisor. Students are required to meet with their academic advisor each semester at both the university and the community college social work program.
- Students are expected to enroll in courses leading to both the AA/AS degree and bachelor's degree.

How to apply
- Complete the undergraduate application at unr.edu/apply and SAVE, no need for payment at this time. Notify the social work advisor to verify application has been received.
- Send official transcripts to: University of Nevada, Reno, Admissions and Records/MS 0120, Reno, NV 89557.
- The $60 non-refundable university application fee will be deferred until student enrolls at the university.
- Provide immunization records if you are intending to enroll at the university (documentation of two doses

of measles, mumps, rubella (MMR); and one dose of tetanus within the last 10 years). They can be sent to the address above or faxed to: 775/784.4283.
- Complete the permission to enroll form with your social work advisor.
- Complete the declaration of intent to graduate from current community college.

UNR BSW Admission Requirements

To be considered for admission into the professional sequence of the BSW program, students must:

- Maintain an overall grade-point average of 2.5 or higher. (Exceptions may occasionally be considered for students who do not meet the GPA requirement, but in the professional judgment of the faculty demonstrate exceptional potential for social work through strong community service and/or leadership experiences).
- Complete SW 101, SW 250, SW 310, and SW 321 with a grade of C or higher in each course and have completed or be enrolled in SW 311 and SW 351.
- Submit formal applications to:
  - The University of Nevada, Reno (applicable for students transferring to UNR) and
  - The School of Social Work (BSW application).
- Submit responses to essay questions as found on the third page of the BSW program application.
- Submit two professional references (must use BSW recommendation form).
- Submit transfer credit report. (All documents listed found in MyNevada).

It is important to note that the requirements for graduation with a social work degree include completion of at least 120 credits and completion of all required social work courses with a C grade or higher in each course. To qualify for the Master's degree program (MSW) at UNR, completion of all required social work courses with a B grade or higher in each course is required.

Application for UNR BSW program

The application for the UNR social work program is located on the UNR social work website and needs to be completed with all required documentation by January 15th. The following website will direct students to the information needed to apply to the UNR social work program https://www.unr.edu/degrees/social-work/bsw. Students will not need to reapply to UNR as this was completed as a part of the Silver State transfer program during the 4th semester at GBC.

General Education Requirements	**Credits**
English/Communications	6
ENG 100 or 101, and ENG 102	
Mathematics	3
MATH 120, 120E, 126, 126E or higher, or STAT 152	
COM 113	3
Fine Arts	3
ART 100, 101, 107; ENG 205; MUS 101; THTR 100, 105, 204; WELD 200	
BIOL 100	3
Science	3
ANTH 102; BIOL 190; CHEM 121, 122; GEOG 103; GEOL 101, 102; NUTR 121; PHYS 100, 151, 152, 180, 181	
Structures of Societies—SOC 101 (required)	3
American Constitutions and Institutions	3-6
HIST 101/102 (must take both) or PSC 101	
Humanities/CO8 HIST 208 or 209 required	3
Technology	3
CIT 129; EDU 214; ENGR 100; GIS 109; CS 135; GRC 119; IS 101	
Total	**33-36**

Additional Departmental Requirements			**Credits**
PSY	101	General Psychology	3
CPD	116	Substance Abuse - Fundamental Facts and Insights	3
PSY	241	Introduction to Abnormal Psychology	3
HDFS	201	Lifespan Human Development	3
Core Objective			3
HIST 208, 209; PHIL 200, 207			
General Electives			**9**
(PHIL 102 and ECON 102 recommended)			
Total			**24**

Pre-Professional Courses			**Credits**
SW	101	Introduction to Social Work	3
SW	250	Social Welfare History and Policy	3
SW	310	Structural Oppression	3
SW	311	Theoretical Perspectives on Human Behavior	3
SW	321	Basics of Professional Communication	3
SW	351	Global Context of Social Work	3
Total Credits			**18**

Professional Sequence Courses			**Credits**
SW	420	Social Work Methods with Individuals (UNR)	3
SW	421	Social Work Methods with Groups (UNR)	3
SW	424	Social Work Methods with Families (UNR)	3
SW	427	Social Work Methods with Communities, Organizations, and Legislatures (UNR)	3
SW	440	Principles of Evidence Informed Practice I (UNR)	3
SW	441	Principles of Evidence Informed Practice II(UNR)	3
SW	480	Field Experience in Social Work I (UNR)	6
SW	481	Field Experience in Social Work II (UNR)	6
Social Work Elective (GBC)			
SW	230	Crisis Intervention	3
Social Work Elective (UNR)			3
Total Credits			**36**

UNR Core Objective Requirements

Core Objective 10 6
- WMST 101 Introduction to Women's Studies
- HIST 303 Worlds of Islam
- ENG 267 Introduction to Women and Literature
- PHIL 210 World Religions

Core Objective 13 3
- ENG 333 Professional Communications
- HIST 417C The West as National Experience

Total 9

Total of all sections 120

Course offerings vary from term to term. Please work with the department and an advisor to select a current social work electives being offered at UNR.

SUGGESTED COURSE SEQUENCE

BSW—GBC/UNR 3+1 Social Work

FALL—1st Semester		Credits
ENG	101	3
FINE ARTS**		3
SW	101	3
MATH	120, 120E, 126, 126E or higher,	3
COM	113	3
TOTAL		**15**

SPRING—2nd Semester		Credits
ENG	102	3
PSY	101	3
SOC	101	3
SW	250	3
BIOL	100	3
TOTAL		**15-18**

FALL—3rd Semester		Credits
HUMANITIES*		3
ECON	102	3
NUTR	121	3
ANTH	101, CRJ 104 or PSY 208	3
SW	230	3
TOTAL		**15**

SPRING—4th Semester		Credits
PSC	101	3
PSY	241	3
PHIL	102	3
SW	321	3
TECHNOLOGY*		3
TOTAL		**15**

FALL—5th Semester		Credits
SW	310	3
HDFS	201	3
WMST	101, HIST 303, PHIL 210 or ENG 267	3
GENERAL ELECTIVE		3
GENERAL ELECTIVE		3
TOTAL		**15**

SPRING—6th Semester		Credits
SW	311	3
SW	351	3
WMST	101, HIST 303, PHIL 210 or ENG 267	3
HIST	417C, HIST 441, ENG 333	3
SW ELECTIVE (SELECTION FROM UNR)		3
TOTAL		**15**

FALL—7th Semester (UNR)		Credits
SW	420	3
SW	424	3
SW	440	3
SW	480	6
TOTAL		**15**

SPRING—8th Semester (UNR)		Credits
SW	421	3
SW	427	3
SW	441	3
SW	481	6
TOTAL		**15**

Minimum Credits: 120

***Refer to page 80**
****Choose with an advisor**

ELKO CAMPUS

1500 College Parkway
Elko, Nevada 89801
(775) 327-5002

1. **Berg Hall (BH)**
   - Admission Advising and Career Center
   - Counseling
   - Pathways Specialist
   - Student Employment Services
   - Admissions and Records Office
   - Administrative Offices
   - Conference Room
   - Controller's Office
   - Institutional Research
   - Interactive Video Conference Rooms
   - SIS Operations
   - Student Financial Services
   - Welcome Center
2. **McMullen Hall (MH)**
   - Classrooms
   - Faculty Offices
     - Arts and Letters, Elementary/ Secondary/Early Childhood Education
   - Grant Writer
   - Interactive Video Conference Rooms
   - Library
   - NNRDA
   - Economic Development
   - Nevada Small Business Development Center (SBDC)
   - TAACCCT Grant
   - Veterans Resource Center
3. **Lundberg Hall (LH)**
   - Computer Services
   - Life Sciences Lab
   - Marketing/Social Media
   - Media Services
   - NSHE System Computing Services
   - Physical Sciences Lab
   - Sciences Faculty Offices
4. **Welding Shop**
5. **High Tech Center (HTC)**
   - Chemistry Lab
   - Computer Classrooms
   - Computer Lab Aides
   - Distance Education
   - Elementary Education Resource Center
   - Faculty Offices
     - Computer Technologies, Land Surveying/Geomatics
   - Interactive Video Classrooms
   - Interactive Video Office
   - Microbiology Lab
   - Microsoft Training Center
   - Part-time Faculty Work Room/ Classified Break Room
   - Webmaster
6. **Adult Learning Center**
   - Instruction/Registration
7. **Adult Learning Center II**
8. **Greenhaw Technical Arts Center (GTA)**
   - Art Classroom
   - Auto/Diesel Shops
   - Computing Classrooms
   - Faculty Offices
     - Business, Diesel, Welding
   - Interactive Video Classrooms
9. **Central Receiving**
   - Buildings and Grounds
10. **Storage**
11. **Carl A. Diekhans Industrial Technology Center (DCIT)**
    - Academic Success Center
    - Testing Center
    - Career and Technical Education
    - College Credit
    - Computer Labs
    - Conference Room
    - Electrical Technology Lab
    - Faculty Offices
      - CTE - Electrical Technology, Millwright
      - Social Sciences: Anthropology, Criminal Justice, History, Social Work, Psychology, Sociology
    - Instrumentation Lab
    - Low Voltage Lab
    - Theatre Arts
    - Walk-in Wednesdays (Advising)
    - Digital Humanities of the Great Basin Grant
12. **Dorothy S. Gallagher Health Sciences Building (HSCI)**
    - Classrooms
    - Faculty Offices
      - EMT/CNA, Human Services, Nursing, Radiology
13. **Reynolds Amphitheatre**
14. **Leonard Center for Student Life (LCSL)**
    - Art Gallery
    - Cafe
    - Bookstore
    - Clubs and Organizations
    - Disability Support and Related Services
    - Social Room
    - Student Government Association Offices
    - Student Recruitment/Retention
    - Student Resource Central
    - Game/Recreation Room
15. **Fitness Center**
    - Gym/Weight Room
16. **Reynolds Solarium**
17. **GBC Theatre**
    - Green Room, Stage, Theatre
18. **Chilton Circle Modular**
    - Human Resources
    - Interactive Video Conference Rooms
    - Security
19. **Community Outreach Center**
    - Continuing Education
    - GBC Foundation Office
20. **Mark H. Dawson Child and Family Center**
21. **The House Tom and Jack Built**
22. **Arts/Music Annex**
    - Ceramic Lab, Jewelry Lab, and Theater/Music Lab
23. **Storage/Testing Facility RPL** (Recognized Prior Learning)
    - Testing for Industrial Millwright and Diesel
24. **Placer Dome/Cortez Hall**
    - 1691 College Parkway A
      - Single Resident Suites
25. **Newmont Hall**
    - 1691 College Parkway B
      - Single Resident Suites
26. **Single Resident Suites**
    - 1691 College Parkway C
27. **Elizabeth Griswold Hall**
    - 735 Walnut Street
      - Student Housing Dorms
    - 701 Walnut Street
      - AHEC, CEHSO Cooperative Extension, University of Nevada, Elko Office of Extended Studies
28. **Theodore Laibly Hall**
    - 611 Walnut Street
      - 6-Unit Married Housing Apartment Complex
29. **12-Unit Married Housing Apartment Complex**
    - 611 Walnut Street
30. **Clock Tower**
31. **Rollan Melton Circle**
32. **Cowbarn**
33. **Hoop House**
34. **Mining Center of Excellence**

Course Descriptions

This catalog will provide information you will need to complete your educational goals. But, even with all this printed guidance, you should meet with your advisor before registration because courses and programs are constantly changing. Some classes are not offered every semester. You should be aware of class availability before selecting a course of study. With your advisor and assistance from the appropriate academic department, you can make informed decisions.

GBC schedules always indicate courses with the following designations:

Courses Numbered 001-099
Courses numbered 001-099 indicate developmental education courses and will not be applied to certificate programs or to degrees, nor will they transfer to other colleges.

Courses Numbered 100-499
Most GBC courses are numbered 100-199 (first year), 200-299 (second year), 300-399 (third year), and 400-499 (fourth year). Naturally, transfer courses do not all transfer the same way. Some transfer as equivalents and others as general electives. If you plan to transfer to the University of Nevada, Las Vegas (UNLV) or to the University of Nevada, Reno (UNR), you need to study the transfer status of your courses.

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

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

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

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

Non-transferable for an NSHE baccalaureate degree.
You may also consult the Admissions and Records Office, Berg Hall. If you plan to transfer out of state or to a private educational institution, **you need to consult the applicable college catalog.**

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

Courses numbered 300 and above with any affixes are transferrable to University of Nevada, Reno, University of Nevada, Las Vegas, and Nevada State College.

General Education and Core Courses
Courses that fulfill general education objectives or core requirements are indicated in the matrix on page 80-81. 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 [S/U]
Courses with this designation indicate that the student will receive a satisfactory or unsatisfactory rather than a letter grade. These courses do not negatively or positively affect the grade-point average. See pages 75-76 for additional information.

Accounting

ACC 105 Taxation for Individuals 3
An introduction to federal income taxation emphasizing the preparation of personal tax returns. Fundamentals of income, exclusions, deductions, credits, and tax minimization strategies. Prerequisite: Must have completed ACC 201.

ACC 201 Financial Accounting 3
Basic accounting principles and procedures with a focus on the corporate form of business organization. Topics include the accounting cycle, journals, ledgers, financial statements, receivables, inventory, fixed assets, current and non-current liabilities, shareholders' equity, and the statement of cash flows.

ACC 202 Managerial Accounting 3
Basic principles pertaining to the internal accounting procedures of an organization. Topics include job costing, activity-based costing, process costing, cost-volume-profit analysis, short-term decision making, capital budgeting, budgeting, variance analysis, responsibility accounting, statement of cash flows, and performance measurements. 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, and 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 203.

ACC 220 Microcomputer Accounting Systems 3
Introduction to actual computerized accounting systems being used in the business world. Emphasis is on the application of basic accounting theory using a case study approach. Prerequisite: Must have completed ACC 201.

ACC 261 Governmental Accounting 3
An introduction to accounting and financial reporting for governmental and not-for-profit entities. Includes a study of fund and budget accounts for state and local governmental units, revenues, appropriations, disbursements, assessments, university, hospital, and other fund applications. Prerequisite: Must have completed ACC 201.

ACC 290 Certified Bookkeeper Course 3
This is a capstone course that is to be taken in the final semester of the AAS degree in Accounting program. Students focus systematically on mastering the curriculum for national certification as a professional bookkeeper. Specific topics include adjusting entries, correction of errors, payroll, depreciation, inventory, and internal controls. Prerequisite: Must have completed ACC 201 and ACC 202. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

American Sign Language

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.

Anthropology

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 216 Cultures Through Film 3
An exploration of societies, cultures and cultural anthropology through film. Ethnographic and documentary films are shown.

ANTH 307 Ancient Civilizations 3
An exploration of the world's first civilizations and states in Africa, Eurasia and the Americas - the general trends in select regions and coverage of key archaeological sites. A review of theoretical perspectives on the rise and collapse of states along with techniques used in archaeology. This course satisfies the requirements for INT 349. Prerequisite: Must have completed 40 or more credits or instructor approval.

ANTH 400A Indians of North America 3
Ethnographic survey of the wide variety of societies found in native North America, including regions such as the Plains, the Arctic, the Southwest, and the Southeast, among others. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies the diversity requirement at UNR. Prerequisite: Must have completed 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202 or instructor approval.

ANTH 400 Indians of the Great Basin 3
Study of indigenous cultures of the intermountain region of Western North America including such groups as the Washoe, the Western Shoshone, the Northern Paiute, and the Ute. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies diversity requirement at UNR. Prerequisite: Must have completed 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202 or instructor approval.

ANTH 406 Art in Small-Scale Societies 3
This course focuses on the 'traditional' production and meaning of art in small-scale societies as well as the changes that occur with colonization and globalization among select groups from locations such as Africa, New Guinea, Australia, North and South America, and the Pacific Islands. Prerequisite: Must have completed ANTH 101 or ANTH 201 or GEOG 106.

ANTH 423 Indigenous Identities 3
The complexities of decolonization involve many facets of behavior as indigenous people work to upend the multigenerational impacts of colonization to achieve equity and challenge the domination of nation-states. These processes involve an assertion of indigenous identities and values related to human, cultural and land rights, and environmental and social justice. This course will examine the ways select groups are engaged in these processes. Prerequisite: Must have completed 40 credits including ANTH 101, SOC 101, 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 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202 or instructor approval.

ANTH 458 Origins of Inequality: A Cross-Cultural Perspective 3
This course explores the nature of social inequality in multiple cultural contexts including how inequality emerged in human history across time and space, and how it is expressed in different contemporary cultural contexts. Prerequisite: Must have completed ANTH 101 or ANTH 201 or ANTH 202 or GEOG 106 or SOC 101.

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.

ART 101 Drawing I 3
A disciplined foundation in drawing concepts based on visual observation skills.

ART 102 Drawing II 3
A continuation of ART 101. Prerequisite: Must have completed ART 101.

ART 106 Jewelry I 3
Techniques of various metal construction for jewelry. Emphasis on design and craftsmanship.

ART 107 Design Fundamentals I (2-D) 3
Explores the fundamentals of design using various media focusing on 2-D design.

ART 111 Beginning Ceramics 3
Introductory and intermediate course in beginning ceramics. May repeat course up to six credits.

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.

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. 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.

ART 206 Jewelry II 3
Continued exploration of creating jewelry using various techniques.

ART 211 Ceramics I 3
A beginning studio course in construction and decoration of clay. Slab, coil, and wheel-thrown techniques will be taught.

ART 212 Ceramics II 3
Continuation of ART 111 with emphasis on development of individual expression in clay.

Astronomy

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. Prerequisite: Must have completed with a C or better or be currently enrolled in: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher.

Biochemistry

BCH 400 Introductory Biochemistry 4
A comprehensive overview of the three major areas in Biochemistry. Structure and function of Biomolecules, Metabolism, and Molecular Biology. Prerequisite: Must have completed BIOL 190 and CHEM 242 or have completed BIOL 190 and be enrolled in CHEM 242 with instructor's permission.

Biology

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 with a C or better or be currently enrolled in: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher.

BIOL 105 Introduction to Neuroscience 3
An introduction to neuroscience and the impact of neural diseases on society. Same as PSY 105.

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 with a ""C"" or better: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher; or be currently enrolled in MATH 116 or

MATH 120 or MATH 126 or higher.

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 enrolled in BIOL 100 or BIOL 190.

BIOL 224 Human Anatomy and Physiology II 4
A continuation of Biology 223 with consideration of the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems; increased emphasis on body chemistry. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 223.

BIOL 251 General Microbiology 4
A laboratory and lecture course emphasizing taxonomy, morphology, physiology, infectious diseases, and ecology of microorganisms in addition to skills in aseptic procedures, isolation, and identification. Open to all life science majors and allied health majors. Prerequisite: Must have completed BIOL 100 or BIOL 190.

BIOL 300 Principles of Genetics 4
Study of the basic principles of transmission of traits from one generation to the next. Topics include Mendelian, population, and molecular genetics with an emphasis on gene regulation. Both eukaryotic and prokaryotic systems will be described. Three hours of lecture with three hours of laboratory. It is recommended that student have completed CHEM 241 before enrolling in this course. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 190 and CHEM 122 and STAT 152 and be sophomore or higher standing.

BIOL 305 Introduction to Conservation Biology 3
Fundamental topics in conservation biology including biodiversity, invasive and endangered species, reserve design, and environmental legislation. Lecture only. Prerequisite: Must have completed BIOL 190 or BIOL 191.

BIOL 315 Cell Biology 3
Cell structure and function at the molecular level. Prerequisite: Must have completed BIOL 190 and CHEM 122.

BIOL 331 Plant Taxonomy 3
The study of vascular plant identification, naming, and classification, within an evolutionary context. Evolutionary processes and the history of systematics will be discussed. Laboratory experiences will emphasize angiosperm family characteristics, the collection and preservation of plant specimens, and the identification of the northeastern Nevada flora. The course will require two hours of lecture with three hours of laboratory per week. Prerequisite: Must have completed BIOL 190 or BIOL 191.

BIOL 341 Principles of Ecology 3
The fundamentals of ecology studied at the levels of population, community, and ecosystems. Prerequisite: Must have completed BIOL 190 and STAT 152.

BIOL 394 Laboratory in Ecology and Population Biology 2
Research techniques and investigative approaches in field and laboratory studies. Prerequisite: Must have completed BIOL 191 and STAT 152 and be enrolled in or have completed BIOL 341.

BIOL 401 Biology Journal Seminar 1
Survey of periodical literature of biology. Oral and written reports by the student will give experience in searching and interpreting literature. May be repeated up to six credits. Prerequisite: Must have completed BIOL 191.

BIOL 410 Plant Physiology 3
A survey of the basic physiologic processes of plants. Topics include photosynthesis, metabolism, nutrition, growth and development, as well as effect of environment on these processes. It is recommended that student have completed CHEM 241 before enrolling in this course. Prerequisite: Must have completed BIOL 190 and BIOL 191 and CHEM 122 and be sophomore standing.

BIOL 415 Evolution 4
Pattern and process in the evolution of life on earth. Prerequisite: Must have completed ENG 102 and BIOL 190 and (BIOL 300 or BIOL 341) and be in junior or senior standing.

BIOL 432 Herpetology 4
Introduction to the ecology, behavior, and evolution of amphibians and non-avian reptiles. Laboratory emphasizes the study of diagnostic characters for major groups of amphibians and reptiles, as well as field studies of species native to the Great Basin region. Prerequisite: Must have completed BIOL 191.

BIOL 447 Advanced Comparative Animal Physiology 3
Comparative physiology provides a detailed understanding of the diverse array of physiological systems evolved to allow animals to function in various environments. The comparative approach is used to understand physiological adaptations to various environments and the evolution of physiological systems. It is recommended that student have completed CHEM 241 before enrolling in this course. Prerequisite: Student must have completed BIOL 190 and BIOL 191 and CHEM 122.

BIOL 496 Advanced Topics in Modern Biology 1-3
Advanced study in a specialized area of biology. Topics are selected and published in the class schedule. May be repeated up to six credits. Prerequisite: Must have completed BIOL 190 or BIOL 191. Instructor permission required.

Business

BUS 101 Introduction to Business 3
A one-semester survey course covering business organization, operation, and management, designed to orient the student to the field of business.

BUS 102 Introduction to Entrepreneurship 3
Course serves as the foundation for the GBC Associate of Applied Science--Entrepreneurship Emphasis degree program. Introduces techniques, principles, and challenges facing today's entrepreneurs using practical examples. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 110 Human Relations for Employment 1-3
Introduces students to the principles and skills of effective communication in business and professional settings. It provides information on how to communicate with superiors, co-workers, subordinates, clients, and custom-

ers. Three-credit course includes a computation component. Repeatable up to a total of three credits. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

BUS 201 Entrepreneurship II 3
Extends techniques, principles, and challenges facing today's aspiring entrepreneurs using practical examples. The major project for the course is the preparation of a useful business plan, instructions on acquiring financing, and explanations of other business startup activities, especially, setting up marketing programs and strategic/tactical plans. Recommended prerequisite: BUS 102 or MGT 103. Prerequisite: Must have completed BUS 101 or BUS 102.

BUS 273 Business Law I 3
A study of the origin, philosophy, and nature of law and procedures including court systems, contracts, agency, partnerships, sales, criminal law, and torts.

BUS 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.

Computer Aided Drafting and Design

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 245 Solid Modeling and Parametric Design 3
Provides training and instruction in using parametric solid modeling software to create solid model parts, assemblies and working drawings. Students will have the opportunity to acquire the CSWA certificate for Solidworks.

CADD 421 Advanced CAD for Land Surveyors 3
The use of computer-aided drafting (CAD) software to create survey plats and topographic maps. Instruction will focus on learning COGO tools, the Command Prompt, traverse with Carlson SurvNet, use deed data to create a deed file, perform deed correlation with field data, create and edit lots and areas and generate lots and setbacks, setup Field to Finish codes and generate 2D and 3D geometry, and utilize various critical coordinate file utilities. Instructor permission required.

Chemistry

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 with a C or better: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher; or be currently enrolled in MATH 116 or MATH 120 or MATH 126 or higher.

CHEM 121 General Chemistry I 4
Fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter, and thermochemistry. Prerequisite: Must have completed MATH 127 or higher, or be enrolled in MATH 127 or higher, or have earned a satisfactory score on the placement test, ACT, or SAT.

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 enrolled in 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 enrolled in 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 enrolled in 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 enrolled in CHEM 242.

Computer and Information Technology

CIT 110 A+ Hardware 3
Techniques of personal computer hardware maintenance and installation. Course covers hardware and software diagnostics, system troubleshooting, and methods of achieving effective system upgrades to enhance capabilities or improve system performance.

CIT 112 Network + 3
Course covers computer network infrastructure, network uses, and basic network management issues. CIT 112 has no prerequisite but assumes that students are familiar with computer hardware, have a basic understanding of stand-alone operating systems, and can use applications software. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 129 Introduction to Programming 3
A first course in programming. Offers an introductory course on computer program design and development. Emphasizes identification and solution of business problems through the use of logic development tools and scripting languages.

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

have completed CIT 129.

CIT 151 Beginning Web Development 3
Create and maintain web pages using HTML. Build interactive web pages using dynamic HTML. Topics include images, tables, frames, CSS styles, forms, FTP, and site maintenance.

CIT 152 Web Script Language Programming 3
A continuation of CIT 151, Beginning Web Development. This programming class creates interactive web pages using technologies such as Javascript, SQL, and server-side programming language. Prerequisite: Must have completed CIT 129 and CIT 151.

CIT 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. CIT 129 recommended but not required.

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

CIT 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. Prerequisite: Must have completed IS 201. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 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 240 Python for Data Analysis 3
This course is designed to equip students with the essential skills for effective data handling using Python. It covers data analysis fundamentals, including collection, cleaning, transformation, statistical methods, and data visualization, leveraging Python libraries like pandas, numpy, matplotlib, seaborn, and scikit-learn. Practical case studies in business and sports analytics provide real-world applications, guiding students through data lifecycles and predictive modeling. Additionally, the course incorporates ChatGPT Prompt Engineering, allowing students to master the art of formulating prompts for AI language models, enhancing their data analysis capabilities. Prerequisite: Must have completed CIT 129 or Instructor Approval.

CIT 242 R for Data Analysis 3
This course serves as an introduction to data analysis using the R programming language, a powerful open-source tool for statistical computing. It provides a solid foundation in R programming, covering key aspects such as data manipulation, data visualization, and statistical analysis. Practical, real-world data analysis projects will offer hands-on experience, and by the course's end, students will be proficient in conducting data analysis and visualization with R. Prerequisite: Must have completed CIT 129 or Instructor Approval.

CIT 263 Project Management 3
The purpose of this course is to help students gain the knowledge required to effectively plan, implement, and complete IT projects across the organization. Topics will include business practices, interpersonal skills, and management process.

CIT 280 Introduction to Blockchain Concepts 3
Introduction to Blockchain is a course building the foundations to blockchain technology, which is a type of distributed ledger technology: what blockchain is, how blockchain was developed, how blockchain works, and the primary issues, challenges, and opportunities blockchain faces. Students will engage in hands-on work, such as contextualized coding exercises, to lay a strong foundation for post-secondary education in blockchain development. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CIT 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 COT 204.

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 303) and MATH 116 or higher.

CIT 480 SQL Database Design and Implementation 3
This course covers concepts required to design, implement, and administer a database management system for use in a modern organization. The emphasis will be on database structures, logical and physical data organization, the relational database model, development of stored programs, and database administration. Prerequisite: Must have completed CIT 180.

Comprehensive Medical Imaging

CMI 350 Ultrasound Physics and Instrumentation 4
Principles of acoustical physics, Doppler Ultrasound and ultrasound instrumentation. Prerequisite: Must be admit-

ted into the Sonography Program.

CMI 351 Abdominal Ultrasound 3
Recognition and identification of the sonographic appearance of normal anatomical structures, disease processes, pathology, and pathophysiology of the abdomen. Prerequisite: Must be admitted into the Sonography Program.

CMI 352 Obstetric Ultrasound 3
Recognition and identification of the sonographic appearance of normal maternal, embryonic, and fetal anatomical structures and obstetric disease processes, pathology, and pathophysiology. Prerequisite: Must be admitted into the Sonography Program.

CMI 353 Gynecologic Ultrasound 3
Recognition and identification of the sonographic appearance of normal anatomical structures of the female pelvis and gynecological disease processes, pathology and pathophysiology. Prerequisite: Must be admitted into the Sonography Program.

CMI 354 Vascular Ultrasound 1-3
Students will learn basic anatomy, physiology, pathophysiology and Doppler patterns of the human vascular system as it relates to basic sonographic vascular imaging. Prerequisite: Must be admitted into the Sonography Program.

CMI 366 Abdominal Ultrasound II 2
Continue development of skills in recognition and identification of the sonographic appearance of normal anatomic structures, disease processes, pathology, and pathophysiology of the abdomen. Prerequisite: Must be admitted into the Sonography Program.

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 or EMS 204 or instructor permission.

CMI 378 Small Parts Ultrasound 1
Recognize and identify sonographic appearance of normal anatomic structures, disease processes, pathology, and pathophysiology of anatomic small parts including, thyroid, scrotum, breast and other. Prerequisite: Must be admitted into the Sonography Program.

CMI 400 Introduction to Clinical Imaging Experience 2
Students will be oriented to the clinical site and begin participating in basic sonographic scanning procedures under sonographer supervision. 120 hours of clinical experience will be required at an assigned clinical site. Prerequisite: Must be admitted into the Sonography Program.

CMI 486 Diagnostic Medical Imaging Clinical Experience I 9
Clinical applications of instrumentation, quality control, patient care and performance of diagnostic medical sonography procedures under the direction or observation of a clinical sonographer. Prerequisite: Must have completed CMI 350 and CMI 351 and CMI 353 with a 'C' or higher.

CMI 487 Diagnostic Medical Imaging Clinical Experience II 7
Continuation of clinical hours to build clinical applications of instrumentation, quality control, patient care and performance of diagnostic medical sonography procedures under the direction or observation of a clinical sonographer. Prerequisite: Must have completed CMI 486 with a 'C' or higher.

CMI 488 Diagnostic Medical Imaging Clinical Experience III 10
Continuation of clinical hours to build clinical applications of instrumentation, quality control, patient care and performance of diagnostic medical sonography procedures under the direction or observation of a clinical sonographer. Prerequisite: Must have completed CMI 487 with a 'C' or higher.

CMI 491 Sonography Review Topics 1
Review sonographic concepts, scanning techniques, imaging procedures, anatomy, pathology and pathophysiology. Prerequisite: Must be admitted into the Sonography Program.

CMI 492 Comprehensive Medical Imaging Capstone 3
This course utilizes knowledge and experience gained from comprehensive medical imaging and general education courses to develop links between scholastic and professional experiences. This course will emphasize leadership, fiscal and personal responsibilities, and prepare students for a successful transition into the professional workforce. Prerequisite: Must be admitted into the Sonography Program.

Communications

COM 101 Public Speaking 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.

COM 113 Fundamentals of Speech Communication 3
Principles and theories of speech communication. Participation in public speaking and interpersonal communication activities.

Computer Office Technology

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 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.

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 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. Instructor permission required.

Counseling and Personal Development

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 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 106 Introduction to Corrections 3
History and development of corrections. Current practices and problems of the correctional system. Recommend: CRJ 104.

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 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
Forensic Science I - The Crime Scene to Follow Up. 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 prerequisite: CRJ 104 or instructor permission.

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 or instructor permission.

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.

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.

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 or instructor permission.

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 or instructor permission.

CRJ 262 Introduction to Emergency Communication Dispatching I 3
Intro to Emergency Communication Dispatching I builds the necessary skills and knowledge to work in an emergency communications center in a productive and professional manner. The course prepares each student for the basic roles, duties, and responsibilities of a public safety dispatcher.

CRJ 263 Introduction to Emergency Communication Dispatching II 3
Intro to Emergency Communication Dispatching II continues building the necessary skills and knowledge to work in an emergency communications center in a productive and professional manner. The course prepares each student for the basic roles, duties and responsibilities of a public safety dispatcher. Prerequisite: Must have completed CRJ 262.

CRJ 265 Introduction to Physical Evidence 3
Forensic Science II - The Crime Lab to Courtroom. 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. Recommended prerequisite: CRJ 104 or instructor permission.

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 or instructor permission.

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

CRJ 469 Psychology and the Legal System 3
Psychological perspective for understanding legal issues. Topics include police psychology, eyewitness accuracy, jury decision-making, competency to stand trial, criminal responsibility, civil commitment, violence risk assessment, correctional psychology, criminal psychology profiling, and psychological impact of victimization. Prerequisite: Must have completed CRJ 104 and PSY 101, or instructor approval.

Cardiorespiratory Science

CRS 100 Introduction to Respiratory Care and Procedures 4
Introduction to Respiratory Therapy is a study of the respiratory therapist's role as a member of the medical team. Gas laws, physics, physiology, medical equipment terminology are taught. In addition, it provides the student with an in-depth understanding of medical gas administration, humidity and aerosol therapy, safety systems, airway management and infection control. Students will also learn the mechanical devices utilized to maintain patent airways and the carious utilities in the treatment of respiratory and cardiac arrest Laboratory exercises provide students with an opportunity to develop skills. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 115 Clinical Practicum I 4
This course introduces the student to the hospital environment. The student studies the relationship of the respiratory care department with other medical departments in the hospital. The student learns charting, patient rounds, respiratory equipment modalities, medication administration, and bronchial hygiene therapy. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada
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CRS 116 Respiratory Pharmacology 3
This course introduces the students to the medications utilized in the treatment of patients with acute and chronic cardiopulmonary disorders. This course will also present a pharmacological basis of cardiorespiratory interventions. Additionally, integrate this knowledge with aerosol medication administration. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 123 Respiratory Care Assessment of Cardiopulmonary Diseases and Disorders 3
This course covers essential information regarding common respiratory diseases. This course will also provide the student with a description of the anatomic alterations of the lungs, etiology of the disease process, an overview of the cardiopulmonary clinical manifestations associated with the disorder, and management of the respiratory system. In addition, the course is designed to provide students with the opportunity to develop informational gathering and decision-making skills in the diagnosis and treatment of patients with cardiopulmonary or related disorders. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 124 Advanced Practice Respiratory Care and Procedures 4
Advanced Practice Respiratory Care is a study of the respiratory therapist's role as a member of the critical care team. The course provides a continuation of knowledge and skills of respiratory care. Students will learn how to interpret arterial blood gas values and practice the arterial puncture/technique on a mannequin arm in the lab. The students will be introduced to critical care equipment, such as advanced artificial airways, machines that provide non-invasive ventilation and invasive ventilation. Procedures that involved assisting the physician for the therapeutic and diagnostic purposes is another topic in this course. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 125 Clinical Practicum II 4
This course provides the appropriate setting for the continuation of practicing and refining skills obtained throughout the course of the initial clinical experience. The student is provided the opportunity to administer medication through various types of therapy. They will also perform cardiopulmonary resuscitation, perform airway care and management, infection control procedures, patient assessments, apply non-invasive ventilation therapy, and evaluate and record pertinent data in the patient's chart. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CRS 215 Clinical Practicum III 4
This course gives the student an opportunity to develop their clinical skills of airway management, cardiopulmonary resuscitation, aerosol therapy, arterial puncture and analysis, oxygen therapy, hyperinflation therapy and patient evaluation rounds. In addition, the student will begin learning basic mechanical ventilation concepts. Students will have exposure to the ICU's during this rotation. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CRS 216 Continuity of Respiratory Care 3
This course will present cardiorespiratory care needs of the chronically ill, discharge planning, care management, patient education, alternative care sites, and home care. Psychological issues of geriatric acre are discussed. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 218 Respiratory Diagnostics and Lab 4
This course is designed to provide the students with practices in the art of patient assessment and an understanding of diagnostic and monitoring procedures. The course content includes the collection, analysis, and interpretation of various pulmonary, laboratory, and hemodynamic data. The collected data will then lead the student to consider possible therapeutic interventions and evaluation of patient treatment. Attention is given to those fundamental physiological concepts that provide a foundation for discussion of cardiopulmonary pathophysiology and common cardiopulmonary disorders. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 219 Neonatal/Pediatric Respiratory Care and Lab 4
This course provides a comprehensive overview of pediatric and neonatal respiratory care. Special considerations of respiratory care practice unique to pediatrics and neonatology are discussed. Topics include pediatric anatomy and

physiology, fetal development, clinical assessment, oxygen therapy, airway management, mechanical ventilation, resuscitation, cardiopulmonary pathophysiology and disorders specific to this specialty profession within respiratory care. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 223 Exam Seminar and Preparation 1
This course content comprises management principles/concepts; professional and regulatory agencies pertinent to RC practice; principles of healthcare reimbursement; best practice and patient safety, and personnel management/supervision. Cultural competency, clinical controversies and ethical issues, as well as standards of professional behavior will be discussed. The course includes intense preparation for passing the standardized National Board for Respiratory Care exams required to earn the CRT and RRT credentials. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program.

CRS 225 Clinical Practicum IV 4
This course is designed to provide the respiratory care student with the opportunity to develop advanced skills in the management of ventilator patients in adult critical care areas. Students will also receive an introduction to the neonatal/pediatric intensive care units. In addition, rotations through specialty areas are provided. Emphasis is placed on patient evaluation and education, decision-making skills, communication, and critical thinking skills. Prerequisite: Must be accepted in to the Cardiorespiratory Care Science program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Computer Science

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 enrolled in or have completed MATH 126 or MATH 126E or higher.

CS 151 Introduction to Cybersecurity 3
The purpose of this course is to prepare students and IT professionals to move into the cybersecurity field. We'll cover the skills and knowledge you'll need to set up and use threat detection tools; perform data analysis; identify vulnerabilities, threats, and risks; and protect applications and systems within a company. First, we'll cover threats and vulnerabilities. In this part of the course, we'll learn how to use proactive threat intelligence to manage organizational security and vulnerability activities. Then we'll discuss software and systems. We'll employ security solutions to manage infrastructure and understand software and hardware assurance best practices. This course is designed to prepare you to pass the TestOut CyberDefense Pro and CompTIA CySA+ certifications. At the end of the course, you'll find both the TestOut CyberDefense Pro certification practice exam and CompTIA CySA+ practice exams.

Cisco

CSCO 120 CCNA Introduction to Networks 3-4
This course introduces architectures, models, protocols, and networking elements. It uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. Students learn IP addressing, foundational network security, and basic configurations for routers and switches.

CSCO 121 CCNA Switching, Routing, and Wireless Essentials 3-4
This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and switch for basic functionality. Students will configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, and single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. Prerequisite: Must have completed CSCO 120 with a 'C' or better.

CSCO 130 Fundamentals of Wireless LANs 4
An intensive introduction to wireless LANs which focuses on the design, planning, implementation, operation and troubleshooting of wireless LANs. This hands-on lab-oriented course stresses documentation, design, and installation issues, as well as lab safety, on-the-job safety, and working effectively in a group environment. This course will help prepare students for the Cisco Wireless LAN Support Specialist Designation. Prerequisite: Must have completed CSCO 121 with a 'C' or better. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CSCO 220 CCNA Enterprise Networking, Security, and Automation 3-4
This course describes the architecture, components, and operations of routers and switches in a larger and more complex network. Students learn how to configure a router and a switch for advanced functionality. Students will configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network. Prerequisite: Must have completed CSCO 121 with a 'C' or better.

CSCO 230 Fundamentals of Network Security 4
This course is designed to prepare students for entry level certification in network security. The course is an introduction to network security and overall security processes. This course teaches students to design and implement security solutions to reduce the risk of revenue loss and network vulnerability. Prerequisite: Must have completed CSCO 121. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

CSCO 480 CCNP Enterprise - Core Networking I 4
CCNP Enterprise: Core Networking (CCNP ENCOR v7) - aligns to the Cisco Press CCNP and CCIE Enterprise Core ENCOR 350-401 Official Cert Guide and the Implementing Cisco Enterprise Network Core Technologies (ENCOR 350-401) certification exam. The ENCOR course includes implementation of core enterprise network technologies including dual stack (IPv4 and IPv6) architecture, virtualization, infrastructure, network assurance, and automation. Prerequisite: Must have completed CSCO 220 or instructor approval.

CSCO 482 CCNP Enterprise - Core Networking II 4
This course prepares the student with the knowledge and skills necessary to use advanced IP addressing and routing in implementing scalability for routers connected to LANs and WANs and assists in preparation for the CCNP ENCOR exam. Enterprise Core Networking (ENCOR) curriculum provides students with a broad scope of architectural understanding and implementation skills required by enterprise networks. The course covers switching, routing, wireless, and related security topics along with the tech-

nologies that support software-defined, programmable networks. Prerequisite: Must have completed CSCO 480 or instructor approval.

CSCO 483 CCNP Enterprise Advanced Routing and Services 4
Cisco has evolved its CCNP Enterprise certification to a streamlined format that requires passing two exams: the Enterprise Core (ENCOR) exam (350-401) and the Enterprise Advanced Routing and Services (ENARSI) exam (300-410). The CCNP Enterprise: Advanced Routing and Services (CCNP ENARSI v8) course is designed to provide in-depth knowledge of advanced concepts for configuring routers and services in an enterprise environment. These devices and services play a critical role in connecting devices, applications, and data across the internet and other computer networks. By the end of this course, students will be able to perform advanced configurations for routers and services, enabling them to build and configure enterprise-level local area networks (LANs) and wide area networks (WANs). This includes using both IPv4 and IPv6 advanced routing protocols, leveraging advanced protocol features to optimize network performance, implementing route redistribution, and exploring advanced tunneling technologies. Prerequisite: Must have completed CSCO 482. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Data Science

DATA 101 Introduction to Data Science 3
This is a survey course to build a fundamental yet applied understanding of topics in data science. The course covers topics from a conceptual standpoint without assuming prerequisite knowledge in statistics and programming. Topics included in this course are definition and history of data science, data collection, data wrangling (including manipulating, cleaning and cleaning data), data explorations, creating models, artificial neural networks, and communicating the results. At the end of the course, students will have the necessary skills to dive further into the more qualitative technical aspects of data science.

DATA 110 Introduction to Data Visualization 3
This is an introductory course about converting data into understandable visual presentations. Topics include data relationships, data visualization and reports, and preparing, processing, and modeling data, with hands-on skills using both Microsoft Power BI and Tableau. The course covers topics from a conceptual standpoint without assuming prerequisite knowledge in statistics and programming.

Diesel Technology

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. Prerequisite: Must have been accepted into the Diesel Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 101 Basic Diesel Engines 1-6
A review of basic engine operation with an emphasis on operating principles, nomenclature, components, and design, and terminology. May be repeated up to 18 credits. Prerequisite: Must have completed DT 100 and a 10-hour OSHA course, and a grade of 'C' or higher in all previous DT or IT courses or have been accepted into the Diesel Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 and a 10-hour OSHA course, and a grade of 'C' or higher in all previous DT or IT courses or have been accepted into the Diesel Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 and a 10-hour OSHA course, and a grade of 'C' or higher in all previous DT or IT courses or have been accepted into the Diesel Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

DT 106 Heavy Duty Transmissions and Power Trains 1-8
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. May be repeated up to eight credits. Prerequisite: Must have completed DT 100 and a 10-hour OSHA course, and a grade of 'C' or higher in all previous DT or IT courses or have been accepted into the Diesel Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 and a 10-hour OSHA course, and a grade of 'C' or higher in all previous DT or IT courses or have been accepted into the Diesel Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 and a 10-hour OSHA

course, and a grade of 'C' or higher in all previous DT or IT courses or have been accepted into the Diesel Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Early Childhood Education

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 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 200 The Exceptional Child 3
This course focuses on the characteristics, training, and educational needs of children with disabilities including children who are gifted. It explores the existing educational agencies, programs, and instructional methods designed for children with disabilities.

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 210 Observation, Documentation, & Assessment of Young Children 3
This course focuses on how to observe, document, and assess the growth and development of young children in early care and education settings. Students learn and practice a variety of appropriate observation techniques, documentation methods, and assessment strategies and tools. Students are introduced to the goals, benefits, and uses of assessment for young children. Confidentiality and assessment partnerships with families and other professionals are also explored. Prerequisite: Must have completed ECE 200 and ECE 204 and ECE 250 and ECE 251.

ECE 231 Preschool Practicum: Early Childhood Lab 6
Working in a preschool setting with young children under the supervision of a master teacher, planning and implementing activities. Practicum will normally be taken during the final year of the child development program. Law requires a TB test prior to enrollment. Prerequisite: Must have completed ECE 250 and ECE 251 and ECE 262.

ECE 235 Adapting Curricula for Young Children with Special Needs 3
This course focuses on adapting typical early childhood curricula to meet the needs of infants, toddlers, and preschoolers with special needs. Prerequisite: Must have completed ECE 200 and ECE 250.

ECE 250 Introduction to Early Childhood Education 3
Introduces students to early childhood education. Co urse deals with the total preschool program including types, objectives, philosophy, curriculum, physical plant, and equipment, as these aspects of the program relate to the needs and interests of the preschool child.

ECE 251 Curriculum in Early Childhood Education 3
This course will consist of methods of planning and teaching curriculum for children three to five years old. Included will be curriculum development, children's play, lesson planning, and daily scheduling. Emphasis on art, science, literature, music, language, blocks, dramatic play, etc. Prerequisite: Must have completed ECE 250.

ECE 262 Early Language and Literacy Development 3
Course focuses on the four areas of Language Arts: speaking, listening, reading, and writing. Through a hands-on and interactive approach, students will explore the process of combining quality practices with specific materials and strategies focused on language and literacy development. In addition, students will examine the fundamentals of oral language and literacy-rich environments supported by the knowledge, skills, and dispositions that are predictive of later success in learning to read and write. Prerequisite: Must have completed ECE 250.

ECE 441 Play Theory, Creativity, & Aesthetics in ECE 3
This course will focus on current theories of play interpretation, examination of the nature of creative expression, and use of materials and activities to support the aesthetic domain of young children. Prerequisite: Must have completed ECE 250 and ECE 251 and ECE 262.

ECE 453 Methods in ECE I: Social Science 3
This course will focus on social studies in early childhood education. Students will review the philosophical backgrounds of the Early Childhood Movement: growth, development, and learning patterns of children, birth through 5 years of age. Strategies of teaching and evaluating young children and reporting growth and development to parents will also be examined. Prerequisite: Must have completed ECE 200 and ECE 250 and ECE 251 and ECE 262.

ECE 454 Methods in ECE II: Math & Science 3
This course will focus on the examination of curriculum areas (e.g. math, science, nutrition, and safety) and planning, implementation, and evaluation of activities. An emphasis will be placed on developmentally appropriate materials and learning experiences and working with special populations within the parameters of the curriculum. Prerequisite: Must have completed ECE 200 and ECE 250 and ECE 251 and ECE 262.

ECE 461 Early Childhood Education Management 3
This course will focus on the examination of managerial principles, skills, knowledge, and philosophy required of administrators of early childhood programs. This course also investigates basic principles involved in establishing and operating learning centers for young children. Prerequisite: Must have completed ECE 200 and ECE 204 and ECE 210 and ECE 250 and ECE 251 and HDFS 202.

ECE 483 Pre-Student Teaching Capstone 3
This course will prepare students for ECE 493 Supervised Internship in an approved early childhood setting. The focus of the seminars will include the development of a portfolio focused on NAEYC's Six Processional Standards

and Competencies to include program planning, implementation, guidance, and working with families. Prerequisite: Program Supervisor and Teaching Education Committee Approval,

ECE 493 Supervised Internship in ECE 1-12
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 the ECE AA and be authorized to student teach in ECE by the Teacher Education Committee by applying by Sept. 15 or Feb. 15 the preceding semester.

Economics

ECON 101 National/Global Economics and Financial Literacy 1
Study of the basics of national and global markets. Discussion and analysis of financial literacy components.

ECON 102 Principles of Microeconomics 3
Study of the causes and effects of individuals' choices among alternative uses of scarce resources. Topics include supply and demand analysis, price determination, theories of various market structures, competition and coordination, labor, the role of profit and interest, and government involvement in the economy.

ECON 103 Principles of Macroeconomics 3
Basic price and quantity relationships, study of monetary systems and policy, inflation, production and growth, recession, unemployment, fiscal policy, supply and demand perspectives, international exchange, and governmental-market relationships.

ECON 104 Current Economic Issues 3
Analysis of current economic issues and their relevance to individuals in their roles as consumers, workers, businessmen, and voters. Economic theories and concepts are utilized in explaining important social interaction relating to such topics as medical care, anti-trust policy, price controls, drug prohibition, environmentalism, tax policy, public debt, and income distribution.

ECON 307 Environmental Economics 3
An application of the principles of marginal analysis and economic reasoning to the environment. Differing perspectives on issues relating to ownership, property rights, preservation incentives under different scenarios, the Coarse theorem, trade-offs among human values, distributional effects of varying uses of scarce resources, and differing public policy issues. Prerequisite: Must have completed an associate's degree.

ECON 365 Labor Economics 3
An application of economic theory relating to labor issues. Topics include determination of wage and employment levels, worker cartels, fringe benefits, subsistence wages, minimum wage laws, living wage laws, unemployment compensation, fairness in wage distribution, the division of labor, and tenure systems. Prerequisite: Must have completed an associate's degree.

Education Career and Technical

EDCT 439 General Methods of Teaching Career and Technical Education 3
Designed for direct involvement in solving teaching and learning problems in career and technology education and occupational-vocational education. Emphasis is placed upon developing appropriate strategies for managing the classroom and occupational/industrial laboratory environment. Prerequisite: Admission to the Teacher Education Program or Business/Industry Endorsement. Corequisite: EDSC 315 or Business/Industry Endorsement.

EDCT 447 Curriculum Development in Career and Technical Education 3
Course will provide students the opportunity to research and develop curriculum dealing with content and procedures for career and technical education programs.

EDCT 471 Career and Technical Student Organizations 3
Designed for students who intend to pursue a career teaching in the field of career and technical education at the middle/high school level. Familiarizes students with the benefits of student organizations and how to organize and manage a student organization in their particular field. Satisfies one of the requirements for the business and industry endorsement.

EDCT 490 Cooperative Career and Technical Programs 3
Provides students with an understanding of the role, organization, and implementation of cooperative and applied or work-based vocational programs.

Education Elementary

EDEL 311 Elementary Methods Practicum I 1-3
The first in a sequence of clinical and field experience courses. Students participate in field experiences and then reflect on what they have observed and learned. Students will spend approximately 15 hours observing in the public schools. [S/U] Prerequisite: Must be enrolled in EDU 250.

EDEL 313 Elementary Methods Practicum II 1-3
The second in a sequence of clinical and field experiences. Students will spend approximately 25 hours observing in the public schools. The portfolio and admission process is explained. May be taken two different semesters. [S/U] Prerequisite: Must be enrolled in EDUC 406.

EDEL 315 Elementary Methods Practicum III 1-3
The third in a sequence of clinical field experiences. Students will spend 30 to 60 hours observing and teaching in public schools. May be repeated up to six credits. [S/U] Prerequisite: Must be admitted into the Teacher Education Program and be enrolled in EDEL 433 or EDEL 443 or EDEL 453 or EDRL 442 or EDRL 443.

EDEL 433 Methods for Teaching PK-8 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 enrolled in EDEL 315.

EDEL 443 Methods for Teaching PK-8 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 EDU 214 and be enrolled in EDEL 315.

EDEL 453 Methods Teaching PK-8 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 enrolled in EDEL 315.

EDEL 483 Elementary Supervised Teaching Internship 1-16
A semester teaching experience approved by the Teacher Education Committee. Each student will have a placement for 16 weeks. Policies and procedures are detailed in the Student Teaching Handbook. Prerequisite: Must be admitted into the Teacher Education Program and be enrolled in 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

EDES 300 Language Arts & Literature, PK-3 3
This course will focus on learning and instruction in reading, writing, oral language, literature for preschool through kindergarten. Prerequisite: Must have completed ECE 250 and ECE 251 and ECE 262.

Education Reading & Literature

EDRL 437 Teaching Reading 3
A concentration on the developmental aspects of reading and language arts programs from PK to eighth grade. Involves theoretical and research knowledge pertinent to child growth and development and also to fundamental skills appropriate for the teaching of reading and language arts, especially reading skills and phonetic skills.

EDRL 442 Literacy Instruction I 3
Designed to help pre-service teachers view reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes content, teaching methods, and strategies specifically related to analyzing the language acquisition and development of children. The relationship between literacy, language arts, and other curricular areas will be explored. Prerequisite: Must have been admitted into the Teacher Education Program and be enrolled in EDEL 315.

EDRL 443 Literacy Instruction II 3
Designed to help pre-service elementary teachers understand and apply current research and best practices in teaching reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes the relationship between literacy, language arts, and other curricular areas, as well as teaching methods and strategies specifically related to language arts. Content area reading, selection and use of appropriate materials, resources, and technologies will be addressed. Prerequisite: Must have been admitted into the Teacher Education Program and be enrolled in EDEL 315.

EDRL 471 Theory and Practice for Academic English Language Development 3
This course addresses first and second language acquisition; language development universals and differences; English language structure and its particular challenges for the learner of a new language; English phonology (sounds), morphology (word formation), syntax (sentence formation), semantics (word meaning), and pragmatics (word choice); grammatical instruction and error analysis; and the writing process for English Language Learners. The course will also include the role of culture in language acquisition, evidence based practices for academic ELD, and approaches and models of instruction.

EDRL 474 Methods & Curriculum for Teaching English Language Learners 3
Provides systematic instruction to help ELL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; and (3) develop English for extended learning. This course includes an analysis of standard second language tests for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.

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.

EDRL 477 Policies, Critical Issues, and Best Practices for ELLs - Practicum 3
This three-credit course will aim to familiarize students with historical and current issues and cultivate students' skill in the design and implementation of instruction and assessment for English Learners (ELs). Students will be expected to demonstrate their in-depth understanding of academic literacy for ELs through practicum experiences.

Education Secondary

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 enrolled in 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 three credits. [S/U] Prerequisite: Must be enrolled in EDUC 406.

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 enrolled in EDSC 473 or EDSC 463 or EDSC 453 or EDSC 433 or EDCT 463 or EDCT 439.

EDSC 425 Methods of Teaching Secondary Physical Education 3
This course is designed to prepare students to teach Physical Education at the 7-12 grade levels. Emphasizing the theoretical foundations, practical teaching strategies, and assessment techniques, students will gain a comprehensive understanding of teaching physical education to secondary school students. Through discussions, practical activities, and reflective assignments, students will develop the skills necessary to create engaging and effective physical education lessons that promote lifelong physical activity and well-being. Prerequisite: Must be admitted to the Teacher Education Program or by instructor permission..

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 enrolled in 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 enrolled in 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 enrolled in 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 enrolled in 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 enrolled in 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 enrolled in EDSC 483. Instructor permission required.

Special Education

EDSP 301 Education of the Exceptional Child 3
A survey of the special education area for majors and nonmajors, 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.

EDSP 418 Introduction to Social Emotional and Academic Skills 3
This course introduces Social, Emotional, and Academic Development (SEAD) competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills and their significance for educators to model SEAD skills and create meaningful, healthy relationships with students, peers, and community members. Course assignments and activities will highlight how SEAD competencies can increase professional impact and desired workplace outcomes.

EDSP 428 SEAD Practices Supporting Nevada Policies, Equity, and Critical Issues 3
This course introduces educators to current state policies and future state needs related to Social, Emotional, Academic Development (SEAD) competencies (self-awareness, self-management, social awareness, relationship Prerequisite: Must have completed EDSP 418.

EDSP 434 Community and Family Integration for the Transition of Individuals with Special Needs 3
The purpose of the course is to provide students with the understanding of theory, principles, procedures, and legal requirements for working toward collaborative partnerships among families, professionals, students, and other stakeholders to meet the transitional needs of the individual student with a disability. Also focuses on the importance of parent involvement with the individual student.

EDSP 438 Methods and Curriculum for Modeling, Teaching, and Implementing SEAD 3
This course introduces educators to practical strategies and instructional approaches to embed Social, Emotional, Academic Development (SEAD) competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills) and related lessons into their personal and workplace practices. The SEAD applications presented in this course can be used to strengthen SEAD instruction and support services across Pre-K to 12th grade levels and reinforce school-family-community relationships. Ten teaching practices that support teaching strategies to use in classrooms to support a positive, engaging, and inclusive classroom experience for students and teacher will be highlighted. SEL skills targeted by evidence based SEL programs will be investigated. Course assignments and a personalized action plan will further introduce methods to leverage SEAD competencies as a way to increase professional impact and desired workplace outcomes for modeling, teaching, and implementing

SEAD. Prerequisite: Must have completed EDSP 418 and EDSP 428.

EDSP 441 Characteristics and Inclusive Strategies for Students with Mild and Moderate Disabilities 3
Provides an overview of educational laws/practices that influence the identification, placement, and instruction of students with mild to moderate disabilities. Instructional practices will include academic accommodations, social skills, and classroom management. Prerequisite: Must have taken EDSP 301.

EDSP 443 Special Education Curriculum: General Methods 3
Special instructional methods for students with mild to moderate disorders. Includes instruction in IEP goals and objectives. Prerequisite: Must have completed EDSP 301 and be enrolled in EDSP 484.

EDSP 448 SEAD Assessments, Evaluation, Monitoring, & Improvement Planning 3
This course introduces educators to practical Social, Emotional, Academic Development (SEAD) assessments that measure self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills in youth and adults. This course identifies methods to monitor SEAD competency development to help improve future SEAD program needs across educational levels. Course participants will gain practical skills to evaluate SEAD growth and its relationship to whole-student success. Finally, personalized action planning will help ensure that class participants are making intentional progress towards their professional goals and SEAD related outcomes. Prerequisite: Must have completed EDSP 418 and EDSP 428 and EDSP 438.

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 and Social-Emotional Learning in the Classroom 3
Developing, implementing, and evaluating, behavior management techniques, including social-emotional and academic development for general and special education classrooms. Focus will also include assessment and intervention into problem behaviors. (This aligns with a recent course change in EDSP 453 from UNR.) Prerequisite: Must have completed EDSP 301 and be enrolled in EDSP 485.

EDSP 464 Intensification of Instruction through Multi-tiered Systems of Support 3
Specific training in (a) implementation of Multi-tiered Systems of Support intervention models and (b) identification of evidence-based strategies and interventions to support students identified as at-risk or with disabilities. Prerequisite: Must have completed EDSP 301 and EDSP 453.

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 enrolled in 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 enrolled in 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 enrolled in EDEL 491. Instructor permission required.

Education

EDU 208 Students with Diverse Abilities and Backgrounds 3
Focus on successful inclusion of students with various disabilities, students from culturally diverse backgrounds, and English language learners in a general education classroom.

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 245 Foundations of Elementary Literacy and the Science of Reading 3
This course is designed for paraprofessionals, substitute teachers, or other support staff to understand the current research, theory, methods, and instructional strategies related to the science of reading. This focus includes the 5 pillars of literacy instruction: phonemic & phonological awareness, phonics and spelling, vocabulary, reading fluency, and reading comprehension. Effective literacy assessments, intervention strategies, and differentiated techniques will also be explored. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 100 or ENG 101 and be enrolled in EDEL 311 or EDEL 313 or EDSC 311 or EDSC 313.

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

EDU 310 Learning, Development, and Individual Differences in Gifted Education 3
In this course participants will understand the characteristics and needs of gifted children and youth, types of programs available to gifted children and youth, the historical and philosophical foundations required of professionals int he field, the history of the gifted child movement, and advocacy for gifted children and youth.

EDU 320 Learning Environments for Gifted Students 3
In this course participants will understand how to create safe learning environments that foster emotional well-being, positive social interaction, leadership, and cultural understanding success in a diverse society. They will gain knowledge of the impact of giftedness and diversity on social-emotional development and be enabled to design environments, withing a continuum of services, that

encourage independence, motivation, and self-efficacy of individuals from all backgrounds.

EDU 330 Curriculum and Instructional Planning in Gifted Education 3
In this course participants will understand and apply research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. Participants will understand the purpose of using a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, and hot to differentiate and expand it in order to meet the unique needs of students with gifts and talents. Participants will select, adapt, and plan for the use of a variety of evidence-based instructional strategies to advance learning of gifted and talented individuals.

EDU 340 Assessment in Gifted Education 3
In this course participants will understand how to collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. They will understand how ongoing assessments such as pre- and post -, self-, performance-based, and product-based assessments guide differentiation. Participants will understand the importance of using non-biased, technically adequate, and equitable approaches in order to identify students from diverse backgrounds for gifted programs. This course will focus on interpreting multiple assessments in different domains and understand the uses and limitation of the assessments in identifying the needs of students with gifts and talents.

Education

EDUC 323 Curriculum Design for Family Engagement 3
Includes planning for family engagement including families from diverse backgrounds in learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada Academic Core Standards.

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 be enrolled in EDEL 313 or EDSC 313.

EDUC 470 Multicultural Education for a Diverse Society 3
This course explores identity, culture, and multiculturalism for educators. Special emphasis is placed upon the understanding of race and ethnicity and the interconnectedness of race and ethnicity with other aspects of diversity, including, but not limited to, geographic origin, residency status, language, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability. Students will review cognitive theory for culturally responsive teaching, examine culturally responsive instructional materials, design curricula, and explore effective assessments.

Electrical Engineering

EE 220 Circuits I 3
This course is an introduction to analysis methods and network theorems used to describe operation of electric circuits. Topics covered include resistive, capacitive, and inductive components in DC and AC circuits. Prerequisite: PR: PHYS 181 Instructor permission required.

Electrical Instrumentation Technology

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. Prerequisite: Must have been accepted into the Instrumentation Technology Program.

EIT 240 Advanced Topics in Instrumentation 2
Focuses on some of the more specialized instrumentation systems found in industry such as analyzers, weight scales, and wireless systems. Analyzer applications for pH, CO, CO2, NOx, SO2, HCN, and conductivity are becoming more critical to plant processes for environmental reasons. Weight scales are necessary for raw material accounting and inventory. Wireless systems are increasingly demonstrating their usefulness in low cost installations as security issues are resolved. Prerequisite: Must have completed EIT 233 or have been accepted into the Instrumentation Technology Program.

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. Prerequisite: Must have completed EIT 233 or have been accepted into the Instrumentation Technology Program.

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. Prerequisite: Must have been accepted into the Instrumentation Technology Program.

EIT 333 Process (Piping) and Instrument Diagrams 3
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. AutoCAD drafting basics are required to develop P&ID and loop drawings. Prerequisite: Must have completed EIT 233 or have been accepted into the Instrumentation Technology Program.

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 or have been

accepted into the Instrumentation Technology Program.

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 or have been accepted into the Instrumentation Technology Program.

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 or have been accepted into the Instrumentation Technology Program.

EIT 437 Introduction to Control Systems 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 or have been accepted into the Instrumentation Technology Program.

EIT 468 Advanced Control Systems 3
This course provides in-depth instruction in the design, development, and troubleshooting of programmable logic controllers (PLC), and distributed control systems (DCS) projects utilizing human machine interfaces (HMI) applications. Hands on hardware setup, programming, process monitoring and troubleshooting, and configurations of industrial networking. Prerequisite: Must have completed EIT 315 and EIT 333 and EIT 348 and EIT 437.

Electrical Theory

ELM 101 Electrical Workforce Training 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. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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

ELM 103 Electrical Workforce Training III 1-7
The third of eight courses offered in the Electrical Workforce Training Program. Offers the student a planned educational experience in the electrical field by providing online electrical craft training, related laboratory experiences, and supervised performance task completion assessment. Unlimited repeatability. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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

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

ELM 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. Prerequisite: Must have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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). Prerequisite: Must have been accepted into the Electrical Technology Program.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor

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

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ELM 127 Introduction to AC Controls 0.5-3
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. May be repeated up to three credits. Prerequisite: Must have completed ELM 125 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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. Prerequisite: Must have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Electrical Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Emergency Medical Services

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. Prerequisite: The student is required to have a current Drivers license and proof of health insurance. Healthcare provider CPR, up to date immunizations, background check, and a drug screen are required to be eligible to attend the required clinical rotations for certification. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 118 Advanced Emergency Medical Technician (AEMT) 8
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: The student is required to show proof of a current Nevada EMT certification, Healthcare Provider CPR card, proof of health insurance. Proof of current immunizations or immunities, background check, and drug screen are required for clinical rotations for certification. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 198 Special Topics in Emergency Medical Services 0.5-3
Selected emergency medical technician topics offered for general interest. No prerequisites. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 200 Fundamentals of Paramedic Medicine 3
Information will be provided that defines the roles and responsibilities of the paramedic and the importance of scene safety and wellness when practicing in the field. The course also provides information on injury prevention and the use of protective equipment needed to protect the paramedic in the field. It will provide the student with an understanding of the medical-legal and ethical issues which will impact them in their career. At the completion of this course, the EMT-Basic skills will be assessed and reviewed. Prerequisite: EMT or AEMT and acceptance into the Paramedic Program. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 204 Principles of Anatomy & Pathophysiology 4
This course prepares the student to understand basic medical terminology, microscopic and gross anatomy and physiology. The course is designed to go beyond what is covered in the anatomy and physiology review of each section in the national standard curriculum. This course will be offered for 4 credits (3 credits of Lecture and 1 credit of Skills Lab). Prerequisite: Must have been accepted into the Paramedic Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 206 Principles of Pharmacology/Medication and Venous Access for the Paramedic 3-4
This course prepares the student to understand and to be able to integrate the principles of pathophysiological pharmacology and the assessment findings to formulate a field impression and implement a pharmacologic management plan for patients in the prehospital environment. This course will be offered for 4 credits (3 credits of Lecture and 1 credit Lab). Prerequisite: Must have been accepted into the Paramedic Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 207 Airway Management and Ventilation for Paramedics 2
Students successfully completing this course will demonstrate a behavioral, cognitive, and psychomotor understanding of, and proficiency with, basic and advanced airway management. This course will be offered for 2.0 credits (1 credit theory/1 credit lab). Prerequisite: Must be admitted into the paramedic program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 209 Patient Assessment for Paramedics 2-3
This course introduces the Paramedic student to a comprehensive physical examination and assessment, which includes history taking, clinical decision-making, communications, and documentation. This course will be offered for 2.0 credits (1 credit theory / 1 credit lab). Prerequisite: Must be admitted into the paramedic program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 210 Principles of Cardiology for Paramedics 3
This course prepares the Paramedic student to identify single and multi-lead cardiac rhythms and treat those rhythms considered to be life-threatening with electrical therapy. The skills taught include defibrillation, cardio-

version, and cardiac rhythm interpretation. It will also prepare the student to assess, manage, and treat various cardiovascular emergencies that include ventricular fibrillation, bradycardia, tachycardia, myocardial infarction, cardiogenic shock, pulmonary edema, angina pectoris, congestive heart failure, hypertension, PEA (pulseless electrical activity), and asystole. This course will be offered for 3 credits (2 theory / 1 lab). Prerequisite: Must be admitted into the paramedic program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 211 Paramedic Care for Medical Emergencies 3-4
This course will prepare the Paramedic student to identify, assess, manage, and treat various medical emergencies and communicable diseases. Advanced Cardiac life Support is required for healthcare providers who either direct or participate in the resuscitation of a patient in the prehospital or hospital setting. Prerequisite: Must be admitted into the paramedic program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 212 Paramedic Trauma Emergencies and International Trauma Life Support (ITLS) 3
This course prepares the student to identify, assess, manage, and treat various types of trauma emergencies. Topics include Trauma Systems; Mechanism of Injury; Soft-Tissue Trauma; Burns, Head and Face Trauma; Spinal Trauma; Thoracic Trauma; Abdominal Trauma; and Musculoskeletal Trauma. Skills include trauma assessment, splinting, bandaging, spinal immobilization, IV therapy, chest decompression, and associated pharmacological interventions. Prerequisite: Must be admitted into the paramedic program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 214 Pediatrics and Special Considerations for the Paramedic and Pediatric Advanced Life Support 3
This course prepares Paramedic to identify, assess, manage, and treat age related emergencies and other special challenges. The student will also be introduced to the concept of assessment based management. Topics include Neonatology, Pediatrics, Geriatrics, Abuse and Assault, and Patients with Special Challenges. Prerequisite: Must be admitted into the paramedic program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 215 Assessment Based Management and Operations for the Paramedic 3
This course will contain the principles of Assessment Based Management that will teach the paramedic student how to implement a plan for patients with common complaints. The course will also prepare the Paramedic to the concepts of medical incident command, ambulance and rescue operations, hazardous materials, incident, and crime scene awareness. Prerequisite: Must have completed EMS 210 and EMS 211. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 216 Hospital Clinical Experience for the Paramedic 4-6
This course allows the paramedic student to apply learned classroom skills and knowledge in the hospital and other clinical care environments. The student will function under the direction of a paramedic, nurse, or physician preceptor. This course will be offered for 6 credits (90 hours per credit = 270 clinical hours). Prerequisite: Must be admitted into the paramedic program.

EMS 219 Paramedic Field Internship 8
This course is designed to introduce the paramedic student to Advanced Life Support (ALS) prehospital operations. The student will also become familiar with procedures and care provided by paramedics in the field. Each student will be a third person on a paramedic rescue unit and will work directly with a paramedic preceptor. Prerequisite: Must be admitted into the paramedic program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 220 Paramedic Refresher 3
This course is the required 48 hour refresher that allows paramedics (NRP) to maintain their national registry certification. Unlimited repeatability. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

EMS 300 Community Paramedicine 10
Information will be provided that defines the roles and responsibilities of the EMT, AEMT, and/or paramedic as a community paramedic. The course will provide the student with a better understanding of chronic diseases, preventative care, along with coordinating health services for patients. The course will assist the student with understanding community based needs and multidisciplinary collaboration by reducing hospital admissions, preventing unnecessary ambulance transports, and treating patients in their own homes. The student will learn to establish therapeutic relationships, assist patients with connecting to social services, and assist the primary care physician in providing patient care. The course includes 100 hours of clinical experience. The course will prepare the student to take the CP-C Exam for community paramedicine and to gain Nevada community paramedic certification. Students must have a current EMT or AEMT or Paramedic certification with Nevada or NREMT.

English

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.

ENG 100 Composition-Enhanced 5
Allows students to fulfill their first semester of English while completing the remediation process. Designed for students who did not place into ENG 101 on the placement test/writing sample, but did not score so low that they need ENG 95. Allows a student to refine specific skill deficiencies while completing the first semester of freshman composition (ENG 100 is equivalent to ENG 101). Students will have additional Academic Success Center requirements. Although it is a five-credit course, it does not replace ENG 102. After successful completion of ENG

100, a student must take ENG 102 to complete the general education requirement.

ENG 101 Composition I 3
Critical reading and writing of the expository essay. Emphasizes pre-writing, strategies for organization, and revision.

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 100 or ENG 101 or have satisfactory score in ACT or SAT exams for ENG 102.

ENG 103 English Fundamentals for Technical Writing 3
Emphasizes the essentials of sentence structure, paragraph development, grammar, and punctuation. Class writing assignments apply these essentials to a variety of on-the-job related documents such as memos, letters, and reports. Course is recommended for students seeking certificates of achievement and meets the requirement for a 100-level English course. Upon successful completion of ENG 103, students may move directly into ENG 107 or ENG 101. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

ENG 107 Technical Communications I 3
Basic skills necessary for successful on-the-job communications including improved letter and report writing, persuasion, interviewing, process, mechanism description, and business and technical grammar. Prerequisite: Must have completed ENG 103 or have satisfactory score in Accuplacer, ACT, or SAT placement tests for 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 100 or ENG 101 or ENG 107 or have satisfactory score in Accuplacer, ACT, or SAT placement tests for ENG 108.

ENG 203 Introduction to Literary Study 3
Introduction to the elements of fiction, poetry, and drama used in the analysis of literature. Prerequisite: Must have completed ENG 102.

ENG 205 Introduction to Creative Writing: Fiction and Poetry 3
A creative writing course designed to introduce students to the production of fiction and poetry. Prerequisite: Must have completed ENG 100 or ENG 101 or have satisfactory score in ACT or SAT exams for 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. Prerequisite: Must have completed ENG 205.

ENG 223 Themes of Literature 3
Themes and ideas significant in literature. Prerequisite: Must have completed ENG 102.

ENG 240 Digital Literacy and Composition 3
Development of tools to find, evaluate, compare, use, and comprehend digital resources, as well as to create compositions building on these resources in a multimedia manner. Prerequisite: Must have completed ENG 100 or ENG 101 or have satisfactory score in ACT or SAT exams for 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. Prerequisite: Must have completed ENG 102.

ENG 259 Speculative Fiction and Fantasy Literature 3
A critical, survey-based introduction to the genres of Speculative (Science) Fiction and Fantasy Literature. Prerequisite: Must have completed ENG 102.

ENG 261 Introduction to Poetry 3
Study of a variety of poets and their techniques. Prerequisite: Must have completed ENG 102 and ENG 205.

ENG 267 Introduction to Women and Literature 3
Study of variety of important women authors. In some semesters, offered as a study of important female characters taken from plays and novels, both of European and American Background. Prerequisite: Must have completed ENG 102.

ENG 310 The Rhetorics of Everyday Texts 3
The examination and production of everyday texts such as digital communication, visual media, music, architecture, style, and landscape in terms of their theoretical, historical, cultural, and technological contexts. Students should expect to compose everyday texts of their own as well as write about texts examined in the course. Prerequisite: Must have completed ENG 102.

ENG 320 Identities and Texts 3
The examination of the role of identity in rhetoric/composition and communication and how the multiple identities we each inhabit are reflected in the multiple identity possibilities within texts. Prerequisite: Must have completed ENG 102.

ENG 325 Advanced Literary Study 3
Designed for students who are familiar with basic elements of literature and who have some experience with literary interpretation. Students will examine the major critical approaches to literature and learn to apply these approaches. Students will read and analyze works of fiction, poetry, and drama; write several essays; and one longer paper. Prerequisite: Must have completed (ENG 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

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 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

ENG 329 Language Study 3
A consideration of language history, function, and use. Topics include the historical development of languages, language acquisition, descriptive grammar, language controversies, etc. Prerequisite: 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 profes-

sionals. 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 402A Advanced Creative Writing 3
A workshop based creative writing course in which students pursue independent projects in fiction and poetry. May be repeated up to nine credits. Prerequisite: Must have completed ENG 205 and either ENG 221 or ENG 261.

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. Prerequisite: Must have completed ENG 102. Instructor permission required.

ENG 433A Shakespeare: Tragedies and Histories 3
An examination of some of Shakespeare's major tragedies and histories. Prerequisite: Must have completed (ENG 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

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. Prerequisite: Must have completed (ENG 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

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. Prerequisite: Must have completed (ENG 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

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. Prerequisite: Must have completed (ENG 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

ENG 451 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. Prerequisite: Must have completed (ENG 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

ENG 475B Literary Nonfiction 3
The analysis of essays and nonfiction prose. Prerequisite: Must have completed ENG 102 and (ENG 203 or ENG 223 or ENG 250 or ENG 267).

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 100 or ENG 101) and ENG 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) or have completed ENG 102 and declared a B.A. in Social Science.

ENG 498B English Capstone 3
Students will design and produce an independent project in the field of English under the supervision of a member of the English Faculty. Serves as the capstone course for The Bachelor of Arts in English. Prerequisite: Must be admitted into the B.A. in English program and have senior standing.

Engineering

ENGR 100 Introduction to Engineering Design 3
This course is an overview of engineering practices and provides exposure to the engineers working environment. Introduces engineering design, professional ethics, project planning, prototype fabrication, engineering creativity, and overview of engineering disciplines. Student groups carry out a semester-long design project while learning to be a part of an engineering team.

ENGR 241 Statics 3
Static force systems. Topics include resolution and composition of forces, equilibrium of force systems, friction, centroids, moments of inertia, mass moments of inertia, cables, beams, fluid statics, and work. Prerequisite: DR: PHYS 180/MATH 182 Instructor permission required.

Environmental Studies

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 with a C or better or be currently enrolled in: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher.

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.

Education Professional Development

EPD 164 Praxis Core for Educators Math Review 1
Designed to prepare prospective teacher education students for the Praxis Core for Educators. 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 As-

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

EPD 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 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.

Finance Management

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 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.

Film Studies

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.

French

FREN 111 First Year French I 3-4
Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required.

FREN 112 First Year French II 3-4
A continuation of FREN 111. Language practice required. Prerequisite: Must have completed FREN 111.

Geography

GEOG 103 Physical Geography of Earth's Environment 3
Physical elements of the earth's natural features and their significance to man. Topics include earth form and motion, landforms, weather, climate, vegetation, and soils. Four laboratory experiences required. Prerequisite: Must have completed with a C or better or be currently enrolled in: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher.

GEOG 106 Introduction to Cultural Geography 3
Analyze the culture regions of the world including physical settings and cultural patterns including language, settlements, socioeconomic patterns, and historical patterns.

Geology

GEOL 101 Exploring Planet Earth 3-4
Fundamental principles of geology including tectonic and surficial processes, oceans, atmosphere, environmental applications, and resources. Includes a laboratory component. Prerequisite: Must have completed with a C or better: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher; or be currently enrolled in MATH 116 or MATH 120 or MATH 126 or higher.

GEOL 102 Earth and Life Through Time 4
The history of the earth and life as they have evolved together through time: plate tectonics, the physical landscape, and the biosphere. Includes laboratory for evaluating rocks, fossils, and the age of events. Prerequisite: Must have completed GEOL 101.

GEOL 335 Earth Resources & The Environment 3
Geological availability, exploitation, and use of nonrenewable natural resources including metallic minerals, nonmetallic, and energy resources.

Geographic Information Systems

GIS 109 Introduction to Geographic Information Systems 3
An introduction to Geographic Information Systems (GIS) covering the basic concepts. Principles of cartography and spatial analysis are presented. The intent is to prepare the student for advanced training using specific GIS software.

GIS 320 GIS in Business and Community 3
Basic techniques for geographic analysis and summary of business or community problems. Finding patterns and relationships in tabular and spatial data is emphasized. Popular geographic information systems software will be used for demonstration and for projects. Students will work in teams to identify a problem and to collect data for visualization and analysis of the problem. To present findings, students will create a map layout. Prerequisite: Must have completed CIT 303 or GIS 109 or GIS 301.

Graphic Communications

GRC 101 Introduction to Graphic Communications 3
Broad-based foundation of fundamental theories, issues, concepts, terminologies and methodologies used for creative/design projects in the graphic communications and digital media industries. Entry course for students pursuing print, web, and/or multimedia careers.

GRC 103 Introduction to Computer Graphics 3
Introduction to the computer as a graphic communications tool using image editing and page layout software. Software literacy, computer graphics terminology, design application, and production are stressed.

GRC 119 Digital Media 3
Introduction to the key digital elements of multimedia. Overview of hardware and software, design principles, and management skills needed to develop dynamic, interactive multimedia products. Prerequisite: Must have completed ENG 100 or ENG 101.

GRC 156 Design with Illustrator 3
Introduction to visual communication as it relates to commercial art using vector-based software with an emphasis on corporate identity. Covers graphic design methodology, layout, typography, symbols, logos, and logo systems developed from thumbnails through final design.

GRC 183 Design with Photoshop 3
Introduction to digital imagery as a source for creating new images, scanning, and image manipulation. Explores visual communication through technical and conceptual methods. Recommended prerequisite: GRC 103.

GRC 188 Web Animation I 3
Introduction to animations and interactivity for the Web and mobile devices. Focuses on planning, design, and production. Topics covered include information architecture, navigational systems, tweens, audio, video, object properties, components, conditional actions, and publishing options. Recommended prerequisite: GRC 156.

GRC 256 Advanced Design with Illustrator 3
Advanced two-dimensional illustration techniques using vector-based graphics software. Graphic projects are created with elements of design and application of principles of design. Recommended prerequisite: GRC 156.

Human Development and Family Studies

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.

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.

HDFS 428 Preschool Curriculum I 3
This course will focus on the theoretical and practical aspects of planning and implementing a curriculum for preschool-aged children, including activities that promote creative, physical, cognitive, language and social-emotional development. Prerequisite: Must have completed ECE 210 and ECE 200 and ECE 251 and ECE 453 and ECE 454 and EDES 300 and HDFS 201.

HDFS 429 Advanced Preschool Curriculum II 3
This course will address planning an emergent, integrated curriculum, including webbing, documentation, and collaboration. Philosophical underpinnings of emergent curriculum are emphasized. Prerequisite: Must have completed HDFS 428.

HDFS 435A Child Socialization: A Systems Perspective 3
Students will explore a Systems Perspective with a focus on understanding socialization of children from an ecological perspective with an emphasis on developing positive linkage between early childhood settings and families. Prerequisite: Must have completed HDFS 201.

History

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 satisfies the GBC General Education American Constitutions and Institutions Requirement. HIST 101 and 102 need not be taken sequentially. Either class may be taken alone.

HIST 102 U.S. History Since 1877 3
Survey of U.S. political, social, economic, diplomatic, and cultural development from 1877 to the present. Course satisfies the Nevada Constitution Requirement. When taken with HIST 101 satisfies the GBC General Education American Constitutions and Institutions Requirement. Can be used to satisfy the Nevada Constitution Requirement for out-of-state transfer students who have previously satisfied the United States Constitution Requirement. HIST 101 and 102 need not be taken sequentially. Either class may be taken alone.

HIST 105 European Civilization I to 1648 3
Survey of the development of Western civilization from the dawn of human history to 1648.

HIST 106 European Civilization since 1648 3
Survey of the development of Western civilization from 1648 to the present.

HIST 208 World History I 3
Survey of world civilizations to 1600. Examines societies, cultures, and issues relative to Africa, the Americas, Asia, Europe, the Middle East and Oceania.

HIST 209 World History II 3
Survey of world civilizations since 1600. Examines historical societies, cultures, and issues relative to Africa, the Americas, Asia, Europe, the Middle East, and Oceania.

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 303 Worlds of Islam 3
Introduces the theology and culture of early Islam. Examines the history of the 'rightly guided caliphs' era, the Umayyad and Abbasid periods, the Ottoman dynasty and others. Explores recent regional variations in Islam. This course satisfies the requirements for INT 349. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course or instructor approval.

HIST 312 The Expansion of the United States 3
This course will examine the expansion and growth of the United States with emphasis on westward movement and increased international presence over time. Emphasis will be placed on U.S. expansion across North America and

beyond. This course satisfies the requirement for INT 349. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course or instructor approval.

HIST 341 Global China 3
The outward flow of Chinese culture, cash, power, and people have profoundly influenced world history for thousands of years. This course examines the history of China in a global context from the Qin era to the present with a special focus on modern times and various Chinese migrations. This course satisfies the requirements for INT 349. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 124 or MATH 126E or higher or AMS 310 or STAT 152).

HIST 417C The West as National Experience 3
Historical development of the American West utilized to examine contemporary issues of resources and ownership, demographic change, and national myth-making. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course or instructor approval.

HIST 434 Role of Cities in American History 3
This course explores the development , conceptualization, and historical significance of cities in the United States from the colonial era to present. Topics will include, but will not be limited to, urbanization, suburbanization, intellectual characterizations of U.S. cities, urban infrastructure, crime, cities and the environment, race relations, and diversity. Special emphasis will be given to the role of the city in U.S. history. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course or instructor approval.

HIST 441 American Environmental History 3
Explores the relationships between human beings and the physical environment on the North American continent. Examines how different cultural groups have used and transformed the continent. Examines the ebb and flow of environmental consciousness from its roots in the nineteenth century to the rise of environmentalism in the twentieth century. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course or instructor approval.

HIST 489B The Silk Roads 3
What was the 'Silk Road'? How did it contribute to the foundations of our global civilization? And why is China trying to revive it in the twenty-first century? This course addresses these questions by approaching world history from the East. Made up of several overland routes and sea-lanes, the Silk Roads defined and redefined the global landscape in wave after wave of transformation for more than a thousand years. The goods, religions, technologies, diseases, and political innovations that spread along the Silk Roads have left enduring imprints on diverse societies from China, Mongolia, and India, to the Middle East, Europe, and beyond. And now, with China rising again on the global stage, the history of the Silk Roads can do more than simply deepen our understanding of the past and present; it is a history that may also give us glimpses into the future. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 124 or MATH 126E or higher or AMS 310 or STAT 152).

HIST 489C History of Globalization 3
Globalization is intimately woven into our everyday lives. It affects what we wear, what we eat, what we do for world, and much more. This class examines the history of globalization in modern times by focusing on key commodities such as sugar, silver, cotton, coffee, opium, oil, etc. Examining how these and other goods have been produced, marketed, and consumed will help students understand the development of global inequalities, the relationship between trade and power, and the deep-seated human desires driving he worldwide movement of goods. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 124 or MATH 126E or higher or AMS 310 or STAT 152).

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

Human Services

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 HIPAA training in basic client/patient confidentiality. Course is required for HMS 205, Human Services Practicum I.

HMS 104 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 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 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. Must have completed all general educational courses. Prerequisite: Must have completed HMS 101, 102, 200. Must earn a "B" or higher in HMS 205 to

count towards the degree program. 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 205 with a "B" or higher. Instructor permission required.

HMS 250 Human Services Seminar 3
This course provides students with the fundamental aspects of program development and evaluation. Course work includes principles of effectiveness-based planning and the steps of designing, implementing, and evaluating a human services program at the local agency level by introducing theory of program planning and significance of: needs assessments, interventions, goals and objectives, performance measures, value, cost, and other financial considerations. Prerequisite: Must have completed HMS 101 and HMS 102.

HMS 322 Family Integrated Treatment of Addiction Disorders 3
This course is designed to inform students of the importance of the familial context of addiction through a review of the current clinical and diagnostic literature and a comprehensive understanding of addiction. Prerequisite: Must have completed HMS 102 and HMS 200.

HMS 350 Public Advocacy and Community Development in Human Services 3
This course is designed to explore the profound impact public advocacy can have. Knowledge of these processes will allow students to champion the rights of individuals, communities and society at large through active participation in the political process. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 200.

HMS 405 Advanced Human Services Practicum I 5
This course is the first of two upper division practicum courses designed to provide the student learner with knowledge and skills necessary to work with human services clients by placing the student learner in a field site in the community. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 105 and HMS 200 and HMS 322.

HMS 406 Advanced Human Services Practicum II 5
This course is the second of two upper division practicum courses designed to provide the student learner with the knowledge and skills necessary to work with human services clients by placing the student learner in a field site in the community. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 105 and HMS 200 and HMS 322 and HMS 405.

HMS 407 Applied Behavior Analysis and Interventions in Addictions and Behavioral Health 3
Introduction of behavioral assessment and treatment planning utilizing a systematic overview of behavioral and cognitive principles and their applications to a wide range of issues and situations encountered in human services professions. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 200.

HMS 427 Identification and Assessment in Mental Health and Addictions 3
This course will educate students by utilizing case study scenarios to teach students clinical assessment skills for working in the addiction and behavioral health fields by gaining competence with DSM diagnosis and understand assessment. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 200.

HMS 450 Advanced Human Services Seminar 3
This course provides students with the fundamental aspects of program development and evaluation. Incorporating the logic model into designing, implementing, and evaluating Human Services Programs. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 105 and HMS 200 and HMS 322.

HMS 465 Clinical Writing, Case and Resource Management in Human Services 3
This course will cover a step-by-step guide through the case management process in Human Services, from intake and assessment to referrals and termination. Including client documentation, HIPAA Compliance, and client confidentiality. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102.

HMS 475 Prevention Strategies in Human Services and Addictions 3
This course provides students with an in-depth review of alcohol/drug prevention and treatment strategies. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 105 and HMS 200 and HMS 322.

HMS 499 Clinical Supervision for Alcohol and Drug Counselors 3
This course provides students with an in-depth review of the developmental level of alcohol and drug abuse counselors and clinical supervisors. Course work will provide training on clinical supervision and ethical and legal issues. Prerequisite: Must have completed ENG 102 (or higher) and HMS 102 and HMS 105 and HMS 200 and HMS 322.

Health Sciences

HSC 300 Statistics for Health Sciences 3
Introduction to quantitative methods in the analysis and interpretation of data from research in the health and human sciences. Emphasis on conceptual understanding, appropriate application of tests, and interpretation of results. Prerequisite: Must have completed MATH 120 or higher with a grade of 'C' or higher.

Humanities

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.

HUM 210 Communicating Diversity 3
Communicating Diversity is a lower division course designed to familiarize students with the fundamentals of diversity and how those are expressed through communication. Students will develop a deep understanding of the way in which we communicate race, gender, class, sexual orientation, nationality, religion, and physical/mental ability and how it impacts our daily lives. This course will take an intersectional approach to understanding diversity and seek communication strategies for inclusivity. Emphasis will be placed on defining and developing the critical thinking skills necessary to push past oppression, marginalization, and other issues centralized around diverse populations. Students will be encouraged to investigate and discover diversity issues, solutions, and concepts at the local and global level using case studies, current events, and other significant moments in history.

HUM 301 Studies in Humanities 3
An examination of various topics and subjects in the Humanities including art, literature, music, film, theater and others. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 124 or MATH 126 or higher or STAT 152).

Integrative Studies

INT 301 Integrative Research Methodology 3
An introduction to basic research methods, including the nature of scholarly research, academic sources, data types, and the application of knowledge to the creation of a research proposal. Prerequisite: Must have completed 40 or more credits and have completed (MATH 120 or MATH 124 or MATH 126 or MATH 126E or higher or STAT 152) and earned a C- or higher in ENG 102 or ENG 333.

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

INT 349 Integrative Social Science Seminar 3
An integrative seminar on topics in the social sciences. The topics will vary to address needs and interests of programs. Course fulfills the upper-division integrative social sciences general education requirements. May be repeated once for credit if the topics are different. ANTH 307, ANTH 332, HIST 303, HIST 341, and PSY 313 also fulfill the INT 349 requirement. Prerequisite: Must have completed 40 or more credits and (ENG 102 or ENG 333) and (MATH 116 or MATH 120 or MATH 124 or MATH 126 or MATH 126E 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 124 or MATH 126 or MATH 126E 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 124 or MATH 126 or MATH 126E or higher or AMS 310 or STAT 152).

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 have senior standing, and have completed INT 301, and have declared a Bachelor of Arts in Integrative Studies, or a Bachelor of Arts-Social Science or a Bachelor of Arts-Natural Resources. Instructor permission required.

Information Systems

IS 101 Introduction to Information Systems 3
Introduction to computer-based information systems management including hardware/software relationships, business applications usage, systems theory, current technology, networking, the Internet, computer security, and privacy issues. Recommended corequisite: IS 201.

IS 201 Computer Applications 3
An introduction to the most commonly used microcomputer business software with emphasis on operating systems, word processing, spreadsheets, database management, presentation software, and software integration. Substantial hands-on work provides practical experience using this software. Recommended corequisite: IS 101.

IS 301 Management Information Systems 3
The fundamentals of design, implementation, control, evaluation, and strategic use of computer-based information systems for business data processing, office automation, information reporting, and decision making. Emphasizes managerial and strategic aspects of information technology with some hands-on work using information management software. Prerequisite: Must have junior standing or higher.

IS 378 Project Management 3
This course is designed to help you develop a strong understanding of IT project management as you learn to apply today's most effective project management tools and techniques. Topics include project organization, project life cycle, planning, executing, budgeting, scheduling, controlling, reporting, and closing. Also, project integration, scope, time, cost, quality, risk management, conflict resolution, and roles and responsibilities. Prerequisite: Must have completed an associate's degree.

Industrial Maintenance Technology

IT 102 Pipefitting Principles 1-4
This is a one to four credit lecture, discussion, and laboratory course designed to introduce students to the basics of pipefitting. This course will cover basic pipefitting and introduce students to the tools and materials used to complete projects in industries associated with the pipefitting field. Prerequisite: Must have completed IT 106 or have been accepted into the Industrial Millwright Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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. Prerequisite: Must have completed IT 106 and IT 201 and IT 209 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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. Prerequisite: Must have

completed IT 103 and IT 106 and IT 201 and IT 209 and IT 214 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 106 Maintenance and Process Terminology 1-4
A one-to-four credit lecture, discussion, and laboratory course designed to introduce students to millwright and process terminology. Students will learn basic terminology and functions of primary process equipment and their sub-components. This course will also cover parts of basic safety policies and procedures for use in the laboratory and also translate to the job or work site safety. Prerequisite: Must have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 201 Blueprint Reading and Measurement Fundamentals 1-6
A laboratory and lecture course covering blueprint reading fundamentals for mechanical and construction drawings. Also, an introduction to different types of measuring instruments and their proper uses in industry. Prerequisite: Must have completed IT 106 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 207 Boiler, Conveyor, and Pneumatic Systems 1-5.5
A one to five-point-five credit lecture, demonstration, and laboratory course in the study and application of boiler, conveyer, and pneumatic systems. The course will cover operation, maintenance, and repair of boiler, conveyer, and pneumatic systems. Safety is emphasized. Unlimited repeatability. Prerequisite: Must have completed IT 103 and IT 106 and IT 201 and IT 209 and IT 214 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 or have been accepted into the Diesel Technology Program or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 209 Principles of Rigging 1-4
This is a laboratory and lecture course covering rigging practices, proper lifting techniques and safety. Hand signals based on national standards will be taught and practiced also. May be repeated up to 16 credits. Prerequisite: Must have completed IT 106 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 210 Failure Analysis and Predictive/Preventive Maintenance 1-4
A one-to-four credit lecture, demonstration, and laboratory course in the study of predictive and preventive maintenance techniques. Emphasis will be placed on root cause analysis, vibration analysis, and the proper use of lubrication to prevent failures. Prevention of maintenance problems through predictive methods will be emphasized. Prerequisite: Must have completed IT 103 and IT 105 and IT 106 and IT 201 and IT 207 and IT 208 and IT 209 and IT 214 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 212 Inventory and Planning 1-2
A one-to-two-credit lecture designed to acquaint the student with the principles of planned maintenance and inventory control as it relates industrial maintenance. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 214 Basic Electrical Theory for Industrial Mechanics 1-4
A one-to-four credit lecture, demonstration, and laboratory course in the diagnosis of common electrical problems associated with industrial equipment. The course covers basic AC/DC electrical theory, electrical motor maintenance, motor control, and uses of electrical tools for troubleshooting. Prerequisite: Must have completed IT 106 and IT 201 and IT 209 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 216 Basic Metallurgy 1-4
A one-to-four credit lecture, demonstration, and laboratory course which emphasizes the practical approach to the basic principles of metallurgy. The course explores the behaviors of metals subjected to metallurgical processes and explains how desired material properties are attained. Prerequisite: Must have completed IT 106 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 220 Alignment Principles 1-6
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 and IT 105 and IT 106 and IT 201 and IT 207 and IT 208 and IT 209 and IT 214 and IT 216 and TA 100 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

IT 299 Special Topics in Industrial Technology 2
A special topics course in Industrial Maintenance Technology to serve a variety of needs. Topics are determined by the course instructor. Unlimited repeatability.

Journalism

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 103 Introduction to Media and Society 3
In this course, you will learn to observe, analyze, and critique mass and networked media using principles grounded in the social sciences. Study how media are used to inform and persuade and strengthen your ability to use media critically.

Medical Assisting, Phlebotomy, and EKG

MAPE 110 Fundamentals of Medical Assisting I 6
A body system approach to diseases, disorders, treatments, and associated labs, diagnostics, and pharmacology. Students will also learn nutrition, patient education, and patient life span changes per body system. Body systems included in this course are the musculoskeletal system, integumentary system, digestive system, urinary system, reproductive system, and circulatory system. Students will be introduced to phlebotomy basics, ECG, and medication administration. There are clinical hours for this course. Prerequisite: Must be accepted into the Medical Assistant with Phlebotomy Technician and EKG program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MAPE 120 Fundamentals of Medical Assisting II 6
A body system approach to diseases, disorders, treatments, and associated labs, diagnostics, and pharmacology. Students will also learn nutrition, patient education, and patient life span changes per body system. Body systems included in this course are the lymphatic system, respiratory system, nervous system, mental health, sensory, and endocrine system. Students will be introduced to phlebotomy basics, ECG, and medication administration. There are clinical hours for this course. Prerequisite: Must have completed MAPE 110 be accepted into the Medical Assistant with Phlebotomy Technician and EKG program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MAPE 130 Medical Business Practices and Finances for Medical Assistants I 3
Using simulated services, students will learn clinical, and administrative functions, basic practice finances, third-party reimbursement, and procedural and diagnostic coding. Prerequisite: Must have completed MAPE 120 and be accepted into the Medical Assistant with Phlebotomy Technician and EKG program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MAPE 140 Medical Business Practices and Finances for Medical Assistants II 3
A continuation of MAPE 130 with continued emphasis and simulated application of clinical, and administrative functions, basic practice finances, third-party reimbursement, and procedural and diagnostic coding. Prerequisite: Must have completed MAPE 130 and be accepted into the Medical Assistant with Phlebotomy Technician and EKG program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MAPE 150 Laboratory Procedures for Medical Assistants 6
Students will learn infection control, how to assist with minor procedures, and receive blood-born pathogen training as well as responding to pediatric and adult health care emergencies. Continued application and review of labs, diagnostics, and tests. There are clinical hours for this course. Prerequisite: Must have completed MAPE 110 and MAPE 120 and be accepted into the Medical Assistant with Phlebotomy Technician and EKG program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Mathematics

MATH 20 Learning Support for MATH 120/120E 1-3
Designed to be taken in the same semester as MATH 120E, this course contains a review of basic mathematics and study skills needed to be successful in college mathematics. Topics may include the real number system, fractions, exponents, simplifying algebraic expressions, solving linear and rational equations, and effective study skills. [S/U] Prerequisite: Must be enrolled in MATH 120E.

MATH 26 Learning Support for MATH 126/126E 3
This is a support course for MATH 126E and is designed to help students succeed in a college-level precalculus course. Topics may include fractions, linear equations, radical expressions, rational expressions, graphing, systems of linear equations, polynomials, as well as topics from precalculus that require further exploration. [S/U] Prerequisite: Must be enrolled in MATH 126E.

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. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 91 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT.

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 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT or SAT.

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, graphing linear equations in two variables, inequalities, systems of linear equations, radicals and rational exponents, and quadratic equations. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 91 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT.

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. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 95 or MATH 97 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT.

MATH 116E Technical Mathematics Expanded 3-5
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.

MATH 120 Fundamentals of College Mathematics 3
Includes set theory, logic, consumer mathematics, measurement, geometry, probability, and statistics. Course is broad in scope, emphasizing applications. 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 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT or have completed MATH 95 and (ENG 100 or ENG 101) with a grade of 'C' or higher or have completed MATH 20.

MATH 120E Fundamentals of College Mathematics Expanded 3
Fundamentals of College Mathematics with Corequisite Support: Includes real numbers, consumer mathematics, variation, functions, relations, graphs, geometry, probability, and statistics. Course is broad in scope, emphasizing applications. Fulfills the lower-division mathematics requirement for a Bachelor of Arts Degree. Satisfies mathematics requirement for baccalaureate degrees. Prerequisite: Must have completed or be enrolled in MATH 20.

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 120E or above, including STAT 152, with a grade of 'C' or higher.

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, MATH 120E or above, including STAT 152, with a grade of 'C' or higher.

MATH 126 Precalculus I 3
A third course in algebra that stresses polynomial, quadratic, rational, exponential, and logarithmic functions, including their graphs and applications; complex numbers; systems of equations; and basic operations with matrices and determinants, including Cramer's rule. 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 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT or have completed MATH 26 with a grade of 'P'.

MATH 126E Precalculus I Expanded 3
Precalculus I Expanded with Co-requisite support: 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 or be enrolled in MATH 26.

MATH 127 Precalculus II 3
Topics include circular functions, their graphs, and applications; trigonometric identities and equations; conic sections; vectors; sequences and mathematical induction. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 126 or MATH 126E with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT.

MATH 128 Precalculus and Trigonometry 5
Topics Include 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 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT.

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 or MATH 126E) AND MATH 127] or MATH 128 with a grade of 'C' or better or have earned a satisfactory score on the placement test, ACT, or SAT.

MATH 182 Calculus II 4
A continuation of MATH 181. The course covers transcendental functions, methods of integration, conic sections, infinite sequences and series, and first-order differential equations. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 181 with a grade of 'C' or higher.

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 two years of enrolling in this course. Prerequisite: Must have completed MATH 182 with a grade of 'C' or higher.

MATH 283 Calculus III 4
A continuation of MATH 182. Topics include 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 with a grade of 'C' or higher.

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. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 283 with a grade of 'C' or higher.

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. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 283 with a grade of 'C' or higher.

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. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 330 with a grade of 'C' or higher.

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 two years of enrolling in this course. Prerequisite: Must have completed MATH 182 with a grade of 'C' or higher.

MATH 331 Groups, Rings, and Fields 3
Elementary structure of groups, rings, and fields, including homeomorphisms, normal subgroups, and ideals. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 330 with a grade of 'C' or higher.

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. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 182 with a grade of 'C' or higher.

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. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 182 and STAT 152 with a grade of 'C' or higher.

MATH 389 Special Topics in Mathematics 3
Covers specialized topics in Mathematics. Course may be repeated up to six credits if topics are different. Prerequisite: Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher or STAT 152).

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-Lobachevsky. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 333 with a grade of 'C' or higher.

Medical Coding and Billing

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. Prerequisite: Must be admitted into the Medical Coding and Billing Program. 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. Prerequisite: Must be admitted into the Medical Coding and Billing Program. 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. Prerequisite: Must be admitted into the Medical Coding and Billing Program. 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. Prerequisite: Must be admitted into the Medical Coding and Billing Program. 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. Prerequi-

site: 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.

Mechanical Engineering

ME 242 Dynamics 3
Kinematics and kinetics of particles and rigid bodies in two and three dimensions; relative motion; work and energy; impulse and momentum. Prerequisite: DR: ENGR 241/ MATH 283 Instructor permission required.

Metallurgical Engineering

MET 101 Introduction to Metallurgical Engineering 1-2
This course acquaints students with the fundamentals of extractive metallurgy processes. Lectures on the course provide students with the knowledge of the key concepts of extraction and purifying metals from ores obtained through mining operations as well as secondary resources.

MET 102 Introduction to Metallurgical Engineering II 1-2
The course acquaints students with the fundamentals of extractive metallurgy processes. Lectures on the course provide students with the knowledge of the key concepts of mineral processing, extraction and purifying metals from ores obtained through mining operations as well as secondary resources. Freshman year experience course to include development of analytical skills in spreadsheets on process flowcharts relating to mining, minerals, metals, mineral processing, metallurgical operations and basic engineering principals are covered. Prerequisite: Must have completed MET 101.

Management

MGT 103 Introduction Small Business Management 3
Environment and management of the small business enterprise, problems in initiating the business, financial and administrative control, marketing programs and policies, management of business operations, legal and governmental relationships.

MGT 201 Principles of Management 3
Fundamentals and principles of management, administrative policies, objectives and procedures, and problem of organization and leadership.

MGT 280 Negotiation and Conflict Resolution 3
Human Resource professionals engage in conflict resolution and negotiations while carrying out their daily duties. This course provides student with the foundation for both activities. Of special importance is the ability to deal with challenging people in difficult situations requiring the acquisition of special skill sets.

MGT 283 Introduction Human Resource Management 3
Duties and responsibilities of personnel management. Areas covered include employee needs, human relationships, orienting and training employees, benefit programs, and economics of supervision.

MGT 310 Foundations of Management Theory and Practice 3
Develops the students' theoretical foundation for further study in any field involving management. Explores historical thought and the management functions of planning, organizing, directing, and controlling. Provides a practical analysis of leadership, communications, and motivation techniques. Concludes with an exploration of current management challenges and trends. Prerequisite: Must have sophomore standing or higher and have completed ENG 102.

MGT 323 Organizational and Interpersonal Behavior 3
A study of the interpersonal relations between individuals and groups in an organizational setting. Topics include leadership styles and techniques, organizational design, communication, decision making, motivation, perception, group behavior, and coping with stress. Prerequisite: Must have sophomore standing or higher.

MGT 367 Human Resource Management 3
Analysis of the personnel policies of business enterprises. Areas of study include recruitment, selection, placement, training, promotion, morale, employee services, compensation, labor relations, and organization and function of human resource departments. Prerequisite: Must have sophomore standing or higher.

MGT 441 Operational Quality Control and Problem Solving 3
Operational quality control and problem solving in the workplace. Prerequisite: Must have completed MATH 181 or STAT 152.

MGT 480 International Management 3
An overview of the international business environment, conditions affecting firms conducting business overseas, and the effects of a transcultural setting on each of the functional areas of business. Special emphasis on managerial functions and critical elements of the management process in a firm operating under foreign economic, technological, and political, social, and cultural environments. A major focus is on management challenges facing international organizations. Prerequisite: Must have sophomore standing or higher and have completed ENG 102.

MGT 482 BAS Leadership Capstone 3
Drawing from all business programs of study, this course is designed to expose students to foundational theories, conceptual frameworks, and methodologies they will use throughout their careers. Based on the premise that leadership skills can be learned, students will develop a student-centered educational project of their choice to demonstrate the key aspects they have learned in the Bachelor of Applied Science in Management and Supervision. Prerequisite: Must have sophomore standing and be accepted into the Bachelor of Applied Science - Management and Supervision program and have successfully completed MGT 310 and ENG 102.

MGT 487 Entrepreneurship 3
A comprehensive study of the process of judiciously combining the various factors of production in meeting the needs of consumers in creative and profitable ways. Topics include characteristics of successful managers, starting a new enterprise, forming an entrepreneurial team, venture capital sources, and formulation of a business plan. Prerequisite: Must have completed MGT 310.

Mine Engineering

MINE 101 Mining Engineering I 1-2
Freshman year experience course providing an introduction to the mining industry, the mining engineering and related disciplines and career paths for mining engineers.

MINE 102 Mining Engineering II 1-2
Foundational computer skills needed in upper division engineering classes including spreadsheet programming, large data analysis, engineering drawing, mathematical programming, and an introduction to mine design software. Prerequisite: Must have completed MINE 101.

MINE 210 Mining Methods 2
This sophomore class builds on MINE 101 and offers information on mining methods and systems with emphasis on conventional surface and underground mining methods with a brief overview of less common or novel mining methods and systems. The course discusses the various stages in the life of a typical mine (surface and underground), equipment characteristics, equipment selections, and introduces typical terminologies of surface and underground operations, providing an introduction to the mining industry, the mining engineering and related disciplines, and career paths for mining engineers. Prerequisite: Must have completed MINE 101 and MINE 102.

Marketing

MKT 127 Introduction to Retailing 3
Intended for those who desire a broad view of retailing from a management point of view. Surveys retailing principles and concepts, and covers store and merchandise management. Topics include store location and organization, personnel, pricing, inventory control, customer service, advertising, promotion, and display. Makes use of case studies and practical situation exercises.

MKT 210 Marketing Principles 3
Study of problems of manufacturers, wholesalers, and retailers in the market of goods and services, channels of marketing, customer relations, functions of sales departments, price policies, and communications.

MKT 211 Introduction to Professional Sales 3
Selling, including buying behavior, product knowledge, prospecting, developing the sales presentation, handling objections, closing the sale, and the personal characteristics required for success. Skills and processes necessary for selling a product or service are applied to special marketing segments: retail, industrial, governmental, and international markets.

Machine Tool Technology

MTT 100 Measurement for Machinists 3
Measurement for Machinists will teach the skills necessary to accurately measure parts and fixtures for the manufacturing industry. Skills will focus on micrometers, calipers, CMM, optical comparators and various other measurement tools. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 101 Introduction to Machine Shop 3
Introduces safety procedures, use of bench tools, layout tools, power saws, drill presses, precision measurement tools, rotary tables and indexing devices, lathe and mill cutting tools and tool holding, work holding and machining applications as well as the various hand tools related to the machine shop. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 105 Machine Shop I 3
This course introduces basic machine shop skills which include lathe operation, mill operation, metal removal speeds and feeds, precision measuring techniques, layout methods, band saw and drill press operations, and exposure to the science of heat-treating of metals. Shop safety and etiquette will be stressed. Prerequisite: Must be enrolled in MTT 106. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 106 Machine Shop Practice I 2
Expands the student's manual skills by putting into practice the theories, and user skills introduced in MTT 105. The emphasis will be geared to a more practical, hands-on experience through the use of lathes, layout techniques, vertical and horizontal band saws, measuring instruments and vertical mill work. Shop safety and cleanup are always stressed. Prerequisite: Must be enrolled in MTT 105 This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 110 Machine Shop II 3
Expands skills introduced in MTT 105 to an intermediate level and introduces further skills which include advanced manual milling, advanced manual turning, drill sharpening, speed feeds, grinding and some production methods. Prerequisite: Must have completed MTT 105 and MTT 106 and be enrolled in MTT 111. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 111 Machine Shop Practice II 2
Further develops student's manual skills by putting into practice the theories and user skills introduced in MTT 110. The emphasis will be a more practical, hands-on experience through the use of advanced manual mill work, layout techniques, vertical and horizontal band saws, grinding, measuring instruments and advanced manual turning. Shop safety and cleanup are always stressed. Prerequisite: Must have completed MTT 105 and MTT 106 and be enrolled in MTT 110. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 232 Computer Numerical Control II 1-4
Offers the student additional practical experience for development of skills with additional information and exposure to more complex applications of programming, mirror imaging, polar coordinates, tool compensation, threading and computer integrated manufacturing. Prerequisite: Must have completed MTT 230 and CADD 245. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 234 Computer Numerical Control III 1-4
This course covers the advanced programming concepts related to CNC Mill/Turning centers and synchronized 4 and 5 axis mills. Mill/Turn and 4 and 5 axis topics include

program format, machine set-up, related G & M codes, live tooling, and indexing devices. Students will program, set-up, and produce a variety of precision machined projects. Prerequisite: Must have completed MTT 230 and MTT 232 and MTT 292 and CADD 245. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 291 CNC Practice 1-6
This course allows for the further development of computer aided manufacturing and/or CNC skills with hands-on instruction related to the design and production of machined parts using CAD/CAM software, CNC milling machines, and CNC turning centers. Students will plan, program, set-up, and produce a variety of precision machined projects. This course is to be considered lab time for MTT 232, and MTT 292. Prerequisite: Must be enrolled in MTT 232 or MTT 292. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 292 Computer Aided Manufacturing I 1-4
This course provides the student with the essential concepts and techniques that are required for successful creation of two-dimensional part geometry, generation and verification of 3 axis toolpath models, as well as post processing of 3 axis NC codes within a computer-aided manufacturing (CAM) system. Prerequisite: Must have completed MTT 230 and CADD 245. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 293 Computer Aided Manufacturing II 1-4
This course is a continuation of MTT 292 with the addition of simultaneous 4 and 5 axis motion control and provides the student with the essential concepts and techniques that are required for successful creation of 4 and 5 axis toolpath models, as well as, post processing of 4 and 5 axis NC codes within a computer-aided manufacturing (CAM) system. Prerequisite: Must have completed MTT 292. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

MTT 296 Computer Numerical Control Practice II 1-4
This course allows for the further development of CNC skills with hands-on instruction related to the design and production of machined parts using CAD/CAM software, CNC milling machines, and CNC turning centers. Students will plan, program, set-up, and produce a variety of precision machined projects. This course is to be considered lab time for MTT 293 and/or MTT 234. Prerequisite: Must be enrolled in MTT 293 or MTT 234. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Music

MUS 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.

MUS 121 Music Appreciation 3
The historical and cultural background of music and origins to the twentieth century.

Natural Resource and Environmental Science

NRES 432 Advanced Environmental Toxicology 3
Chemistry and toxicology of toxicants in the environment, particularly pesticides. Other topics include metals, food additives and hazardous wastes. Describes how selected classes of environmental contaminants interact with cellular processes, biochemical reactions, organs and tissues. Influences on individuals, populations and ecosystems. Describes the relationship(s) between toxicants and the multiple ways they interact with the endocrine system. It is recommended that student have completed CHEM 241 before enrolling in this course. Prerequisite: Must have completed CHEM 122.

Nursing

NURS 130 Nursing Assistant 6
Provides students with classroom, laboratory, and clinical experience. Successful completion fulfills requirements for eligibility to take the Nevada State Board of Nursing Certified Nursing Assistant examination. Offered winter and summer semesters in a condensed four-week class. Offered fall and spring semester as an eight-week class. Students must purchase a package through Complio to track clinical compliance. Clinical Compliance includes, students must be BLS certified, have health insurance, current two-step TB screening and fulfill other vaccine requirements as described in Complio. A background check and drug screening will also be performed as part of the required package. Students are encouraged to complete the Complio package before class begins to ensure you are eligible to attend clinicals.

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 in Mental Health and Illness 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 185 Paramedic/LPN Bridge to Registered Nursing 5
This course prepares the Paramedic or licensed LPN 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, common acute and chronic mental health disorders and treatment modalities related to common drug therapy regimens. Incorporates a focus on health promotion. Include the application of the concepts of caring, clinical reasoning, quality improvement, communication, and medical and mental health disorders and pharmacological interventions. Prerequisite: LPN currently licensed in the state of Nevada (LPN education obtained from an accredited school) OR successful completion of an accredited paramedic program with national certification and acceptance to the nursing program. Instructor permission required. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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 5
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 3
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 form novice to expert. Two credits theory. Offered spring semester only. Prerequisite: Must be accepted to the Nursing Program.

NURS 285 Selected Topics in Nursing 0.5-6
Selected nursing topics offered for general interest and nursing continuing education. Not a required course. No prerequisite. Unlimited repeatability. Instructor permission required.

NURS 312 Health Assessment and Health Promotion 3
Explores assessment of the healthcare needs of diverse and underserved populations. The importance of the nurse in identifying health promotion and disease prevention issues for individuals and communities is explored. Refines and expands the nurse's perspective on health assessment through integration of an expanded knowledge base in ethnic and cultural variations, risk behaviors, and common health deviations of populations. Instructor permission required.

NURS 326 Transition to Professional Nursing 5
This course serves as a bridge between the student's current views and those that are presented throughout the program related to the major program concepts and differentiates the baccalaureate program from the AD program at Great Basin College. The course provides an overview of the major areas of nursing studied in more depth throughout the RN and BSN program including: current healthcare systems including rural health and agencies serving underserved populations; quality improvement; nursing research and evidence-based practice; collaborative relationships with the interprofessional team; leadership principles and theories; and information management. Prerequisite: Must be accepted to the RN-BSN program.

NURS 337 Pathophysiology 3
Explores the pathophysiologic processes associated with common chronic and acute health problems across the lifespan. Incorporates the influence of age, ethnicity, and cultural patterns on illness development and resolution. The evidence base supporting current knowledge of disease processes and common health problems is explored. Instructor permission required.

NURS 417 Information Systems and Quality Management 4
This course examines the role of information systems and quality improvement processes used to monitor and improve healthcare outcomes. Covers the use of information management to impact cost, safety, and coordination of care. Includes adaptations of information access and management in rural environments. Instructor permission required.

NURS 420 Evidence Based Practice and Research in Nursing 3
Introduces students to the nurse as an evolving scholar using the research process, including skills in interpreting published research findings, the science of nursing as the basis for best practices, and evidence based quality improvement measures in healthcare environments. Application of ethics, legal principles, and professional standards are considered when carrying out the research process. Prerequisite: Must have completed or be enrolled in 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 or be taking NURS 326 and be accepted to the RN-BSN program.

NURS 436 Population Focused Community Health Practicum 4
Students engage in experiential learning activities that focus on application of public/community health nursing concepts to promote optimum health and wellness for rural communities and underserved populations. Incorporates project-focused group work and interprofessional planning and intervention. Prerequisite: Must have completed or be enrolled in 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. Instructor permission required.

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 or be taking NURS 326 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 six (6) upper division NURS courses and be accepted to the RN-BSN program.

Nutrition

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 the placement test, ACT, SAT for placement into MATH 96 or MATH 116.

Philosophy

PHIL 101 Introduction to Philosophy 3
Basic problems in different areas of philosophy such as ethics, political theory, metaphysics, and epistemology.

PHIL 102 Critical Thinking and Reasoning 3
Covers non-symbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; and the uses of language, including techniques of persuasion.

PHIL 135 Introduction to Ethics 3
Introduction to Ethics: critical introduction to classical and modern ethical theories such as utilitarianism, deontology, and virtue ethics. Emphasis throughout on applying the theories in various contexts such as social, political, or interpersonal. The ultimate goal will be to allow students to clarify their own thinking and positions on important ethical issues confronting society today.

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.

PHIL 311 Professional Ethics 3
A study of the nature of ethical thinking and its application to judgments about actions of people that make up society. Topics to be considered include ethical relativism, moral virtues and vices, foundations of morality, alternative theoretical perspectives on moral judgment, egoism, altruism, and legal and regulatory perspectives related to ethics in business. (Formerly offered as ECON 311) Prerequisite: Must have completed an associate's degree.

Physics

PHYS 100 Introductory Physics 3
A concise treatment of the basic principles of physics. Includes mechanics, matter, electricity, magnetism, heat, sound, light, relativity, and nuclear physics. Prerequisite: Must have completed with a C or better or be currently enrolled in: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher.

PHYS 107 Technical Physics I 3
Investigates traditional topics of physics. Topics include mechanics, electricity, basic solid state components, optics, gases, hydraulics, fluids, and thermodynamics. This course provides a basic understanding of how physical systems are related and their technical applications. Hands-on labs, demonstrations, and calculations are an integral part of the course. Prerequisite: Must have completed with a C or better or be currently enrolled in: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 124 or MATH 126 or MATH 126E or higher.

PHYS 151 General Physics I 4
Primarily for students in arts and science. Topics include kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion, and sound. Laboratory experiments illustrate many of these fundamental principles. Prerequisite: Must have completed MATH 127 or higher.

PHYS 152 General Physics II 4
A continuation of PHYS 151. Topics include electrostatics, circuits, magnetism, induction, AC circuits, electronics, light optics, special relativity, and an introduction in quantum theory. Lab included. Prerequisite: Must have completed PHYS 151.

PHYS 180 Physics for Scientists and Engineers I 4
A comprehensive, calculus-based physics course designed for advanced science and engineering students. Consists of intensive word problem solving covering topics of kinematics, vectors, forces, energy, momentum, rotation, angular momentum, equilibrium, elasticity, gravity, fluids, and oscillations. Lab included. Prerequisite: Must have completed MATH 181 with a grade of 'C' or higher.

PHYS 181 Physics for Scientists and Engineers II 4
A calculus-based investigation of thermodynamic laws, kinetic theory, electric charge, field, potential, current, dielectrics, circuit elements, magnetic fields and materials, electromagnetic oscillations. Lab included. Prerequisite: Must have completed MATH 181 and PHYS 180.

Political Science

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.

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 Introduction to International Relations 3
Introduction to the study of international relations that stresses a systematic approach to world politics.

PSC 401F Public Opinion and Political Behavior 3
Studies factors which shape basic political attitudes, circumstances which result in different kinds of political behavior, and psychological aspects of American government and politics in relation to public opinion in electoral politics, governance, and democratic theory. Prerequisite: Must have completed 40 or more credits including PSC 101 or PSC 210 or instructor approval.

PSC 401Z Special Topics in American Government 3
Analysis of selected research and topical issues of political systems. May be repeated for a maximum of 12 credits. Prerequisite: Must have completed 40 or more credits including PSC 101 or PSC 210 or instructor approval.

PSC 403C Environmental Policy 3
An examination of environmental policy and environmental law including issues in policy formulation and implementation, the basic statutory and regulatory framework, and judicial interpretation of the law. Prerequisite: Must have completed 40 or more credits including PSC 101 or PSC 210 or instructor approval.

PSC 405G International Conflict 3
Classical and contemporary literature on the causes of war among nations and the conditions of international peace. Prerequisite: Must have completed 40 or more credits including one 3 credit lower-division PSC.

Psychology

PSY 101 General Psychology 3
Survey of the discipline introducing psychological theories, research methods, and principles of behavior.

PSY 208 Psychology of Human Relations 3
Explores the relationships between human beings and assists in the development of interpersonal communication skills which can be used personally and professionally.

PSY 233 Child Psychology 3
An overview of the theories, stages, and development of the child. Provides a practical and informational view of a child's cognitive, social, and personality development.

PSY 234 Psychology of Adolescence 3
Examines psychological development during adolescence with emphasis on special problems in American society including drug abuse, pregnancy, and familial problems.

PSY 241 Introduction to Abnormal Psychology 3
An overview of abnormal psychology with emphasis on the symptomology, etiology, diagnosis, treatment and prevention of the major psychological disorders. May be repeated up to three times. Prerequisite: Must have completed PSY 101.

PSY 313 Well-Being: East Meets West 3
This course will cover topics pertaining to well-being from both a western psychological viewpoint, and an eastern perspective. Topics covered include, but are not limited to: positive psychology, mindfulness, joy, gratitude, cognition, spirituality, health, attachment, and emotions. The focus will be on integrating concepts from both the East and West to arrive at an understanding of what contrib-

utes to the well-being of individuals. This course satisfies the requirements for INT 349. Prerequisite: Must have completed 40 or more credits and (ENG 102 or ENG 333) and (MATH 116 or MATH 120 or MATH 124 or MATH 126 or MATH 126E or higher or AMS 310 or STAT 152).

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

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

PSY 460 Social Psychology 3
Social and group factors affecting individual behavior. Topics include social perception, opinions, and attitudes; influence processes; and small group behavior. Prerequisite: Must have completed 40 or more credits including PSY 101 or PSY 208 or instructor approval.

Radiology

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.

RAD 112 Patient Care and Medical Terminology 2
Covers procedures and practices related to radiological technology with an emphasis in patient care, patient safety, and communication. Aseptic techniques and procedures used to maintain a sterile field is explained. The use of prefixes, suffices, roots, and medical terms will be covered. Previous Medical Terminology course is recommended but not required. Prerequisite: Must be admitted into the Radiology Technology Program.

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.

RAD 118 Radiology Physics and Circuitry 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.

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.

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.

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.

RAD 198 Special Topics in Radiology 0.5-6
Covers limited radiology technology procedures and practices related to radiology technology with an emphasis on improving quality, radiation safety, and patient positioning. Designed for students who work with radiology equipment and want to enhance their skills. Unlimited repeatability.

RAD 225 Clinical Radiology I 5
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.

RAD 226 Clinical Radiology II 10
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.

RAD 227 Clinical Radiology III 10
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.

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.

RAD 240 Culmination of Radiography Topics 1
This course builds on knowledge and experience gained from previous radiology courses to develop a deeper understanding of radiographic physics, positioning, anatomy, image production and evaluation and anatomy, physiology and pathology topics. Prerequisite: Must be admitted into the Radiology Technology Program.

RAD 243 Medical Imaging Pathology 3
This online course will cover medical imaging pathology. The student will study disease utilizing medical imaging processes. It is critical for medical imaging professionals to understand the basic pathologic processes, therefore, this course will review pathological terms, etiology of disease, disease manifestation, and the role medical imaging plays in the diagnosis of disease. Prerequisite: Must be admitted into the Radiology Technology Program.

Real Estate

RE 101 Real Estate Principles 4
A general overview of the 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 for 30 hours of instruction on the principles of real estate with 15 hours of instruction on agency. Can be taken concurrently with RE 103. Successful completion of RE 101 and RE 103 along with the passage of the Nevada Real Estate Exam qualifies one to become a licensed real estate salesperson in Nevada.

RE 103 Real Estate Law and Practice 4
Includes 30 hours of instruction in real estate law including land economics and appraising, land description, financing and insurance, escrows and closings, subdivisions and developments and 15 hours of instruction on contracts. Successful completion of RE 101 and RE 103 along with the passage of the Nevada Real Estate Exam qualifies one to become a licensed real estate salesperson in Nevada.

Sociology

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.

Spanish

SPAN 111 First Year Spanish I 3
Development of language skills through practice in listening, speaking, reading, writing, and structural analysis. Language practice required.

SPAN 112 First Year Spanish II 3
A continuation of SPAN 111. Language practice required. Prerequisite: Must have completed SPAN 111.

SPAN 211 Second Year Spanish I 3
Considers structural review, conversation and writing, and readings in modern literature. Prerequisite: Must have completed SPAN 112.

SPAN 212 Second Year Spanish II 3
A continuation of SPAN 211. Prerequisite: Must have completed SPAN 111 and SPAN 112 and SPAN 211.

SPAN 305 Spanish Composition 3
The advanced student of Spanish will be exposed to a free-writing approach in the composition of essays in Spanish. Auxiliary activities will include vocabulary development and grammatical refinement as well as a grounding in and further review of Spanish grammar and the use of idiomatic speech. Prerequisite: Must have completed SPAN 212.

SPAN 400 Practicum in Spanish in the Community 2
Supervised experience as an interpreter or translator using Spanish for local agencies or schools. Prerequisite: Must have completed SPAN 212 and be enrolled in SPAN 305.

Statistics

STAT 152 Introduction to Statistics 3
Includes descriptive statistics, probability models, random variables, statistical estimation and hypothesis testing, linear regression analysis, and other topics. Designed to show the dependence of statistics on probability. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 126 or MATH 126E or higher with a 'C' or higher.

Land Surveying/Geomatics

SUR 255 Introduction to Mine Surveying 3
Surface and underground surveying techniques specifically applied to mineral exploration and mining operations.

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 127 or MATH 128) and be enrolled in 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 EDMI, large-scale topographic mapping, and the use of the data collector. In the laboratory portion of this course, students will apply the fundamental principles underlying total station instrument errors, EDMI calibration, astronomic observations for azimuth and large-scale topographic mapping. Weekly laboratory reports using measured data to compute a survey product are required. Lecture+Lab: 3+3. Four semester hours. Prerequisite: 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 109.

SUR 330 Introduction to Least Square Adjustment 3
This course provides an introductory study of the concepts and mathematics involved in performing least squares adjustment of survey data. The student is introduced to the use of matrices to handle data, systems of linear equations, the use of the Taylor series to linearize equations, the principles of error propagation, and several methods used to fit survey data to mathematical and survey models. Prerequisite: Must have completed MATH 181

SUR 340 Photogrammetry and Remote Sensing 3
Principals of photogrammetry and remote sensing as applied to surveying and mapping. Includes the mapping camera, the photograph, the stereo model, the strip and the block, and flight planning principles. The impact of the digital revolution on photogrammetry, image processing, and remote sensing principles are important topics covered in this course. Prerequisite: Must have completed (MATH 127 or MATH 128) and (PHYS 151 or PHYS 180).

SUR 360 Public Land Surveying System 3
The U.S. Public Land Survey System (PLSS) as described in Official Government Survey Manuals (1851-1973) with

emphasis on evidence, both federal and state rules, resurveys, and subdivision of sections. A field project to recover original evidence of the GLO Surveys is required. Prerequisite: Must have completed MATH 127 or MATH 128.

SUR 365 Land Descriptions 3
Analysis, interpretation, and writing of land descriptions, proper form, controlling elements, metes-and-bounds, sectionalized land descriptions, easements, and right-of-way. Considerations of the parent title, interpretation of expressions, bounds calls, different types of descriptions, junior-senior rights in descriptions, title considerations, and research of public and private records. Prerequisite: Must have completed SUR 360.

SUR 440 Geodetic and GPS Surveying 3
Introduces geometric reference to ellipsoids, ellipsoidal and local coordinate systems, coordinate transformation in 2D and 3D, datums and datum transformations, orthometric heights, the reduction of field observations, effects of the earth's gravitational field, state plane coordinate systems, and GPS network design. The student is expected to design a GPS network, collect the data, and process the data to extend control to unknown project control stations. Prerequisite: Must have completed SUR 281 and SUR 330 and (PHYS 152 or PHYS 181).

SUR 450 Construction Surveying 3
Prepares students for organizing, planning, and cost estimating for construction and civil engineering projects. Topics include intersections, horizontal curve, spiral curves, vertical curve fitting, route design elements, cross sections, volumes, and other pertinent topics. Prerequisite: Must have completed SUR 281 and SUR 290.

SUR 460 Advanced Boundary Analysis 3
Study of boundary resolution where occupation and possession are not consistent with the record location. Study of unwritten property rights and the presentation of defensible evidence. Review of principles of land tenure and the cadastre, the Statute of Frauds, constructive notice, recording laws, and water boundaries. Prerequisite: Must have completed SUR 365.

SUR 495 Land Surveying/Geomatics Capstone 3
Final student project requiring the application of knowledge and skills acquired in previous field experience and coursework. Project may include field/office evidence research, urban subdivision layout, descriptions, map/plat construction, and/or a directed undergraduate research project. Includes the creation of a student portfolio or project report. Instructor permission required.

Social Work

SW 101 Introduction to Social Work 3
The course acquaints students with the history, philosophy, values, and knowledge base of the social work profession. The course emphasizes human diversity and generalist practice. The goals of the course are to (1) provide students with an accurate understanding of what social workers do, (2) begin to socialize students to the values and philosophy of the social work profession, (3) introduce students for the methods and approaches of social work, (4) introduce students to the generalist social work practice paradigm, and (5) develop a basic level of critical thinking and writing skills needed in social work practice.

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 Structural Oppression 3
SW 310 is the first course in a two-course sequence that promotes a multidimensional understanding of human functioning and behavior across systems and the life course. This course specifically examines human behavior manifested in larger systems as well as the reciprocal relationship between individual functioning and social institutions. In particular, the course orients students to social work perspectives that view human behavior as being influenced and impinged upon by environmental forces. The course advances students' ability to critically examine the role of power, privilege and oppression in shaping life experiences. Prerequisite: Must have completed ANTH 101 and PSY 101 and SOC 101 and SW 101 and SW 250 and (ECON 102 or ECON 103) and ((HIST 101 and HIST 102) or PSC 101) or instructor approval.

SW 311 Theoretical Perspective on Human Behavior 3
SW 311 is the second course in a two-course sequence that promotes a multidimensional understanding of human functioning and behavior across systems and the life course. This course specifically examines human behavior and functioning among individuals and families. In particular, the course emphasizes and evidence-informed approach to assessing human functioning. The course advances students' ability to critically apply a range of theories and research to better understand and assess human behavior and development. Prerequisite: Must have completed SW 310 or instructor approval.

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 100 or ENG 101) and ENG 102 and PSY 101 and SW 101 or instructor approval.

SW 351 The Global Context of Social Work 3
This course examines the historical, political, and cultural contexts of contemporary global social issues and the mutually reinforcing relationship between the local and the global. The course will critically examine the economic, political, social, and cultural dimensions of globalization and the upheavals they produce for nations and people. Specific models of intervention and select approaches to social development, seen as more compatible with social work's commitment to social justice will also be examined to determine their respective strengths and weaknesses in response to some of these contemporary social issues. In addition, the course will also raise critical questions about social work's past and present ability to address the growing challenges of an increasingly complex, integrated and interdependent world. Prerequisite: Must have com-

pleted SW 250 with a 'C' or higher. Instructor permission required.

Technical Arts

TA 100 Shop Practices 1-4
An introduction to hand tool identification and proper use, shop safety, and other topics including screw thread, hydraulic hose, fitting identification, and measuring devices. Unlimited repeatability. Prerequisite: Must have completed IT 106 or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Theatre

THTR 100 Introduction to Theatre 3
A survey of the basic principles, facts, and theories providing an understanding of the art of theatre. Course also includes a special focus on the practical technical aspects of the theatre and on live theatre experiences.

THTR 105 Introduction to Acting I 3
Examines acting fundamentals and focuses on development of vocal, physical, and creative tools to be used on stage.

THTR 204 Theatre Technology I 3
Lecture and discussion encompassing the philosophy and techniques of technical theatre.

THTR 209 Theatre Practicum 1-6
Performance and production of plays for GBC's Little Theatre season.

THTR 221 Oral Interpretation 3
Introduction to and practice of oral interpretation of literary and dramatic works from Shakespeare to contemporary writers and poets.

Welding

WELD 105 Drawing and Weld Symbol Interpretation 3
An introduction to the interpretation of basic elements of blueprints, sketches, and interpretation of welding symbols. Prerequisite: Must have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 110 Basic Arc Welding Principles and Practices 0.5-5.5
Course provides students with the basic knowledge and understanding to complete fillet and groove welds in the 1G and 1F positions using the shielded metal arc welding (SMAW) process on plain carbon steel. (15 contact hours per credit) Prerequisite: Must have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 136 Welding for the Maintenance Technician I 1-3
In this course the Maintenance Technician will learn safety in welding and Oxy-Fuel Cutting operations. Also covered in this course, the Maintenance Technician will gain an understanding of electrodes and electrode selection as well as develop an understanding on Shielded Metal Arc Welding equipment that is used in the shop and field environments. The Maintenance Technician will perform the operation of using high alloy electrodes to extract broken bolts. The Maintenance Technician will become knowledgeable in the MSHA and OSHA fabrication regulations regarding hand railing. Repeatable up to three times. (Formerly WELD 135, Welding for the Maintenance Technician I) Prerequisite: Must have been accepted into the Diesel Technology Program or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 150 Metallurgy Fundamentals for Welding 0.5-3
Explore the basic scientific theory as well as the practical side of metallurgy as it pertains to the welding field. May be repeated up to three credits. Prerequisite: Must have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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. Prerequisite: Must have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 200 Metal Art 3
This course is designed to give the student the basic understanding of two dimensional 2D and three-dimensional 3D metal art. Also covered in this course we will discuss different Cutting, Welding and metal finishing techniques that are used in this discipline as it relates to metal art.

WELD 210 Advanced Welding Principles and Practices 0.5-5.5
Course provides students with the advanced knowledge to produce high quality welds in all positions on plain carbon steel, using the shielded metal arc welding (SMAW) process. Requires passing a 2G-3G limited thickness qualification test on plain carbon steel. (15 contact hours per credit) Prerequisite: Must have completed WELD 110 or have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 220 Gas Metal (GMAW) and Flux Cored Arc Welding (FCAW) 0.5-11
Course provides students with the knowledge to produce high quality welds in all positions on plain carbon steel, using the gas metal arc welding (GMAW) short circuit transfer mode and flux cored arc welding (FCAW) processes. Also requires use of the spray transfer mode for the 1F-2F and 1G positions on plain carbon steel. (15 contact hours per credit) Prerequisite: Must have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.)

degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 235 Welding for the Maintenance Technician II 1-3
The course is designed to give the Maintenance Technician a basic understanding of the principles of the Flux Cored Arc Welding process with hands-on training. The course will also cover the Carbon Arc Cutting process, joint designs, welding symbols, weld testing and inspection. Repeatable up to three times. Prerequisite: Must have completed WELD 136 or have been accepted into the Diesel Technology Program or have been accepted into the Industrial Maintenance Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

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) Prerequisite: Must have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 250 Welding Certification Preparation 1-6
Through instruction and practice, this course prepares the student to pass one or more of the American Welding Society certification tests. [S/U] Prerequisite: Must have completed WELD 210 and WELD 221. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

WELD 260 Pipe Welding 8
Course provides students with the knowledge of pipe welding principles using shielded metal arc welding processes. (15 contact hours per credit) Prerequisite: Must have completed WELD 210 or have been accepted into the Welding Technology Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada.

Women's Studies

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.

College Board Advanced Placement Examination (CBAPE)

Upon receipt of an official score report from the College Board, the Great Basin College Admissions and Records Office grants credit as specified and assigns a grade of S for scores as follows:

Examination	Score	GBC Course Equivalent	Credit Granted
Art			
History	3, 4, or 5	ART Elective	3
Biology	3	BIOL 100	3
	4 or 5	BIOL 190 and 191[(1)]	6
Chemistry	3	CHEM 121[(1)]	3
	4 or 5	CHEM 121 and 122[(1)]	6
Computer Science			
Computer Science A	3, 4, or 5	CS 135	3
Computer Science Principles	3, 4, or 5	CIT 129	3
Economics			
Microeconomics	3, 4, or 5	ECON 102	3
Macroeconomics	3, 4, or 5	ECON 103	3
English Language and Composition	3	ENG 101	3
	4 or 5	ENG 101 and 102	6
English Literature and Composition	3	ENG 101	3
	4 or 5	ENG 101 and ENG Elective	6
Environmental Science	3, 4 or 5	ENV 100	3
French			
French Language and Culture	3	FREN 111 and 112	6
	4	FREN 112 and 211	6
	5	FREN 211 and 212	6
Geography, Human	3, 4, or 5	GEOG 106	3

College Board Advanced Placement Examination (CBAPE) (Continued)

Examination	Score	GBC Course Equivalent	Credit Granted
History			
American	3, 4, or 5	HIST 101 and History Elective[2]	6
European	3, 4, or 5	HIST 105 and 106	6
World	3, 4, or 5	HIST Elective	3
Mathematics			
Calculus AB	3, 4, or 5	MATH 181	4
Calculus BC	3, 4, or 5	MATH 181 and 182	8
Precalculus	3, 4 or 5	MATH 126 (3 or 4) MATH 128 (5)	3
Statistics	3, 4, or 5	STAT 152	3
Music Theory	3, 4, or 5	MUS Elective	3
Physics			
Physics 1	3, 4, or 5	PHYS 151[1]	3
Physics 2	3, 4, or 5	PHYS 152[1]	3
Physics C (Mechanics)	3, 4, or 5	PHYS 180[1]	3
Physics C (Electricity and Magnetism)	3, 4, or 5	PHYS 181[1]	3
Political Science			
U.S. Government and Politics	3, 4, or 5	PSC Elective[3]	3
Comparative Government and Politics	3, 4, or 5	PSC Elective	3
Psychology	3, 4, or 5	PSY 101	3
Spanish			
Spanish Language	3	SPAN 111 and 112	6
	4	SPAN 112 and 211	6
	5	SPAN 211 and 212	6
Spanish Literature and Culture	3	SPAN 111 and 112	6
	4 or 5	SPAN 211 and 212	6

College Board Advanced Placement Examination (CBAPE) (Continued)

1. **Does not meet general education lab science requirement.**
2. **By taking PSC 100, you may receive credit for HIST 102.**
3. **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 Admissions and Records Office grants credits and a grade of S for CLEP exam scores of 50 or above. The general examination(s) should be completed before the student completes 30 credits. Subject examinations may be taken at any time.

Examination	GBC Course Equivalent	Credit Granted
GENERAL		
College Composition (including essay)	ENG 101, ENG 102 [1]	3 or 6
Humanities	HUM Elective	6
College Mathematics	MATH 120	3
Natural Sciences	Elective	6
Social Sciences and History	Elective	6
SUBJECT		
Biology		
General Biology	BIOL Elective	3
Business		
Principles of Management	MGT Elective	3
Financial Accounting	ACC 201	3
Information Systems and Computer Applications	IS 101	3
Introductory Business Law	BUS Elective	3
Principles of Marketing	MKT Elective	3
Chemistry		
General Chemistry	CHEM Elective	3
Economics		
Principles of Microeconomics	ECON 102	3
Principles of Macroeconomics	ECON 103	3
Education		
Introduction to Educational Psychology	EPY Elective	3
English		
American Literature	ENG Elective	3
Analyzing and Interpreting Literature	ENG Elective	3
English Literature	ENG Elective	3

College-Level Examination Program (CLEP) (Continued)

Examination	GBC Course Equivalent	Credit Granted
Foreign Languages		
French Language	FREN 111 [2]	3 or 6
German Language	Elective	3
Spanish Language	SPAN 111 [3]	3 or 6
History		
U.S. History I: Early Colonization to 1877	HIST 101	3
U.S. History II: 1865 to the present	HIST Elective [4]	3
Western Civilization I: Ancient Near East to 1648	HIST 105	3
Western Civilization II: 1648 to the present	HIST 106	3
Human Development and Family Studies		
Human Growth and Development	HDFS 201	3
Mathematics		
Calculus	MATH 181	4
College Algebra	MATH 126	3
Precalculus	MATH 128	5
Political Science		
American Government	PSC Elective [5]	3
Psychology		
Introduction Psychology	PSY 101	3
Sociology		
Introductory Sociology	SOC 101	3

1. College Composition: Scores earned prior to October 1978 or after April 1986 require a satisfactory essay and a score of 50-63 for three credits, and 64 or higher for six credits (which satisfies ENG 101 and ENG 102 requirements for GBC).
2. With a score of 50-69, the student will receive credit for FREN 111; with a score of 70 or higher, the student will receive credit for FREN 111 and 112.
3. With a score of 50-69, the student will receive credit for SPAN 111; with a score of 70 or higher, the student will receive credit for SPAN 111 and 112.
4. By taking PSC 100, the student will receive credit for HIST 102.
5. By taking PSC 100, the student will receive credit for PSC 101.

Dantes Subject Standardized Tests

Before 2004, the DSST exams were available only to military personnel through DANTES (Defense Activity for Non-Traditional Education Support), a division of the Department of Defense that provides educational support to military members. In 2004, the tests were acquired by Prometric and became available to anyone seeking college credit including college students, adult learners, high school students, and military personnel.

The following DSST examinations have been reviewed. Upon receipt of an official score report from Prometric, the admissions and records office will grant credit as specified below. A grade of S will be assigned.

Examination (Number)	Score	GBC Course Equivalent	Credit Granted
General Anthropology (494)	47	ANTH Elective	3
Business Mathematics (812)	400	MATH General Education*	3
Fundamentals of Algebra (424)	400	MATH 96	0
Principles of Statistics (450)	400	STAT 152	3
Technical Writing (820)	46	ENG Elective	3

*While not directly equivalent to any GBC math course, this will meet the math requirement for programs that accept MATH 120.

International Baccalaureate (IB) Examination

Great Basin College Admissions and Records Office grants credit and assigns a grade of S for IB higher level examinations passed with scores of 4,5,6, or 7. Credit is granted for the standard level examinations listed below, with a score of 5 or more.

The applicability of IB credits towards satisfying specific major/degree requirements is determined by individual departments. The following examinations have been determined to have GBC course equivalence.

Examination	Score	GBC Course Equivalent	Credit Granted
Anthropology (Social/Cultural)	4+	ANTH Elective	3
Biology	4 or 5 6 or 7	BIOL 100* BIOL 190 and BIOL 191*	3 6
Business Management	4+	BUS 101	3
Chemistry	5 6 or 7	CHEM 121* CHEM 121 and CHEM 122*	3 6
Computer Science	5, 6, or 7	CS 135	3
Economics	4 or 5 6 or 7	ECON 102 ECON 102 and 103	3 6
English (Lang A1)	4 5, 6, or 7	ENG 101 ENG 101 and ENG Elective	3 6
French Language	4 or 5 6 or 7	FREN 211 FREN 211 and 212	3 6
Geography	5+	GEOG 106	3
German Language	4, 5, 6, or 7	HUM Elective	9
History of Africa	5+	HIST Elective	6
History of the Americas	5+	HIST 101 and HIST Elective**	6
History of Europe	5+	HIST 105 and 106	6
History of Islam	5+	GEOG Elective	3
Info Tech in Global Society	5+	IS Elective	3
Mathematics	5, 6, or 7	MATH 181	4
Music	5+	MUS Elective	3
Philosophy	4+	PHIL 101	3
Physics	5 6, 7	PHYS 151* PHYS 151 and 152*	3 6
Political Science (Global Politics)	5, 6, 7	PSC 231	3
Psychology	4+	PSY 101	3
Spanish Language	5, 6 or 7	SPAN 211 and 212	6
Theatre Arts	5+	THTR 100	3
Visual Arts	4+	ART Elective	3

International Baccalaureate (IB) Examination (Continued)

Examination	Score	GBC Course Equivalent	Credit Granted
Standard Level Exams			
French Language	5+	FREN 111 and 112	6
German Language	5+	HUM Elective	6
Japanese Language	5+	HUM Elective	6
Physics	5+	PHYS 100*	3
Spanish Language	5+	SPAN 111 and 112	6

*Does not meet general education lab science requirement.
**By taking PSC 100, you may receive credit for HIST 102.

Faculty and Administration

Ahlvers, Jenny 2023
Education Instructor
M. Ed.—University of Nevada, Reno

Andersen, Eric 2018
Manufacturing Technology Supervisor/ Instructor
Diploma—Madison Area Technical College

Antonini, David.....2022
Philosophy Instructor
Ph.D.—Southern Illinois University

Arbillaga, Madison 2018
Computer Technologies Instructor
M.Ed.—American College of Education
BA—Great Basin College

Armstrong, Elizabeth 2024
Nursing Navigator
MA—Southern Utah University
BA—Southern Utah University

Baker, Hillary 2022
Associate Director of Development
BA—University of Nevada, Reno

Baker, Sheri 2006
Senior Generalist

Beard, Sheree.....2023
Grant and Asset Coordinator

Beasley, Tim 2009
Technician
AS—Brigham Young University
BS—Boise State University

Beck, Stefan.....2016
Technical Mathematics Instructor
BS—University of Nevada, Reno
MS—University of Nevada, Reno

Beecher, Michelle.....2021
Education Professor
M. Ed.—Sierra Nevada College

Bellander, Jessica.....2022
Nursing Instructor

Bentley, Susanne 2004
English Professor
AA—Lake Tahoe Community College
BGS—Indiana University
MA—University of Nevada, Reno

Bjoin, Matt 2025
Computer Services Technician
BS—University of Montana

Brick, Jason 2020
Student Transfer Coordinator
MA—Marshall University
BA—Marshall University

Bruns, Thomas.....2008
Maintenance Technology Instructor
AAS—Great Basin College

Calkins, Byron.....2014
Land Surveying/Geomatics Professor
AS—Lyndon State College
BS—New Mexico State University
MAG—New Mexico State University

Callander, Dorothy.....2019
Nursing Professor
AS—Los Angeles Trade Technical College
BSN—Western Governors University
MS—Western Governors University
DNP—Touro University

Cannedy, Tonya 2023
CTE Recruiter, Advisor, and Dual Enrollment Coordinator
AGS—Great Basin College

Cannon, Amber 2023
Electrical Instructor
AAS—Great Basin College

Carlson, Jamie 2021
Paramedic Professor
AS—Utah Valley University
BS—Utah Valley University

Castaneda-Saldana, Berenice.....2023
Child Center Assistant Teacher

Castonguay, Trina.....2022
Assistant to the Vice President for Student Affairs
BA—University of Nevada, Reno

Coates, Kara 2004
Biology Instructor
AS—John A. Logan College
AAS—John A. Logan College
BA—Southern Illinois University, Carbondale
MS—Montana State University

Coleman, Rebecca 2021
Director, Winnemucca Center
AA—South Puget Sound Community College
BA—Washington State University
BS—Western Governors University
MBA—Western Governors University

Cooney, Anthony 2023
Electrical Instructor
AAS—Great Basin College

Cortes, Aliya 2023
Child Center Lead Teacher

Cowan, Robert.....2023
Management and Marketing Instructor
BS—Kaplan University
MPA—American Public University
MSW—Capella University
EdD—Argosy University

Crouch, Stacy.....2015
Nursing Professor
AAS—Great Basin College
BSN—Great Basin College
MSN—Walden University
DPN—Grand Canyon University

Crum, Tawny 2003
Assistant Director of Financial Aid
AAS—Great Basin College

Dahl, Jim 2025
CTE College Credit Coordinator
MSP—University of Phoenix

Dankowski, Brian.....2020
Nursing Professor
AA—Great Basin College
AAS—Great Basin College
BSN—Great Basin College
MSN—University of Nevada, Reno
DNP—University of Nevada, Reno

Davis, Stephanie.....2010
Psychology Professor
B.Ed—University of Calgary
MS—Brigham Young University

Debenham, Laura 2017
Social Work Professor
BA—Eastern Illinois University
MSW—Walla Walla University

Donnelli, Amber 2006
Interim President
AAS—Great Basin College
BSN—University of Phoenix
MSN—University of Phoenix
PhD—University of Nevada, Las Vegas

Dorsa, Mardell.....2000
Assistant to the President
AAS—Great Basin College

Doucette, Mary 2006
Dean of School of Arts & Sciences
RT—Marlan Health Center School of Radiology Technology
CBRPA—Weber State University
BS—Weber State University
MS—University of Nevada, Reno
EdD—Grand Canyon University

Du, Xunming.....2003
Mathematics Professor
BS—Hubei University
MA—Tongji Medical University
MS—Ohio University

Dykstra, Todd 2025
CTE Electrical Lab Assistant

Ellis, Jeremy.....2021
Multimedia and Marketing Specialist

Esh, Tim.....2024
English Instructor
BA—Houghton College
MA—Drew University
PhD—Drew University

Falkenstein, Christopher.....2025
CTE Welding Lab Assistant
BA—California State University, Chico

Foster, Jonathan.....2012
History Professor
BA—University of Alabama at Birmingham
MA—University of Alabama at Birmingham
PhD—University of Nevada, Las Vegas

Freistroffer, Anna.....2024
Integrated Education & Training Coordinator & Instructor
BA— Uppsala Universitet Sweden
MS—Uppsala Universitet Sweden

Freistroffer, David.....2007
Life Sciences Professor
BS—California State Polytechnic University, San Luis Obispo
PhD—Uppsala Universitet Sweden

Gonzales, Brenda.....2012
ABE/ESL Specialist
AAS—Great Basin College

Green, John.....2019
Asst. Veterans Resource Center Coordinator
AA—College of the Siskiyous
BA—Great Basin College

Hamilton, Deanna.....2012
Assistant Registrar

Hawkley, Ethan.....2019
Social Science Professor
BA—Brigham Young University
MA—Northeastern University
PhD—Northeastern University

Hawkley, Rebecca.....2022
English Instructor
BA — Boise State University
MA — Brigham Young University, Idaho

Heath, Kristin.....2022
Academic Success Center Director
EdD—Boise State University

Hernandez, David.....2014
Computer Services Technician

Hills, Jeffrey.....2025
Environmental Health & Safety Specialist

Hrdlicka, Steven.....2022
Humanities/English Professor
BA—University of Nevada, Las Vegas
MA—University of Nevada, Reno
Ph.D.—University of Nevada, Las Vegas

Huerta, Mariana.....2023
Child Center Lead Teacher

Hunton, Robert.....2018
Electrical Instructor
AAS-—Great Basin College
AAS—College of Southern Nevada

Husbands, Michelle.....2015
Nursing Professor
BSN—California State University, Dominquez Hills
MSN—University of California, Los Angeles
DNP—Grand Canyon University

Huttman, Reme.....2016
Radiology Professor
AS—Boise State University
BS—Boise State University
M. Ed—Grand Canyon University

Jimenez, Alberto.....2019
Interactive Video and Classroom Technology Director
BS—TESO (Guadalajara, Mexico)
PMP—Project Management Institute

Johnson, Gina.....2021
CNA Program/Nursing Coordinator
AAS—Great Basin College
BSN—Great Basin College

Johnson, Jessica.....2019
CTE Teaching Assistant/Recruiter/Advisor
AA—Great Basin College
BA—Great Basin College

Johnson, Leah.....2024
Alignment and Work-Based Learning Coordinator Technician
BS—University of Idaho

Jones, Donald.....2011
Computer and Classroom Technology Technician
AS—Great Basin College
BAS—Great Basin College

Keep, Malia.....2018
Nursing Professor
BS—California State University, Fresno
MSN—California State University, Fresno

Kelly, Tiffany.....2024
Child Center Assistant Teacher
BS—Westwood College

Kendall, James.....2023
Director of Student Life and Housing
BBA—Florida International University
MS—University of Miami

Kleeb, George.....2012
Business Professor
BA—Chadron State College
MBA—Western Governors University

Lackey, Sam.....2018
English Professor
BA—University of South Carolina
MA—College of Charleston
PhD—University of South Carolina

Leyba, Sam.....2018
Electrical Systems Technology Instructor

Li, Di.....2022
Computing and Technologies Professor
BS—Shandong University
MS—University of Nevada, Reno

Lopez, Karina.....2023
Student Advisor
BA—University of Nevada, Reno
MSW—University of Nevada, Reno

Loya, Abigail.....2024
Instrumentation Instructor
AAS—Great Basin College

Macfarlan, Lynette.....2000
Early Childhood Education Professor
AA—Great Basin College
BA—Sierra Nevada College
MS—Walden University

Macias, Travis.....2025
Director of GBC-NORCAT Mine Skills Training

Maher, Nicole.....2022
Director, Grants
BGS—Brigham Young University
MA— Kent State University

Maple, Leslie.....2023
Executive Director, Institutional Advancement
BA—University of Nevada, Reno

Martin, Madison.....2024
Program Coordinator, Child Center
BA—Great Basin College
AA—Great Basin College

May, Bryan.....2024
Director of Institutional Research and Effectiveness
BS—Methodist College
MS—University of South Carolina
M.Ed.—University of South Carolina

McGhee, Michael.....2017
Student Advisor
AS—Great Basin College
BA—Great Basin College

McRae, Monte.....2024
Science Laboratory Coordinator

Meisner Bruno, Caroline.....2005
Earth/Physical Sciences Professor
BA—Franklin and Marshall College
MS—Oregon State University

Mendez, Adriana.....2006
Academic Advisor/Student Advocate
BS—Westminster College

Mette, Tami.....2007
Nursing Professor
BSN—University of Wyoming
MSN—University of Phoenix
PhD—Touro University Nevada
DNP—Touro University

Mildrum, Merrick.....2022
Senior Accountant
BBA—University of Nevada, Reno

Millican, Mary.....2023
CTE Instrumentation Lab Assistant
AAS—Great Basin College
BAS—Great Basin College

Minnier, Gary **2023**
Diesel Instructor

Muir, Shirley **2024**
Diesel Instructor
AAS—Great Basin College

Murphree, Daniel T. **2016**
Mathematics Professor
BS—Berry College
BS—Utah State University
MS—Utah State University

Naungayan, Yvonne **2022**
Instructional Designer
AS — John Brown University
BS — John Brown University
MBA — John Brown University

Negrete, Sarah **2024**
Associate Vice President
PhD—University of Nevada, Reno

Nichols, Matt **2015**
Welding Instructor
AAS—Great Basin College

Nielsen, Brandy **2011**
Economics/Finance Professor
AA—Great Basin College
BAS—Great Basin College
EMBA—University of Nevada, Reno

Nielsen, Scott **2000**
Director, Student Financial Services
BS—Brigham Young University
MBA—University of Nevada, Reno

Noah, Kimberly **2020**
Education Instructor
BS—Edinboro University of Pennsylvania
MS—Fordham University

O'Donnell, Eleanor **2018**
Assistant to the Vice President for Finance and Operations
AS—Great Basin College

Ogle, Amber **2023**
Child Center Director
AAS—Great Basin College
AA—Great Basin College
BAS—Great Basin College
EMBA—University of Nevada, Reno

Owen, Earl **2011**
Diesel Technology Instructor
AS—Brigham Young University, Idaho
BS—Idaho State University

Padgett, Todd **2020**
Construction/HVAC Instructor
AA—Victor Valley College

Padilla, Denise **2017**
Elementary Education Professor
M. Ed—Grand Canyon University
BA—Southern Utah University

Pitts, Shemayne **2019**
Director, Ely Center
BS—Brigham Young University

Potter, Tami **2009**
Director of Business Operations
BBA—Idaho State University
MBA — Western Governors University

Puentes, Jennifer **2025**
Assistant to the Vice President of Academic Affairs
BBA—Idaho State University

Pujari, Rita **2012**
Biology Professor
BS—University of Mumbai
B. ED—University of Mumbai, India
MS—University of Mumbai, India
PhD—University of North Carolina at Charlotte

Quijada, Roger **2012**
Specialist
AS—Great Basin College
BS—Great Basin College

Rappa, Gail **2024**
Director of Continuing Education and Community Service
AA—Great Basin College
BA—Great Basin College

Rice, John **1996**
Theater Professor
BA—Viterbo College (WI)
MFA—University of Wisconsin, Milwaukee
PhD—Capella University

Rikalo, Trevor **2022**
Student Recruiter
BA — University of Nevada, Reno

Roberts, Morgan **2025**
NORCAT Trainer

Ross, Tiffany **2024**
Student Recruiter

Salazar, Erica **2022**
Medical Imaging Instructor
AAS — Great Basin College

Salute, Christopher **2023**
Director, Pahrump Center
BA—Siena College
MBA—Molloy College
PhD—Hofstra University

Sawyer, Frank **2013**
Web Master
BFA—University of Nevada, Reno

Schoening, Holly **2024**
Nursing Instructor
BSN—Great Basin College

Scilacci, Steven **2011**
Welding Technology Instructor
AAS—Great Basin College

Segura, Raeanne **2024**
Child Center Assistant Teacher

Seipp, Kevin **2016**
Electrical Technology Professor
AGS—Great Basin College

Senecal, Brandis **2012**
Institutional Effectiveness Research Analyst
AA—Great Basin College
BA—Great Basin College

Sexton, Dave **2016**
Criminal Justice Professor
AA—Bellevue Community
BA—Evergreen State College
MA—University of Alaska, Fairbanks

Sida, Oscar **2016**
Health Services Professor
AGS—College of Southern Nevada
BA—University of Nevada, Las Vegas
MS—University of Nevada, Las Vegas

Smith, Amy **2023**
CTE Student Advisor/Placement Coordinator
AAS—Great Basin College
BSW—University of Nevada, Reno

Snow, Katie **2024**
Coordinator/Instructor of Clinical Education
AS—Springfield Technical Community College
BS—University of Nevada, Reno
BSN—University of Nevada, Reno

Stanfill, Jason **2023**
Millwright Instructor

Staszak, Shelia **2023**
Radiology Clinical Coordinator/Instructor
BS—Weber State University

Stevens, Karl **2019**
Dean of School of Business, Computer Technologies, and Online Education
AA—Dixie State College
BA—Southern Utah University
MBA—Utah State University
PhD—Utah State University

Stieger, Jennifer **2017**
English Instructor
AA—Great Basin College
BA—Great Basin College
MA—Arizona State University

Stinnett, Brandon **2025**
Nursing Instructor
BSN—University of Phoenix
MSN—University of Phoenix

Stocks, Cheyenne **2017**
Director of Admissions, Registrar
AA—Great Basin College
BA—Great Basin College

Stoddard, David **2024**
Dean of Industrial Technology and Workforce Development
BS—University of Utah
MC—Westminster College
Ed.D.—Maryville University

Straight, Ronald.....2020
English Instructor
PhD—University of Texas at El Paso

Stugelmayer, Jim 2012
Instrumentation Technology Instructor
Cert—JM Perry Technical Institute

Subedi, Krishna.....2021
Math Instructor
MA—University of Toledo
PhD—University of Toledo

Sweat, Arysta 2020
Director of Accessibility Services
MS—West Virginia University
MA—Marshall University
BA—Marshall University

Thomas, Briseyda 2021
Child Center Assistant Teacher

Tolbert, Thomas.....2021
Instrumentation Instructor
BAS—Great Basin College

Walsh, Laurie.....2005
Anthropology Professor
BA—Washington State University, Pullman
MA—University of Nevada, Reno
PhD—University of Nevada, Reno

Wang, Ping 2014
Math Professor
BS—University of Electronic Science and Technology of China
MS—University of North Florida

Warnert, Staci L. 2013
Dean of Health Science and Behavior Health
BSN—University of Nevada, Reno
MSN— University of Nevada, Las Vegas
PhD—University of Northern Colorado

Wasala, Milinda.....2019
Physics Professor
PhD—Southern Illinois University at Carbondale
MS—Southern Illinois University at Carbondale
BS—University of Sri Jayewardenepaura

Webster, Joshua C.....2014
English Professor
BA—Madonna University
MA—Wayne State University
PhD—University of Southern Mississippi

Wence-Munoz, Gerardo.....2020
Human Services Instructor
MA—Northeastern Illinois University
BA—Northern Illinois University
PhD— University of the Cumberlands

Whittaker, Norman.....2006
Industrial Maintenance Technology Professor
AAS—Southern Utah University
BS—Southern Utah University

Winrod, Jeffrey.....2023
Facilities Operations Director

Wright, Alline 2024
Child Center Lead Teacher
BA—California State University

Young, Dewey.....2024
CDL Instructor

Zeiszler, Brian 2016
Secondary Education Professor
BS—Biology, University of North Dakota
BS—Secondary Education, University of North Dakota
MS—Science, Montana State 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

Bagley, Peter .....Emeritus
Life Sciences Professor
BS—University of Maryland, College Park
MS—University of Kentucky

Bailey, Jeannie.....Emeritus
Grants Director
BA—Eastern Oregon University
MBA—University of Nevada, Reno

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

Byram, Robert .....Emeritus
Electrical Technology Professor

Call, Dorothy .....Emeritus
Office Administration Instructor
BS—Indiana State University

Campbell, Lisa .....Emeritus
Winnemucca Center Director
BS—Santa Clara University
MA—Santa Clara University

Charlebois, Wendy .....Emeritus
Social Work Professor
BS—University of Maryland University College
MSW—University of Nevada, Reno

Curtis, Mark A. ..... President Emeritus
AAS—Kellogg Community College
BS—Western Michigan University
MA—Western Michigan University
Ed.D—Western Michigan University

Day, Delna* .....Emeritus
Nursing Instructor
Diploma—Salt Lake City Hospital
AGS—Great Basin College

de Braga, Angela.....Emeritus
Director of Continuing Education/Community Outreach
BS — University of Nevada, Reno
M.Ed — University of Nevada, Reno

Diekhans, Carl .....Vice President Emeritus
Mathematics Professor
Vice President for Administrative Services
BS—College of Great Falls
MS—Montana State University

Elliott, Betty .....Emeritus
Life Sciences Professor
BS—University of Nevada, Reno
MS—University of Nevada, Reno
EdD—University of Nevada, Reno

Emerson, Amy .....Emeritus
Mathematics
BA—University of South Dakota
MATM—University of Nevada, Reno

Fox, Patricia.....Emeritus
Art Professor
BFA—University of Nevada, Las Vegas
MFA—Utah State University

Frazier, Lisa.....Emeritus
Associate Vice President for Distance Education
M.Ed—Lesley University
BA—Utah State University

Garcia, Steve .....Emeritus
Electrical Technology Professor
AS—Dixie College
BS—Northern Arizona University
MVE—Northern Arizona University

Gonzales, Danny.....Emeritus
Social Sciences Professor
BA—University of Nevada, Reno
MA—University of Nevada, Reno
PhD—University of Nevada, Reno

Greenhaw, Charles*.....Dean Emeritus
BA—University of North Texas
MA—University of North Texas
PhD—University of Nevada, Reno

Hanington, Gary .....Emeritus
Chemistry/Physics Professor
AS—SUNY at Farmingdale
BS—SUNY at Stony Brook
MS—SUNY at Stony Brook
PhD—University of California, San Diego

Hannah, Paul Shelley* .....Emeritus
Social Sciences Professor
PhB—University of North Dakota
MA—University of North Dakota
MA—Texas A & I University
DPL—Oxford University

Heberer, Garry.....Emeritus
Dean of Extended Studies
BA—William Penn College
MA—University of South Dakota
PhD—Ohio University

Helens, Joyce..... President Emeritus
BA—St. Martin's University,
MA—Portland State University

Hogan, Douglas. .....Emeritus
Biology/Chemistry Professor
BS—California State Polytechnic College
MS—California State Polytechnic College

Holland, Ruth .....Emeritus
Nursing
BS—University of Cincinnati
MSN—University of Utah

Howell, Mary Teresa.....Emeritus
English Professor
BA—University of North Dakota
MA—University of North Dakota

Hyslop, Cindy .....Emeritus
Computer Technologies Professor
BS—Western Montana College
MS—Boise State University

Hyslop, Larry .....Emeritus
Computer Technologies Professor
BA—University of Montana
MA—University of Montana

Kilpatrick, Paul ..... President Emeritus
President

King, Janice .....Emeritus
Director of Admissions and Registrar
BA—University of California, Los Angeles
MA—California State University, San Diego

Kuhl, Marilee* .....Emeritus
Nursing Professor
BSN—South Dakota State University
MSN—Idaho State University

Licht, Jon .....Emeritus
Welding Technology Professor
BS—Northern Montana College

Mahlberg, Lynn .....Vice President Emeritus
Vice President for Academic and Student Affairs /Title IX Coordinator/Administrative Officer / Student Conduct Officer
AAS—Yuba Community College
BS—California State University, Chico
MBA—Golden Gate University, San Francisco

Martin, Karen .....Emeritus
Social Sciences Professor
AA—Rick's College
BS—Utah State University
MS—Oregon State University

McFarlane, Michael. Vice President Emeritus
Vice President for Academic Affairs
AB—Humboldt State University
MS—University of Nevada, Reno
PhD—University of Nevada, Reno

McMullen, Cyd .....Emeritus
History/Humanities Professor
BA—University of Colorado
MA—University of Utah
PhD—University of Nevada, Reno

McNally, Richard*.....Emeritus
English Professor
BA—University of Nevada, Las Vegas
MA—University of Nevada, Las Vegas

Moore, Janie .....Emeritus
Assistant to the Vice President for Academic Affairs
Certificate of Achievement—Great Basin College

Murphy, Bret .....Emeritus
Dean, Business and Technology
BS—Montana State University, Northern
MEd—University of Nevada, Reno

Myrhow, Michael*.....Emeritus
Computer Technologies Professor
BA—University of Montana
MS—Kansas State University

Newman, John .....Emeritus
Mathematics Professor
BS—University of Nevada, Reno
MEd—University of Nevada, Reno
PhD—University of Nevada, Reno

Nickel, Ed.....Emeritus
Computer Technologies Professor
BA—Kansas State University
MLS—Emporia State University

Owens, Lynne.....Emeritus
Mathematics Professor
BS — Montana State University, Bozeman
MS — Montana State University, Bozeman

Popeck, Stan*.....Emeritus
Director, Occupational Education
BS—University of Wyoming

Ports, Mark .....Emeritus
Life Sciences Professor
BS—Oklahoma State University
MS—Ft. Hays State University

Pryor, John .....Emeritus
Business Administration Professor
BA—Williams College
MBA—Babson Institute

Puccinelli, Margaret A. .....Emeritus
BSN and A D N Professor
BSN—University of California, San Francisco
MSN—University of California, San Francisco
PhD—Capella University

Shaw, Joyce .....Emeritus
Graphic Designer/Editor
Manager, Media Services
BS—University of Nevada, Reno

Skivington, Gretchen .....Emeritus
Romance Languages Professor
PhD—University of California, Davis
MA—University of Nevada, Reno
BA—University of California Berkley

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

Swetich, Mary .....Emeritus
Director, Ely Center
BS—Colorado State University

Theriault, Stephen J.....Emeritus
Management and Marketing Professor
AA—Citrus College
BS—University of Phoenix
MBA—University of Nevada, Reno

Uhlenkott, Linda.....Emeritus
English Professor
BS—Lewis-Clark State College
MA—University of Nevada, Las Vegas
PhD—University of Nevada, Reno

Warren, Pat .....Emeritus
Director, Continuing Education
BS—California State Polytechnic University, San Luis Obispo
MEd—University of Nevada, Reno

***Deceased**

Part-Time Instructors

Acheson, Carl

Adler, Lisa
AAS—Great Basin College

Ball, Jamie
BA—Virginia Commonwealth University

Bailey, Emily
M.Ed. — University of Nevada, Reno

Barainca, Justin
BA—Southern Utah University
JD—Suffolk University

Bates, Denise

Bath, Andrew
PharmD—Creighton University

Beach, Heather

Beauchamp, Lucas
BS—Oregon Institute of Technology

Bitton, Sarah

Blythe, Michael

Boudinot, Dominique
BAS—Great Basin College

Braithwaite, Richard
BS—University of Utah

Brown, Lisa

Burwell, Beth
MA—Texas Woman's University

Button Katelyn
AAS—Great Basin College

Campbell, Malcolm
Ed.D

Carbon-Mendoza, Traci
M.Ed—University of Nevada, Reno

Castillo, Ashley

Church, Jill
BS—University of Nevada, Reno

Coulson, Danielle
MA—University of Cincinnati

Davlin, Patrick
AAS—Great Basin College

Day, Amber

de Braga, Joe D.
MA—University of Nevada, Reno

Dizon, Joan

Doucette, Joseph

Drummond, Kalynn

Drussel, Peggy
AAS—Great Basin College
BSN—Great Basin College
MSN—Grand Canyon University

Ealy, Justine

Ellis, Sydney
BS—Great Basin College

Elmore, Diane
Ph.D.—University of Nevada, Las Vegas

Farnsworth, Jason
MBA—Western Governors University

Fish, Kourtni
M.Ed.—Western Governors University

Frazier, Lisa C.
M.Ed—Lesley College

Fuller, Michael

Gavorsky, Michelle
MS—Western Governors University

Gilligan, Shane
M.Ed.—West Virginia University

Hardy, Michael

Hawkins, Lisa
MA—Temple University

Heese, Scoti
BSN—Great Basin College

Hite, Conner
BS—University of Alaska, Fairbanks

Holt, Chantel
Alternative Route to Licensure Certificate—Great Basin College

Hunton, Karrie

Jefferson, Ryan

Jensen, Bernice

Johnson Brady

Johnson, Mica

Johnston, Heidi
AAS —Great Basin College
DNP—Boise State University
BSN—University of Phoenix
MSN—University of Phoenix

Jolley, Sarah

King, Ashley
M.Ed.—Northern Arizona University

Kirby, Joshua
BS—Great Basin College

Klassen, Diane

Kolsch, Kirstin
BS—University of Utah

Kunkel, Bernadette B.
MS—University of Phoenix

Lefeber, Amberlia

Lords, Paul O.
Ph.D.—Capella University

Lucero, Billie

Lueck, Lillian

Lynch, Jessica
DNP—University of Nevada, Reno

MacRae, Marie
M.Ed—University of Montana

Martin, Tricia
M.Ed—Grace College of Theological Seminary

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Medrano, Daisy
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Strong, Katie
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Willegas, Terrance

Wade, Roderick

Walker, Matthew
Pharm—Idaho State University

Wall, Jennifer
M.Ed.—Walden University

Wang, Junyi
MS—Western Kentucky University

Ward, Joseph

Whittington, Richard
Williams, Charlie
Ph.D.—Capella University

Williams, KayCee

Willis, Kim

Winters, Michel
BSN—Great Basin College

Yarrell, Donna
MFA—Claremont Graduate University

Zulim, Whitney
M.Ed.—Western Governors University

Reference Guide

Academic Advisement Reports: What-If (WHIF) Reports
Admissions and Records Office, Berg Hall, 775.327.2059

Academic Affairs
Berg Hall, 775.327.2112

Academic Records
Admissions and Records Office, Berg Hall, 775.327.2059

Academic Success Center
McMullen Hall, 775.327.2275

Activities (Student Organizations)
Leonard Center for Student Life, 775.327.2329

Adding and Dropping Classes (Information only)
Admissions and Records Office, Berg Hall, 775.327.2059

Admission Information
Admission Advising and Career Center
Berg Hall, 775.327.2068

Adult Basic Education (ABE)
HiSET Preparation
Adult Learning Center, 1020 Elm Street, 775.327.2222
Chilton Circle Modular, 775.327.2356 or 775.327.2357

Adult High School Diploma Program
Adult Learning Center, 1020 Elm Street, 775.327.2224

Administrative Officer
Berg Hall, 775.327.2355

Area Health Education Center/ UNSOM Outreach
AHEC, Elizabeth Griswold Hall, 701 Walnut 775.738.3828

Assistance with Substance Abuse
Leonard Center for Student Life 775.327.2336

Audio-Visual Equipment
Lundberg Hall, 775.327.2158

Books/Periodicals/Reference
GBC Library, 775.327.2122

Bookstore
Leonard Center for Student Life, 775.753.2270

Building and Grounds
Central Receiving, 775.327.2228

Business
Greenhaw Technical Arts, 775.327.2302

CTE College Credit
Diekhans Center for Industrial Technology Building, 775.327.2286 or 775.327.5300

CTE Job Placement and Internships
Diekhans Center for Industrial Technology Building, 256, 775.327.2167

Campus Tours
Berg Hall, 775.327.2337

Challenge Examinations
Admissions and Records Office, Berg Hall, 775.327.2059

Change of Name/Address/Major
Admissions and Records Office, Berg Hall, 775.327.2059

Community Education Courses
Community Outreach Center, 775.327.5300

Computer Technologies
High Tech Center, 775.327.2208

Computer Services
Lundberg Hall, 775.327.2190

Continuing Education
Community Outreach Center 775.327.5300

Controller's Office
Berg Hall, 775.327.2086

Cooperative Education
Diekhans Center for Industrial Technology Building, 775.327.2287

Copy Services / FAX
Communications, Lundberg Hall 775.327.2149
Evenings: GBC Library 775.327.2122

Dean of Health Science and Human Services
William N. Pennington Health Science and Technology Building, Winnemucca Center, 116
775.327.5869

Deferred Payments
See Payments Plans
See Veterans' Deferred Registration Payments

Disability Resource Center
Berg Hall
775.327.2336

Distance Education
See Office of Classroom of Technology

Dorms—See Student Housing

Driver Education
775.327.5300

Education Department
McMullen Hall, 775.327.2132

Ely Center
2115 Bobcat Drive
Ely, NV 89301
775.327.5350

English
McMullen Hall, 775.327.2234

English as a Second Language
Adult Learning Center, 775.327.2222
Chilton Circle Modular
775.327.2356 or 775.327.2357

Facility Scheduling
Buildings and Grounds, 775.327.2228

Finance and Operations
Berg Hall, 775.327.2085

Financial Aid Information
Student Financial Services, Berg Hall, 775.327.2095

Fitness Center
775.327.2342

Foundation Office
775.327.2382

Grants
775.327.8290

Great Basin College Child and Family Center and the House that Tom and Jack Built
775.327.2387

History
Diekhans Center for Industrial Technology Building, 775.327.2234

Housing Program—See Student Housing

Humanities
McMullen Hall, 775.327.2234

Human Resources
Chilton Circle Modular, 775.327.2349

Individualized Study
Leonard Center for Student Life, 775.327.2336

Industry
Diekhans Center for Industrial Technology Building, 775.327.2287

Institutional Research and Effectiveness
Berg Hall, 775.327.2117

Inter-Library Loan
GBC Library, McMullen Hall, 775.327.2122

Interactive Video
High Tech Center, 775.327.2174

Library
McMullen Hall, 775.327.2122

Life Sciences
Lundberg Hall, 7775.327.5262

Lost and Found
Security, Chilton Circle Modular,
775.327.2354

Mailing Address
1500 College Parkway
Elko, NV 89801

Maintenance Training Cooperative—MTC
Diekhans Center for Industrial Technology
Building, 775.327.2287

Marketing
Lundberg Hall, 775.327.2149

Mathematics
Lundberg Hall, 7775.327.2137

Media Services
Lundberg Hall, 775.327.2149

Microsoft Training and Certification
High Tech Center, 775.327.2208

Non Credit Courses
McMullen Hall, 775.327.5300

Office of Classroom Technology
High Tech Center, 775.327.2174

Online Classes
High Tech Center, 775.327.2185

Orientation
Berg Hall, 775.327.2059

Pahrump Valley Center
551 E. Calvada Boulevard
Pahrump, NV 89048
775.327.5210

Parking Permits (Students with Disabilities)
Leonard Center for Student Life,
775.327.2336

Periodicals
GBC Library, McMullen Hall, 775.327.2122

Payment Plans
Controller Office,
Berg Hall, 775.327.2090
Personnel
Chilton Circle Modular, 775.327.2349

Phi Theta Kappa
Lynette Macfarlan, 775.327.2133

Physical Science
Lundberg Hall, 7775.327.5262

Placement Testing
Diekhans Center for Industrial Technology
Building, 775.327.2275

Public Information
Lundberg Hall, 775.327.2149

President's Office
Berg Hall, 775.327.2108

Recruitment Department
Berg Hall
775.327.2337

Refunds
Controller's Office,
Berg Hall, 775.327.2090

Registration Information
Admissions and Records Office,
Berg Hall, 775.327.2059

Room/Facility Requests
Buildings and Grounds, 775.327.2228

Safety and Security
Chilton Circle Modular,
775.327.2354

Scholarships
Student Financial Services,
Berg Hall, 775.327.2095

School of Arts & Sciences
McMullen Hall, 775.327.2234

School of Business, Computer Technologies, and Online Education
Greenhaw Technical Arts, 775.327.2302

School of Health Sciences and Behavioral Health
Dorothy S. Gallagher Health Sciences
Building, 775.327.2317

School of Industrial Technology and Workforce Development
Diekhans Center for Industrial Technology
Building, 775.327.2287 or 775.327.2286

Services for Students with Disabilities
Berg Hall, 775.327.2336

Sexual Harassment
Berg Hall, 775.327.2115

SIS Operations
Berg Hall, 775.327.2094

Social Sciences
Diekhans Center for Industrial Technology
Building, 775.327.2234

Special Programs
Berg Hall, 775.327.5300

Student Affairs
Berg Hall, 775.327.2115

Student Conduct Officer
Berg Hall, 775.327.2115

Student Employment Services/
Job Placement
Chilton Circle-Modular, 775.327.2348

Student Financial Services
Berg Hall, 775.327.2095

Student Government Association
Leonard Center for Student Life,
775.327.2329

Student Housing
Griswold Hall, 775.327.2395

Student Life
See Activities

Testing
Academic Success Center
McMullen Hall, 775.327.2247

Theatre Arts
Diekhans Center for Industrial Technology
Building, 775.327.2249

Title IX Coordinator
Berg Hall, 775.327.2336

Title IX Investigator
Security, 775.327.2354

Transcript Request
Admissions and Records Office,
Berg Hall, 775.327.2082

Transfer Center
Counseling Office, Berg Hall,
775.327.2077

Tutoring
Academic Success Center,
McMullen Hall, 775.327.2247

Veteran Resource Center
VA, School Certifying Official
McMullen Hall,
775.327.2131

Vice President for Student and Academic Affairs
Berg Hall, 775.327.2115

Vice President for Finance and Operations
Berg Hall, 775.327.2106

Virtual Humanities Grant
McMullen Hall
775.327.2146

Web Address
www.gbcnv.edu

Winnemucca Center
5490 Kluncy Canyon Road
Winnemucca, NV 89445
775.327.8200

FAX Directory

Academic Affairs Office
775.327.5131

Admission Advising and Career Center
775.327.5071

Admissions and Records Office
775.327.5071

Buildings and Grounds
775.327.5084

Child and Family Center
775.327.5092

Continuing Education
775.327.5316

Controller's Office
775.327.2195

Financial Aid
775.327.5105

Follett Bookstore
775.327.5130

Human Resources
775.327.5273

Interactive Video
775.327.5037

Lundberg Hall /Communications
775.327.5301

President's Office
775.327.5131

Science
775.327.5262

Security
775.327.5273

Campus Centers and Satellites

Armogosa, 89020
775.272.2000 (w)
775.727.2012 (f)

Alamo, 89001
775.272.2000 (w)
775.727.2012 (f)

Austin, 89310
775.635.2318 (w)
775.635.0340 (f)

Battle Mountain, 89820
775.327.8200 (w)

Beatty, 89003
775.272.2000 (w)
775.727.2012 (f)

Carlin, 89822
775.754.6317 (w)

Crescent Valley, 89821
775.635.2318 (w)
775.635.0340 (f)

Ely Center, 89301
775.327.5350(w)
775.327.5281 (f)

Esmeralda County
775.272.2000 (w)
775.727.2012 (f)
Dyer, 89010
Goldfield, 89013
Silverpeak, 89047

Eureka, 89316
775.327.5350(w)
775.327.5281 (f)

Gabbs, 89409
775.272.2000 (w)
775.727.2012 (f)

Hawthorne, 89415
775.623.4824 (w)
775.623.1812 (f)

Jackpot, 89825
775.327.2174

Lovelock, 89419
775.623.4824 (w)
775.623.1812 (f)

McDermitt, 89421
775.623.4824 (w)
775.623.1812 (f)

Owyhee, 89832
775.757.3025 (w)
775.757.2290 (f)

Pahrump Valley Center
775.327.5210 (w)
775.327.5167 (f)

Panaca, 89042
775.327.5350(w)
775.327.5281 (f)

Round Mountain, 89045
775.272.2000 (w)
775.727.2012 (f)

Tonopah, 89049
775.272.2000 (w)
775.727.2012 (f)

Wells, 89835
775.327.2174 (w)
775.752.3590 (f)

Wendover, 89833
775.327.2174 (w)
775.644.2287 (f)

Winnemucca Center, 89445
775.327.8200 (w)

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