

Catalog

2009 - 2010



NEVADA STATE
COLLEGE

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Confidentiality and Release of Information

The confidentiality and security of student educational records are of primary importance to the college. As amended, the Family Educational Rights and Privacy Act (FERPA) of 1974 ensures that eligible students have the right to inspect and review educational records, files and other data; to waive the right of inspection and review of confidential letters and statements of recommendation filed since January 1, 1975; to challenge the content of educational records to ensure that it is not misleading or inaccurate; and to preclude any or all directory information from being released.

Most college discipline records are defined as education records by FERPA and therefore protected from disclosure without written consent of the student. Two exceptions to this are: (1) the outcome of any disciplinary proceeding alleging a sex offense must be disclosed to the accuser, and (2) some records of the Police Department created and maintained solely by that unit are not protected from disclosure by FERPA.

Student access is not permitted to the financial statements of parents; to confidential statements and recommendations filed prior to January 1, 1975; to records that the student has waived the right to inspect; to records of instructional, supervisory and administrative personnel; to records created by a law enforcement unit, for a law enforcement purpose, and maintained by a law enforcement unit; to records that are created and maintained by a physician, psychiatrist, psychologist or other recognized professionals or paraprofessionals acting or assisting in a professional or paraprofessional capacity; or to college records that contain only information relating

to a person after that person is no longer a student. Requests for review of educational

records are processed within 45 days of submittal.

The college does not allow access to, or the release of, educational records or other personally identifiable information without the written consent of the student, and, when in person, verification through picture identification, except that the college must disclose information to students requesting review of their own records and to authorized governmental officials or agencies for audit and evaluation of state and federally supported programs.

The written consent must be signed, dated and should include the birth date of the student. The written consent must specify the educational records to be disclosed, the purpose or purposes of the disclosure and the party or parties to whom the disclosure may be made.

The college may disclose, without a student's written consent, educational records or other personally identifiable information to full-time college employees having authorized access; to the Office of Admissions, the Office of the Registrar and/or appropriate officials of another school or school system in which the student intends to enroll; to people or organizations providing student financial aid; to accrediting agencies involved in accrediting functions; to parents of a student whose status as a dependent has been established according to the Internal Revenue Code of 1954, Section 152; to an alleged victim of any crime of violence the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime; in compliance with a judicial order or lawfully issued subpoena, provided, the college makes a reasonable attempt to notify the student of the order or subpoena in advance of compliance, except if commanded not to do so in a subpoena, if the subpoena has been issued for a law enforcement purpose or by a federal grand jury; to authorized officials in connection with an emergency, if knowledge of the

information is necessary to protect the health or safety of a student or other people.

Directory information is considered public and may be released without written consent unless specifically prohibited by the student concerned. Data defined as directory information includes: student names, addresses, telephone numbers, e-mail addresses, major fields of study, student participation in officially recognized activities, dates of attendance, degrees and awards received, photographs for college use, and listings of the most recent educational agency or institution that students have attended.

A student may restrict the publication of information by completing a Request to Prevent Disclosure form which can be found in the Office of the Registrar or on the Office of the Registrar website.

NSC DIRECTORY INFORMATION

In accordance with the Nevada State College policy and the U.S. Family Education Rights and Privacy Act of 1974 (FERPA), NSC vigorously protects the privacy of student's education records. NSC does not release private records of individual students, such as grades and class schedules, without prior consent of the student.

As permitted under federal law, the sole exception to the above practice is the release of "directory" information considered to be public in nature and not generally deemed to be an invasion of privacy. At NSC, the following categories are defined as "directory" information: Name, address, e-mail address, telephone number, dates of attendance, full-time/part-time status, academic major, college and grade level, academic honors, other academic institutions recently attended, participation in NSC organizations, and degrees earned and dates attended.

NSC uses directory information for non-commercial, educational purposes, such as to mail notices to students about changes in policies, services, or opportunities. Directory information may also be provided for commercial purposes to NSC affiliates, honors societies, the alumni association and foundation, or other individuals for purposes that may be beneficial to students. NSC exercises discretion in responding to requests for directory information and may or may not provide such information when requested, depending on the intended purpose of the request. NSC does not sell or rent student information for a fee.

You have the right to request that NSC not release directory information about you for commercial and/or non-commercial purposes.

WARNING: It is important to consider carefully the potential consequences of restricting the release of directory information. For example, if you restrict release for non-commercial educational purposes, NSC will be unable to place your name in publications such as honors and graduation programs; to confirm graduation and dates of attendance to potential employers; to verify enrollment with organizations such as insurance companies; or to send notifications about specialized scholarships.

If, after due consideration, you wish to restrict the release of directory information, please check one of the boxes below indicating your authorization.

☐ Remove my name from directory information for commercial purposes. Commercial purposes would include such organizations that provide health insurance, tuition payment plans, invitations to join academic organizations, or the alumni association. The organizations provide students with information, services and benefits.

☐ Remove my name from directory information for non-commercial purposes. Non-commercial purposes would include such purposes as publications in honors and graduation programs, verification of enrollment for health insurance, degree verification for employment, invitations to apply for specialized scholarships, or invitations to attend specialized activities or workshops.

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

☐ I previously asked to remove my directory information for one of the purposes listed above, and now wish to allow release of my directory information.

SIGNATURE

PRINT NAME

STUDENT ID

DATE

This authorization can be mailed, faxed, or delivered in person to the **Office of the Registrar**, 1125 Nevada State Drive, Henderson, Nevada 89002, fax (702) 992-2111. This directive will apply permanently to your record, even following graduation, until you choose to reverse it by submitting a written authorization to the Office of Admissions.

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2009-2010 Academic Calendar

Fall Semester 2009

August 21 (Fri)	All Fall 2009 Fees Due 1st Deferred Payment Due PURGE – students who have not paid for classes or arrangements will be dropped from classes
August 24 (Mon)	Classes Begin
August 30 (Sun)	Last Day to Add/Drop Last Day for 100% Refund Last Day to Change Grading Option
September 7 (Mon)	August 31 (Mon) Labor Day – No Classes (Campus Closed)
October 1 (Thurs)	2nd Deferred Payment Due Last Day to Apply for Spring 2010 and Summer 2010 Graduation
October 2 (Fri)	Last Day to receive 50% for Withdrawing Completely from the College
October 16 (Fri)	Last Day to Withdraw from Classes with a 'W' grade
October 27 (Tues)	Final Deferred Payment Due
October 30 (Fri)	Nevada Day Observed – No Classes (Campus Closed)
November 9 (Mon)	Spring 2010 Registration Begins for Continuing Degree Students
November 11 (Wed)	Veteran's Day Observed – No Classes (Campus Closed)
November 16 (Mon)	Spring 2010 Registration Begins for New Degree Students
November 26 - 29 (Thurs-Sun)	Thanksgiving Holiday – No Classes (Campus Closed)
November 30 (Mon)	Spring 2010 Registration Begins for All Non-Degree Students
December 7-12 (Mon – Sat)	Finals held on Last Class Day for Each Class
December 12 (Sat)	Last Class Day
December 15 (Tues)	Last Day to Change 'I' grade from Spring and Summer 2009
December 16 (Wed)	Grades Due by 12:00 PM
December 25 (Fri)	Christmas Holiday Observed

January Term 2010

December 31 (Thurs)	January 2010 Fees Due
January 1 (Fri)	New Years Day – No Classes (Campus Closed)
January 4 (Mon)	Classes Begin Last Day to Add/Drop and Receive 100% refund
January 11 (Mon)	Last Day to Withdraw
January 16 (Sat)	Last Class Day
January 18 (Mon)	Martin Luther King Jr. Birthday Observed – No Classes (Campus Closed)
January 20 (Wed)	Grades Due by 12:00 PM

Spring Semester 2010

January 15 (Fri)	All Spring 2010 Fees Due
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	1st Deferred Payment Due
	PURGE – students who have not paid for classes or made payment arrangements will be dropped from classes
January 18 (Mon)	Martin Luther King Jr. Birthday Observed – No Classes (Campus Closed)
January 19 (Tues)	Classes Begin
January 25 (Mon)	Last Day to Add/Drop
	Last Day for 100% Refund on Individual Classes
	Last Day to Change Grading Option
February 1 (Mon)	Last Day to Apply for Fall 2010 Graduation if Walking in Spring 2010 Commencement
February 15 (Mon)	President's Day Observed – No Classes (Campus Closed)
February 22 (Mon)	2nd Deferred Payment Due
February 26 (Fri)	Last Day to receive 50% for Withdrawing Completely from the College
March 1 (Mon)	2010-2011 FAFSA Priority Filing Deadline
March 12 (Fri)	Last Day to Withdraw from Individual Classes with a 'W' grade
March 14 - 21 (Sun – Sun)	Spring Break
March 29 (Mon)	Final Deferred Payment Due
April 5 (Mon)	Summer and Fall 2010 Registration Begins for Continuing Degree Students
April 12 (Mon)	Summer and Fall 2010 Registration Begins for New Degree Students
April 19 (Mon)	Summer 2010 Registration Begins for Non-Degree Students
April 26 (Mon)	Fall 2010 Registration Begins for Non-Degree Students
May 3 (Mon)	Last Day to Apply for Fall 2010 Graduation
May 3 -8 (Mon – Sat)	Finals Held on Last Class Day of Each Class
May 8 (Sat)	Last Class Day
May 8 (Sat)	Commencement at 7:00 pm
May 12 (Wed)	Grades Due by 12:00 PM
May 17 (Mon)	Last Day to change 'I' grade from Fall 2009

Summer Semester 2010

May 14 (Fri)	12 Week and 1st 6 Week Session Fees Due
	PURGE – students who have not paid for classes or made payment arrangements will be dropped from classes for 12 Week and 1st 6 Week Sessions
May 17 (Mon)	Classes Begin for 12 Week and 1st 6 Week Sessions
May 24 (Mon)	Memorial Day Observed – No Classes (Campus Closed)
June 25 (Fri)	2nd 6 Week Session Fees Due
	PURGE – students who have not paid for classes or made payment arrangements will be dropped from classes for 2nd 6 Week Session
June 26 (Sat)	Last Class Day for 1st 6 Week Session
June 28 (Mon)	Classes Begin for 2nd 6 Week Session
June 30 (Wed)	1st 6 Week Grades Due by 12:00 PM
August 7 (Sat)	Last Class Day for 12 Week and 2nd 6 Week Sessions
August 11 (Wed)	Grades Due by 12:00 PM

President's Welcome



Welcome to Nevada State College! NSC is Nevada's public four-year baccalaureate institution emphasizing teaching and learning. Our mission is to educate the next generation of professionals who will become the leaders of the State of Nevada. The core values of the College are captured by the logo, **iTeach**, which represents innovation, teaching excellence, economic development, assessment, customer service, and heritage. The upper case T in the logo signifies the primacy of teaching. As signified by our use of iTeach, we have a faculty of outstanding teachers and a staff dedicated to serving your needs. Come to Nevada State College for an education that will launch your career.

ABOUT NEVADA STATE COLLEGE

Policy Statements

Where no specific academic policy is in place for Nevada State College, the college will follow the current applicable policy in force at the University of Nevada, Reno and the Nevada System of Higher Education.

Legal Notice

The Nevada State College General 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 and programs described. The programs described do not constitute a contractual commitment with the student on the part of the college. The college reserves the right to eliminate, cancel, reduce, or phase out courses, programs, and requirements for financial, curricular, or programmatic reasons; to limit enrollments in specific programs and courses; to change fees during the student's period of study; and to require a student to withdraw from the institution for cause at any time.

Affirmative Action/Equal Opportunity

Nevada State College is an Affirmative Action/Equal Opportunity employer and does not discriminate on the basis of race, color, religion, sex, age, creed, national origin, veteran status, physical or mental disability, and in accordance with college policy, sexual orientation, in any program or activity it operates. Nevada State College employs only United States citizens and aliens lawfully authorized to work in the United States.

Student Responsibilities

It is the student's responsibility to:

1. Read and understand the contents of the college catalog.
2. Become familiar with all college policies & procedures.
3. Be aware of all college deadlines, including dates for registration, change of registration, withdrawal, and fee payment.
4. Contribute to the maintenance of a campus environment conducive to intellectual curiosity, civility, and diversity.
5. Keep the college informed of changes in address, phone number, enrollment changes which might affect financial aid awards and/or any other circumstances which could affect satisfactory progress toward a degree.

Student Expectations

Students are expected to:

1. Attend class and complete all assignments in accordance with the expectations established by their instructors and programs of study.
2. Conduct themselves in the classroom in a manner which contributes to a positive learning environment for all.
3. Familiarize themselves with all college policies and procedures.
4. Ask questions and seek clarification, direction, and guidance to any class assignment, college policy, or procedure which is unclear.
5. Students may be expected to complete class requirements beyond the published meeting times. This varies by course and instructor.

College Values and the Exchange of Ideas

The modern state college fosters the acquisition of knowledge and the distribution of newly discovered information. It enlivens curiosity, cultivates critical judgment, and encourages the contribution of its informed students to the development of American society. Nevada State College is committed to these goals and to the maintenance of an

academic environment which advances the free exchange of ideas.

While prohibition of certain kinds of speech can have a chilling effect on the free and open exchange of ideas, a policy of civility and tolerance can protect the environment, which is free of intimidation to promote open debate.

Personal verbal harassment of one individual by another is uncivil behavior, which can taint or pollute the learning climate and discourage open expression of ideas on legitimate academic subjects.

The college is committed to an orderly learning environment, which protects the right of free speech and rejects personal intimidation of any kind.

Mission Statement

Nevada State College is a comprehensive, baccalaureate institution of higher learning. As a new member of the Nevada System of Higher Education, Nevada State College is dedicated to providing quality educational, social, cultural, economic, and civic advancement for the citizens of Nevada. Through student-centered learning, Nevada State College emphasizes and values: exceptional teaching, mentoring, advisement, scholarship, career and personal advancement, continuing education, and service to our community. The college helps address Nevada's need for increased access to higher education for students entering the higher education system and for students transferring from the state's community colleges.

The college offers a wide range of baccalaureate programs and selected masters programs designed to meet the general needs of the State of Nevada and the specific needs of the southern region of the state. Special emphasis is placed on addressing the state's need for effective, highly educated and skilled teachers and nurses, and the commitment is made to developing and promoting partnerships with Nevada's public school system, the state's health care providers, and Nevada's colleges and universities. The curriculum of Nevada State College will be based upon

the community's needs, the needs of business and industry, and the desires and demands of the students.

Contact Information

<http://www.nsc.nevada.edu>

Address: 1125 Nevada State Dr.
Henderson, NV 89002

Phone: (702) 992-2000
Fax: (702) 992-2226

Nevada State College is one of eight institutions within the Nevada System of Higher Education. The main campus is located in the city of Henderson, in the Las Vegas Valley.

History

Dr. Richard Moore, founding President, was appointed by the Board of Regents to lead Nevada's newest four-year college. The mission of the college was to educate the future work force of Nevada, particularly in the areas of education and nursing. Though Dr. Moore left the college in the spring of 2002, growth continued under the interim President, Dr. Chris Chairsell. On September 3, 2002, Nevada State College opened its doors with 177 students enrolled.

The fall enrollment in 2003 was 569 students. The enrollment had increased 222% over the initial year's enrollment. The search for a new President to replace Dr. Moore was completed during the fall semester of 2003, and Dr. Kerry Romesburg assumed the presidency. During Dr. Romesburg's tenure, policies and procedures were written, curriculum was refined, the assessment of the student learning plan was developed, faculty and student government venues were defined, and marketing was instituted. Various partnerships were formed with the other Nevada higher education institutions, healthcare agencies, and the Clark County School District. The initial NSC graduating class in May of 2004 consisted of 13 students.

Dr. Romesburg accepted another position in the spring of 2004. NSC opened for the fall

semester of 2004 under the direction of Interim President Dr. Pat Miltenberger. The official enrollment was 786. The increased student presence was supported by additional faculty hires. The student head count increased to 1,446 for the spring semester 2005.

Dr. Fred Maryanski was hired as the NSC President in February of 2005. Dr. Maryanski was quick to formulate a master plan for the college, focusing on private and public sector partners. Dr. Maryanski has supported the self-study / accreditation efforts and the mission of the college. The official enrollment for Fall 2006 was 1959 students and 2196 for Fall 2007.

Accreditation

In July 2006, Nevada State College was granted accreditation "candidacy" status by the Northwest Commission on Colleges and Universities. As a result, NSC is able to award and disburse financial aid independently, while other institutions can accept NSC coursework without a sponsorship letter from the University of Nevada, Reno. NSC will continue its accreditation efforts under the sponsorship of UNR, which provides oversight for NSC's programs and services.

State Approvals

The School of Education has provisional approval of the Nevada State Board of Education. The Nursing program has full approval from the Nevada State Board of Nursing and is accredited by the Commission on Collegiate Nursing Education.

RESOURCES, SERVICES AND REFERRALS

Nevada State College recognizes that transition into college is exciting, challenging, and, at times, overwhelming. Students who are coming to Nevada State straight from high school have to adjust to the differing expectations and culture of the college. At the same time, these students are undergoing the transition from dependence to independence, forming their identities as young adults, and meeting many new people. Returning adults must also undergo challenging transitions to meet the demands and rigors of college study. Many returning adult students are juggling family, career, caring for older parents, and school. Nevada State College is committed to helping students succeed by offering a variety of resources and services to assist with the academic, social, or personal issues that may arise, including those listed below.

Academic Advising

At Nevada State College, students are assigned an advisor upon entrance to the college. Students' admissions letters notify them of the name and contact information for assigned advisors. Students are urged to consult with their advisor prior to course registration to ensure they are registering for appropriate courses. For students who have not yet decided on a major, the advising office provides academic advising and guidance. Students may also participate in an online advising session available at: <http://www.nsc.nevada.edu/academics/advising/index.htm>.

Academic Advisors are available to assist with:

- Scheduling placement exams
- Understanding the college requirements for selected degrees
- Choosing a major
- Planning course selection and registration
- Dropping and adding classes
- Becoming familiar with the college and available resources

- Keeping track of academic progress

Academic Advisors are ready to discuss:

- Progress towards degree
- Strategies to improve GPA
- Building a course of study
- Academic difficulties
- Help in identifying career interests
- Help with study skills

Bookstore

As an independent bookstore owned by Nevada State College, Nevada State Bookstore is an active part of the Nevada State College community. Opening in May of 2004, the Bookstore carries merchandise selected and occasionally designed by members of our campus. Nevada State College insignia apparel is available in both traditional collegiate styles and contemporary fashions.

Nevada State Bookstore is much more than somewhere to buy textbooks and apparel. We offer general books, health science supplies and reference materials, in addition to a growing gift department. You can also find us on FaceBook, MySpace and GoodReads. We welcome Nevada State College students, faculty and staff, as well as the surrounding community to stop by the Dawson building and browse shelves.

Contact Information:

Nevada State Bookstore is located at the Dawson Campus.
1125 Nevada State Drive
Henderson, Nevada 89002

Ph: 702-992-2340

Fax: 702-992-2341

E-Mail: bookstore@nsc.nevada.edu

<http://www.nsbookstore.org>

Career Center

Nevada State College is dedicated to the success of its students, not only during their years of study at the college but also after they move beyond college. The following link contains information about majors and careers, resumes and interviews, as well as jobs and internships:

<http://www.nsc.nevada.edu/Students/CareerCenter/Index.asp>.

Computing Resources

Nevada State College's Office of Information Technology (OIT) supports a number of computer labs and open workstations that provide computing resources to all registered students, faculty, and staff.

Dawson – 1125 Nevada State Dr, Henderson, NV 89002

- DAW-104 (Library): 36 Windows based workstations, 4 Mac OS based workstations, network printing, document imaging capabilities
- DAW-119 (Great Hall): 10 Windows based workstations, network printing
- DAW-119: 7 Windows based workstations

Basic & Water I – 303 S. Water St., Henderson, NV 89015

- BW1-230 (2nd Floor Lobby): 8 Windows based workstations, network printing

Basic & Water II – 311 S. Water St., Henderson, NV 89015

- BW2-124 (1st Floor Lobby): 6 Windows based workstations, network printing
- BW2-200 (Library): 40 Windows based workstations, network printing

Liberal Arts & Sciences – 1021 E. Paradise Hills Dr., Henderson, NV 89002

- LAS-125 (SAC): 15 Windows based workstations, network printing
- LAS-126: 5 Windows based workstations
- LAS-129: 5 Windows based workstations

All workstations provide access to email, the Internet, Microsoft Office, online registration, and WebCampus. In addition, all NSC facilities offer wireless accessibility.

For information about accessing NSC workstations, email, WebCampus, or other technology services available to students, please contact the Computing Support

Center at (702) 992-2400 or visit the OIT website at <http://nsc.nevada.edu/infotech>.

Disability Accommodations (RCSD Office)

At Nevada State College, we recognize our responsibility and embrace the opportunity to meet the unique educational needs of students with documented disabilities. The staff of the Resource Center for Students with Disabilities (RCSD) is dedicated to providing a coordinated program of support services for students qualifying as disabled under the Americans with Disabilities Act (ADA) and Section 504 guidelines. RCSD staff assists students in negotiating disability-related barriers and strives to improve access to and the opportunity to participate in, contribute to, and benefit from academic and campus life, as well as maximize independence. Confidential, sensitive, and individualized services are provided upon student request. Our services are free of charge.

Students who have documented disabilities that may require assistance should contact the Resource Center for Students with Disabilities (RCSD), by calling (702) 992-2180 voice, (702) 992-2098 TDD. The RCSD office is located in BWII room 113.

Library Services

The Nevada State College Library's physical collection includes over 8,000 volumes that serve the college in support of its academic mission. Students have access to a variety of specialized databases, including CINHALL, JSTOR, and Academic Search Premier. Library resources and services are provided in Dawson room 104 and in BWII room 200. In addition to this collection, Nevada State College students have on-site circulation privileges and borrowing rights among NSHE Academic/Research libraries, including libraries at UNLV and CSN. Access to NSC Library services is available on campus through a system network and remotely via the Internet.

Student Activities

Information about Student Government and Clubs is available through the Nevada State Student Alliance. Their office is located in the Dawson building, room 119, and can be contacted by calling (702) 992-2190.

NEVADA STATE STUDENT ALLIANCE (NSSA) YOUR STUDENT GOVERNMENT

The Nevada State Student Alliance is the official student voice for the Nevada State College, advocating for student rights and enhancing student life on campus.

NSSA provides a variety of events and activities throughout the year. Participating in one of the programs is a great way to have fun, meet new people, and learn outside of the classroom. NSSA has something for everyone.

Becoming a Senator

If you are interested in becoming a senator or just getting involved with a committee, contact the NSSA office at 702-992-2190 or via email at nssa@nsc.nevada.edu.

Join a Board

- **Clubs & Organizations Board:** Assists in establishing new clubs and student organizations and develops a forum to address student organizations concerns.
- **Programming Board:** Plans student activities including welcome week activities, family friendly social events, and finals week study break programs.
- **Budget and Finance Board:** Develops a budget and keep records of expenditures and revenues.
- **Public Relations Board:** Develops a forum to address students, schools, and/or community concerns and oversees any public relations projects.
- **Capital Improvement Board:** Plans projects that will better Nevada State Student Alliance and the Nevada State College community.

Student Organizations

Nevada State College has a variety of student organizations to offer students. For a complete listing, please contact the NSSA Office. If you do not see a student organization or club that you are interested in, but want to become a founder of a student organization or a club all you need is five interested student participants.

Contact NSSA

Office is located in the Dawson Building, Great Hall area.

Phone: 702.992.2190

Website: www.nsc.nevada.edu/nssa/

Fax: 702.992.2101

e-mail: NSSA@nsc.nevada.edu

Clubs: Nevada State College has a variety of clubs in which students can participate. Clubs can be started with as little as five student members. NSSA will support efforts with start up funds. For further information contact the NSSA office or visit the NSSA website at <http://www.nsc.nevada.edu/nssa>.

New & Transfer Student Orientation

There are distinct programs that are planned for new and transfer students, as well as their families. One program is held on multiple dates through the summer, focusing on providing academic advising, financial aid information, and registration assistance. The second program called the Scorpion Welcome, is held the Saturday before classes begin.

- Orientation helps students navigate the sometimes difficult transition of becoming a college student.
- Students receive essential information about college expectations, services, and requirements.
- Students meet their fellow students and begin to form relationships and friendships that will make their college life more enjoyable and successful.
- Students are introduced to faculty and have an opportunity to learn more about major and career opportunities.
- Students who participate in orientation are much more likely to do well in their classes and graduate from college.

For more information on New & Transfer Student Orientation, please call 702-992-2134.

Tutorial Services

Tutoring and other academic support services are available from the Student Academic Center (SAC). The SAC is dedicated to academic success and support through services such as individual tutoring, study groups, workshops, study tools, and study hall. The Student Academic Center's vision is to develop an academic community of students who have the necessary skills to succeed at Nevada State College and beyond. The mission is to provide academic guidance through peer to peer support, enhancing learning skills, and providing an atmosphere conducive to the learning process. The SAC assists in a variety of subject matters from math and English, to biology and chemistry. Drop-in hours are offered for students to seek assistance, as well as individual appointments, study group appointments, and online tutoring. Aside from tutoring, the SAC offers several workshops a semester to assist students with topics such as writing, test taking, and time management. Students may contact the Student Academic Center at (702) 992-2990 or email at thesac@nsc.nevada.edu. The SAC is located on the first floor of the Liberal Arts and Science Building (LAS) in room 125. A Writing Center is also available in the Great Hall of the Dawson Building.

Nevada State College students also have access to the tutorial services on all three College of Southern Nevada campuses. Walk-ins are welcome at any Math, Writing, or Spanish lab. Call (702) 651-3187 for more information.

ADMISSIONS INFORMATION

General Admissions Policies

1. All applicants for admission to Nevada State College must be at least fifteen years old.
2. All new students are required to furnish satisfactory evidence of good moral character as evidenced by a certificate of graduation or of honorable dismissal from the school last attended.
3. All applicants for admission shall complete such tests and furnish such information as required by the regulations published in the Admissions Information section of the applicable catalog.
4. All students admitted to Nevada State College are required to take appropriate tests for use in academic advisement and proper course placement in accordance with the Board of Regents Handbook, Title 4, Chapter 16, Section II.
5. Admission to the college does not mean admission to the program of choice. Specific programs, such as nursing and teacher preparation, may have additional admission requirements. These may be reviewed in this catalog.
6. Falsification of documents for the purposes of admission. The Office of Admissions & Records is responsible for the verification of documents and credentials submitted for the purpose of admittance into the college. If it is determined that a student has sought admission on the basis of incomplete or fraudulent credentials or misrepresentations in the written application for admission, the student is notified in writing of the allegation. The student must respond in writing within 10 college working days of receipt of the letter. If after reading the response the Director still determines that the student's documents were falsified, one of the following actions may be taken and the student is notified in writing:

- a. The student's registration shall be cancelled without refund of any fees
- b. The total credits earned following admission will be rescinded
- c. Future registration at the college will be prohibited

The student may file a written appeal to the college President within ten days of receipt of the letter. The President's decision is final.

7. A student who has completed an Associate of Business, Associate of Art, or Associate of Science from a Nevada System of Higher Education institution will be admitted to Nevada State College regardless of the cumulative grade point average. Those students who have a grade point average (GPA) of less than 2.0 on a 4.0 scale will be admitted on probationary status.

Freshman Admission

A student can be admitted as a freshman to Nevada State College by one of the following paths:

1. A standard Nevada high school diploma with a minimum grade point average (GPA) of 2.0 on a 4.0 scale and complete the following courses:
 - a. 4 years of English: Emphasis on composition, rhetoric, and American, English, and world literature.
 - b. 3 years of Mathematics: At least two years at the Algebra I level or higher, including first and second year algebra, geometry, analytic geometry, trigonometry, pre-calculus, probability, statistics, and other advanced mathematics.
 - c. 2 years of Natural Science (lab or simulation): Including biology, chemistry, or physics, with at least one year in a laboratory science.
 - d. 3 years of Social Science/Studies: Including world history and geography, US history, economics, government, or law.

2. **General Equivalency Diploma (GED):**
Students who received a GED must show subtest scores of a minimum of 450 in each of the tested areas. The Admission Review Committee will determine admission status. A student with a particularly low score on a tested subject may be admitted conditionally and be required to take courses in the required deficient area.
3. **Home Schooled Students:**
 - a. Students who have been officially excused from compulsory high school should contact the Director of Admissions and Orientation to have their credentials reviewed.
 - b. Home schooled students are required to meet the minimum grade point average (GPA) of 2.0 on a 4.0 scale, and complete the following courses:
 - 4 years of English: Emphasis on composition, rhetoric, and American, English, and world literature.
 - 3 years of Mathematics: At least two years at the Algebra I level or higher, including first and second year algebra, geometry, analytic geometry, trigonometry, pre-calculus, probability, statistics, and other advanced mathematics.
 - 2 years of Natural Science (lab or simulation): Including biology, chemistry, or physics, with at least one year in a laboratory science.
 - 3 years of Social Science/Studies: Including world history and geography, US history, economics, government, or law.
 - c. Additionally, these students are required to take the SAT or ACT to determine college preparation and/readiness.

Transfer Admission

Students transferring from a regionally accredited college or university must have a minimum grade point average (GPA) of 2.0 on a 4.0 scale, and have completed a minimum of 12 transferable credits. Nevada

State College requires that all transcripts from all institution(s) attended be submitted with the application for admission. If a student has completed less than 12 transferable credits, the student will be required to submit official high school transcripts to be considered for admission.

A.A., A.B., and A.S. please refer to the Admission Policy.

Admission to pre-major, please refer to Admission Policy.

Advanced Undergraduate Standing

Admission with advanced undergraduate standing is granted to a student transferring from another accredited college or university provided that:

- The applicant is in good standing and eligible to return to the educational institution last attended.
- An official transcript has been presented to the Office of Admissions & Records showing an overall grade point average of 2.0 or above on a 4.0 scale on all acceptable or transferred credits.

Readmission/Update Admission

Students who have not attended during the semester for which they were admitted must complete a readmission application/update application. A student's application is valid for one year, but it is required that a student give the college updated information.

Any student who previously attended Nevada State College, but has not attended for one year, must complete the readmission application/update application, and provide the college with the application processing fee and updated official transcripts from all institutions attended during the absence from the college.

Alternative Admission Program

Students who are denied admission to the college may petition, in writing, to the Office of Admissions & Records within ten (10) days of receipt of their denial letter. The

Admissions Review Committee will review the petition and make a determination of admissibility.

The criteria for admission under the alternative admission program are:

1. A combination of test scores and grade point average that indicate potential for success
2. Special talents and/or abilities such as, but not limited to, the visual or performing arts
3. Improvement in the high school record
4. Overcoming adversity or special hardship
5. Other evidence for potential success
6. Other special circumstances

Non-Degree Admission

Any student not wishing to complete a degree with Nevada State College can attend as a non-degree-seeking student. This status would allow the student to complete up to 15 credits per semester. Any student who then wishes to pursue a degree with NSC is allowed to use up to 24 credits taken under non-degree status towards the major/program of choice at the college.

Any student who does not meet the admission requirements for Nevada State College may also attend the college as a non-degree-seeking student.

Students under non-degree status are not eligible for Federal Financial Aid and will register later than all degree-seeking students.

Credit Evaluation Policies

Students entering Nevada State College may be awarded credit for previous college or university course work, nationally administered examinations, and military service, according to policies established by the Nevada System of Higher Education.

Previous College or University Work

Students who have transferred from a regionally accredited institution of higher education will be granted credit for work

completed which is equivalent to courses offered at Nevada State College. The amount of credit awarded will depend upon the following:

- Credits accepted in transfer must have been earned at an institution accredited by one of the eight regional accrediting associations listed below and recognized by the Council on Postsecondary Accreditation or they must have been earned at an institution that is a candidate or sponsored by an institution that is accredited by one of these agencies:
 - a. Middle States Association of Colleges and Schools (MSA)
 - b. Northwest Association of Schools and Colleges (NASC)
 - c. North Central Association of Colleges and Schools (NCA)
 - d. New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)
 - e. New England Association of Schools and Colleges, Inc./Commission on Technical and Career Institutions (NEASC-CTCI)
 - f. Southern Association of Colleges and Schools/Commission on Colleges (SAC-CC)
 - g. Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC-Jr.)
 - h. Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC-Sr.)
- Credits from nationally accredited institutions will not be accepted by NSC. However, credits earned from specialized institutions offering associate, bachelor, or advanced degrees that are accredited, candidates for accreditation, or are sponsored by institutions that are accredited by one of the following eight national accrediting associations listed below and recognized by the Council on Postsecondary Accreditation will be evaluated on an individual, course-by-course basis if requested by the student by means of petition.
 - a. Accrediting Association of Bible Colleges (AABC)

- b. Association of Advanced Rabbinical and Talmudic Schools (AARTS)
 - c. Accrediting Bureau of Health Educating Schools (ABHES)
 - d. Accrediting Commission for Career Schools/Colleges of Technology (ACCSCT)
 - e. Accrediting Council for Independent College and Schools (ACICS)
 - f. Association of Theological Schools in the United States and Canada (ATS)
 - g. Council on Occupational Education (COE)
 - h. Distance Education and Training Council (DETC)
- Credit may be granted for courses that are comparable to those offered by NSC, provided that the courses are relevant to the student's academic major or program. There is an approval process that will include, but is not limited to, the Dean of the School and the Director of Admissions, in order to grant credit from these specialized institutions.
 - Duplicate credit is not counted towards completion of a Nevada State College degree.

Non-Traditional Credit

Non-traditional credit includes but is not limited to credit by exam and military service. The official grades or test scores must be sent directly to the Office of Admissions & Records.

Advanced Placement Credit

These examinations are for students in high school. Upon receipt of an official score from the College Board, Nevada State College grants credit as specified and assigns a grade of "S" for scores that are a minimum of 3, unless otherwise noted. These credits assigned may be in the form of either elective or course credit, as specified below.

Those students who successfully complete CBAPE examinations in French, German, Latin, or Spanish will satisfy the foreign language requirements.

Subject Score

Art

- Art History Test
ART 260 (3 credits) 3-5
- Studio Art Test
Elective Credit (3 credits) 3-5

Biology

- Biology Test
BIOL 196 (4 credits, no lab) 5

Chemistry

- Chemistry Science Test
CHEM 121 & CHEM 122 (8 credits, no lab)..... 4-5

Computer Science

- Computer Science A Test
CS 135 (3 credits) 4-5
- Computer Science AB Test
CS 135 & CS 202 (7 credits) 4-5

Economics

- Macroeconomics Test
ECON 103 (3 credits) 4-5
- Microeconomics Test
ECON 102 (3 credits) 4-5

English

- Composition & Literature Test
ENG 101 (3 credits)..... 4-5
- Language & Composition Test
ENG 101 (3 credits)..... 4-5
A maximum of six credits may be awarded for AP exams in English

Environmental Science

- Environmental Science Test
ENV 101 (3 credits) 4-5
No credit granted for scores of 3.

Foreign Language

- Spanish Language Test
SPAN 111 & SPAN 112 (8 credits)
..... 4-5
- French Language Test
FREN 111 & FREN 112 (8 credits)
..... 4-5
No credit granted for Spanish, French or German scores of 3.

History

- American History Test
HIST 101 (3 credits) 3
HIST 101 & HIST 102 (6 credits) .. 4-5
If three credits are granted, HIST 101 does not satisfy the Core Curriculum requirement for Constitution alone, but must be taken with HIST 102 or PSC 100. If six credits are granted, HIST 101 and HIST 102 do not satisfy Core Curriculum requirement for Constitution alone, but must be taken with PSC 100.

- European History Test
HIST 106 (3 credits) 3-5
- Human Geography Test
GEOG 106 (3 credits) 3-5
- World History Test
Elective Credit (3 credits) 3-5

Mathematics

- Calculus AB Test
MATH 181 (4 credits) 3-5
- Calculus BC Test
MATH 181 & MATH 182 (8 credits)
..... 3-5
- Statistics Test
PSY 210 (3 credits) 3-5

Music

- Music Theory Test
Elective Credit (3 credits) 3-5

Physics

- Physics Test
PHYS 151 & PHYS 152 (8 credits, no
lab) 4-5
- Physics B Physics Algebra & Trig Based
Test
PHYS 100 (3 credits) 3-5
- Physics C Electricity & Magnetism
Physics Calculus Based Test
PHYS 152 (4 credits) 3-5

Political Science

- US Government Test
PSC 101 (4 credits) 3-5
*Does not satisfy Core Curriculum
requirement for Constitution alone,
must be taken with PSC 100 and/or
HIST 102.*
- Government & Politics Comparative
Test
PSC 211 (3 credits) 3-5
*Does not satisfy US or NV Constitution
requirement*

Psychology

- Psychology Test
PSY 101 (3 credits) 3-5

College-Level Examination Program (CLEP)

Credit may be granted and a grade of "S" assigned upon receipt in the Office of Admissions & Records of an official score report, showing completion of at least one general examination with a score of 500 or above or a subject examination with a score of 50 or above. The general examination(s)

should be completed before a student enrolls at Nevada State College, and must be completed before the student achieves sophomore classification at the college. Subject examinations may be taken at any time.

General

- English Composition (including essay)
ENG 101 (3 credits) 500-639
ENG 101 & ENG 102 (6 credits)
..... 640+
- Humanities
Elective Credit (3 credits) 500+
- College Mathematics
MATH 120 (3 credits) 500+
- Natural Sciences
Elective Credit (6 credits, no lab)
..... 500+
- Social Sciences & History
Elective Credit (6 credits) 500+

Subject

Biology

- General Biology
Elective Credit (3 credits, no lab)
..... 50+

Business

- Principles of Management
MGT 301 (3 credits) 50+
- Principles of Accounting
ACC 201 & ACC 202 (6 credits)
..... 50+
- Information Systems & Computing
Applications
IS 101 (3 credits) 50+
- Introductory Business Law
Elective Credit (3 credits) 50+
- Principles of Marketing
MKT 210 (3 credits) 50+

Chemistry

- General Chemistry
CHEM 110 (3 credits, no lab).
..... 50+

Economics

- Principles of Microeconomics
ECON 102 (3 credits) 50+
- Principles of Macroeconomics
ECON 103 (3 credits) 50+

Education

- Introduction to Educational Psychology
Elective Credit (3 credits) 50+

English

- American Literature
ENG 241 (3 credits) 50+

- Analyzing & Interpreting Literature
Elective Credit (3 credits)50+
- English Composition
ENG 101 (3 credits)50-63
ENG 101 & ENG 102 (6 credits)
.....64+
- Freshman College Composition
(including Essay)
ENG 101 (3 credits)50-63
ENG 101 & ENG 102 (6 credits)
.....64+
- English Literature
ENG 235 (3 credits)50+

Environmental Science

- Environmental Science
Elective Credit (3 credits, no lab)
.....50+

Foreign Languages

- College French
FREN 111 & FREN 112 (6 credits)
.....50-58
FREN 111, FREN 112, FREN 211, &
FREN 212 (12 credits)59+
- College German
Elective Credit (6 credits)50-58
Elective Credit (12 credits)59+
- College Spanish
SPAN 111 & SPAN 112 (6 credits)
.....50-58
SPAN 111, SPAN 112, SPAN 211, &
SPAN 212 (12 credits)59+

History

- US History I: Early Colonization to 1877
HIST 101 (3 credits)50+
- US History II: 1865 to the Present
HIST 102 (3 credits)50+
- Western Civilization I: Ancient Near East
to 1648
HIST 105 (3 credits)50+
- Western Civilization II: 1648 to the
Present
HIST 106 (3 credits)50+

Human Development & Family Studies

- Human Growth & Development
PSY 201 (3 credits)50+

Mathematics

- Calculus
MATH 182 (4 credits)50+
- College Algebra
Elective Credit (3 credits)50+
- College Algebra-Trigonometry
MATH 128 (5 credits)50+
- Trigonometry
Elective Credit (2 credits)50+

Political Science

- US Government
Elective Credit (3 credits, does not fulfill
NV Constitution Requirement) 50+

Psychology

- Introductory Psychology
PSY 101 (3 credits) 50+

Sociology

- Introductory Sociology
SOC 101 (3 credits)..... 50+

REGISTRATION AND RECORDS

Instructions and specific dates for registration, as well as fee deadlines, are available on the NSC website and in the Office of Admissions & Records prior to the beginning of each semester. Registration will be cancelled for nonpayment of fees.

REQUIREMENTS FOR REGISTRATION

Registration instructions appear each semester in the schedule of classes, which is available on the NSC website.

Registration is done online at www.nsc.nevada.edu via the Student Account.

To complete the following registration transactions, the student must obtain the correct form from his/her school, and acquire all the required signatures:

Registration Special Approval Form:

- Full classes
- Instructor Permission
- Pre-/Co-Requisite Waiver
- Two classes at the same time

Credit Overload Form

- Credit overloads (more than 21 credits).
Overloads are not permitted for non-degree students.

Returning Students

Students returning to the college after an absence of one or more semesters are required to resubmit an application for admission by March 1 for the fall semester or November 1 for the spring semester.

Each individual who attends another educational institution since last enrolling at the college must submit official transcripts from each school attended, whether credit was earned or not. If transferring from another college, any disciplinary sanction must be declared.

If an ineligible student is approved for registration on the basis of incomplete or fraudulent credentials, or misrepresentations in written application for registration:

- Registration will be cancelled without refund of any fees
- The total credits earned following readmission will be rescinded
- Future registration at the college will be prohibited.

Late Registration

Students who enroll once instruction begins are charged late registration fees.

Clearance of Accounts

Students with records that indicate a delinquent indebtedness to the college are not permitted to register, receive a transcript of record, receive their diploma, or certification of enrollment.

Credit Load

The maximum number of credits that a degree-seeking student may take each semester is 21 credits. Noncredit courses are considered as credit equivalents. Any exception to these regulations requires the advance written approval by the Dean of the student's school. Non-degree students may take a maximum of 15 credits per semester and are not eligible for overload.

Adding/Dropping Courses

Students may add or drop classes until the last day to add/drop. See academic calendar for specific dates.

Auditing Courses

Students who wish to attend a class without being graded or receiving credit may choose to audit the course. Changes to credit status may be made in the Office of Admissions & Records. See academic calendar for specific deadlines.

Cancellation of Courses

The college reserves the right to cancel any course in which the enrollment is insufficient to warrant offering the course.

Withdrawing from a Course

Students may withdraw from courses during the first eight (8) weeks of the semester. If a course is withdrawn between the sixth day of classes and the end of the eighth week of classes, a grade of W will appear on a student's transcript. Students who withdraw from the college after the eighth week of classes, and are passing, will receive grades of W on their transcript. Students who withdraw after the eighth week and who are not passing, receive a grade of F.

Students are not permitted to drop individual courses during the ninth week through the end of the semester. Under extenuating circumstances, including illness, accident, or similar medical emergency or hardship as described in the incomplete policy, students have the option of either requesting an incomplete grade in one or more courses, or withdrawing from the college. In both cases, the student must follow the rules listed in the sections of the catalog regarding policy for the incomplete grade and withdrawal from the college.

Withdrawal from the College

Students wishing to withdraw from the college for the semester should contact the advising staff for an exit withdrawal interview and assistance in finalizing their withdrawal from the college. Students who leave the college without officially withdrawing receive a failing grade in all courses.

Change of Major

Students may change their major by obtaining the Change of Major form from the Office of Admissions & Records and securing the required signatures. The completed form must be filed in the Office of Admissions & Records before it becomes final.

Removal from a Major

Students on disqualification are removed from a major status by the Office of Admissions & Records. Students may also be removed from a major at any time if they are not making satisfactory progress toward a degree or are in violation of college conduct regulations or ethical standards of the professional program in which they are

majoring. This action must be approved in writing by the Provost, upon recommendation of the Academic Deans, and filed with the Office of Admissions & Records.

Change of Name

A student may change his or her name by completing a Name Change form in the Office of Admissions & Records. Certain types of identification (i.e. driver's license, marriage license) are required depending on the type of name change (i.e. clerical error, legal change).

Class Absences

There are no official absences from any college class. It is the personal responsibility of the student to consult with the professor regarding absence from class.

Religious Holiday Policy: It is the policy of NSHE to be sensitive to the religious obligations of its students. Any student missing class, quizzes, examinations, or any other class or lab work because of observance of religious holidays shall, whenever possible, be given an opportunity during that semester to make up the missed work. The make-up will apply to religious holiday absence only. It is the responsibility of the student to notify the instructor in writing if the student intends to participate in a religious holiday which does not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the assignment at an alternate time would impose an undue hardship on the instructor or the institution which could not have reasonably been avoided. Any student who is denied a make-up option after appropriately notifying the instructor shall have the right to appeal that decision through the normal appeal mechanism in place at the college. A student must make the initial appeal to the department chair or coordinator of the program in which the class is offered. If it is not resolved at that level, the student may appeal to the Dean or Director.

Satisfactory/Unsatisfactory

Students pursuing a bachelor's degree may earn a maximum of 30 semester credits in

courses graded on a satisfactory/unsatisfactory (S/U) basis, subject to the approval of each program.

- Transfer students may earn a maximum of one-fourth (1/4) of their remaining credits at the college on an S/U basis, providing the total does not exceed program policy.
- Transfer students with more S/U credits than allowed by the program policy are ineligible for additional S/U registration, except for required courses offered on an S/U basis only.
- Each course taken to satisfy a college requirement must be completed with a regular letter grade, unless the course is only offered for S/U.
- Each program is responsible for determining the total number of credits earned with grades of 'S' and the specific courses (transfer, elective, or required) that are acceptable toward a degree in that program, within the limits of the college maximum.
- Each course that is approved for S/U grading only is so designated in this catalog for reference.
- Credits and grades recorded in accordance with the satisfactory/unsatisfactory policy are applicable toward meeting graduation requirements, but are excluded when calculating the grade point average (GPA).
- Credit by exam is S/U only, except for those courses used to satisfy college, major, or minor program requirements that require a letter grade.

CATEGORIES OF STUDENTS

Regular

An individual who is admitted to a degree program is defined as a regular student and is classified according to the total number of semester credits completed. A regular student may enroll either full time, two thirds time, half time, or less than half time for a given semester.

Non-Degree

An individual who is not admitted to a degree program is defined as a non-degree student. Individuals who have earned a bachelor's degree are not eligible for non-degree status. A non-degree student may register for a maximum of fifteen (15) undergraduate-level semester credits in one semester. This includes non-credit and audit courses. Although there is no limit to the number of credits that may be earned as a non-degree student, a maximum of 32 semester credits is acceptable toward a baccalaureate degree. Non-degree students are not eligible for financial aid, including student loans. All non-degree students are governed by college regulations, including academic warning and probation, and are encouraged to seek official admission at the earliest possible date.

Auditor

Students who wish to enroll for no credit may register as auditors with the approval of the department offering the course. While no credit or grade may be earned, auditors may, at the discretion of the instructor, receive the same class privileges as other students. Auditing students whose performance in class is considered unsatisfactory may be dropped from the college, if a written authorization, signed by the instructor, Academic Dean, and Provost is filed in the Office of Admissions & Records. Auditors are not eligible to receive financial aid, including student loans.

CLASSIFICATION OF STUDENTS

Undergraduate Standing:

Students admitted to degree-programs are classified by the Office of Admissions & Records based on the number of semester credits they have completed:

Freshman:	29 credits or less
Sophomore:	30-59 credits
Junior:	60-89 credits
Senior:	90 credits or more

Students usually must be classified as juniors or seniors in order to register for courses numbered 300 to 499.

Term Status-- For all semesters (including summer):

Full Time:	12 credits or more
Two Thirds Time:	9-11 credits
Half Time:	6-8 credits
Less than Half Time:	0-5 credits

GRADES AND EXAMINATIONS

Grades and Marks

- "A" the highest grade, is given for work of exceptional quality. Each credit earned with a grade of "A" carries 4.0 grade points.
- "A-" carries 3.7 grade points for each credit earned.
- "B+" carries 3.3 grade points for each credit earned.
- "B" is awarded for better-than-average work. Each credit earned with a grade of "B" carries 3.0 grade points.
- "B-" carries 2.7 grade points for each credit earned.
- "C+" carries 2.3 grade points for each credit earned.
- "C" represents average work. Each credit earned with a grade of "C" carries 2.0 grade points.
- "C-" carries 1.7 grade points for each credit earned. *Grades below a "C-" carry no credit towards major requirements.*
- "D+" carries 1.3 grade points for each credit earned.
- "D" carries 1.0 grade point for each credit earned.
- "D-" carries 0.7 grade points for each credit earned. "D-" is the lowest passing grade for undergraduate credit that is allowed.
- "F" represents failure. No credit or grade points are earned with a grade of "F." Failed courses count as credits attempted.
- "S" and "U" indicate satisfactory or unsatisfactory performance in courses offered with this grading option. The grade of "S" indicates achievement

equivalent to a "C" or above. The grade of "U" represents performance equivalent to a "C-" or below. Neither the "S" nor "U" grades are assigned a grade-point value.

- "AD" indicates audit and is given when a student registers in a course for no credit and no grade.
- "W" signifies that a course has been dropped or that a student has withdrawn from the college with passing grades. The grade of "W" is not included in the grade-point average. After the first eight weeks of the semester, an "F" is given to students who are failing when they withdraw from the college.
- "I" is a neutral mark and represents incomplete. An "I" is given when a student is performing passing work, but for some uncontrollable reason is unable to complete the course requirements during the instructional period. "I" mark is excluded from grade-point average computation. Nonattendance, poor performance or requests to repeat the course are unacceptable reasons for issuance of the "I" mark. When the student's request for an incomplete mark is deemed acceptable, the instructor is required to indicate the specific work that is necessary to complete the course. *Marks of "I" are automatically changed to "F" if they are not made up by the last day of the next regular semester (Summer Session excluded).* Students are not permitted to graduate with an outstanding incomplete mark issued under this policy. The extension of an incomplete mark for one semester must be requested and approved by the instructor. The instructor will need to notify the Office of Admissions & Records at least two weeks before the end of the semester in which the approved "I" mark expires. Students may make up incomplete marks by completing outstanding course requirements before the end of the next regular semester. The requirements must be submitted to the student's instructor, who is responsible for reporting the final grade and acquiring the approval of the Academic Director. The written approvals must appear on the Grade Change Form before the form

can be filed with the Office of Admissions & Records.

- "NR" signifies that an instructor has failed to assign a grade to a student's course work. This grade is assigned by the Office of Admissions & Records until the proper grade is determined. Students may not graduate with grades of "NR" on their record. All grades of "NR" must be resolved by the last day of the following semester. *Unresolved grades of "NR" become grades of F.*

Credit by Exam

Students may earn credit by exam in department approved undergraduate courses offered at Nevada State College subject to the following rules:

1. Students must be currently enrolled at Nevada State College.
2. Students must have completed a minimum of 12 credits at Nevada State College and have a minimum grade point average (GPA) of 2.0.
3. A maximum of 30 semester credits may be obtained by credit by exam.
4. Credits earned do not count towards residency credits.
5. Credit by exam cannot be obtained in a course that is more elementary in content than that which a student has already received credit.
6. Credit by exam cannot be obtained for a course a student is currently registered for or previously completed.
7. Credit by exam cannot be obtained in a lower division foreign language course in a student's native language.
8. Credit by exam is not allowed for Non-Degree students.
9. Students are not allowed to repeat an exam.
10. The credits are not considered part of the student's semester credit load.
11. Credit by exam is graded S/U only and has not effect on the GPA.
12. Students pay a \$60 fee per exam.
13. Students must apply for credit by exam and be approved prior to taking the exam.

Repeat

Students may repeat courses if they wish to obtain a higher grade. The most recent grade earned in the course will be used in the grade point calculation. The original grade remains on the transcript but not calculated into the GPA. Credit will be granted once for repeated classes.

Final Grades

Instructors are responsible for determining and submitting final grades to the Office of Admissions & Records, where they become official records of the college.

Grade Point Average

The grade point average (GPA) is determined by dividing the sum of earned grade points by the total number of credits attempted for a regular letter grade. The I, AD, W, NR, S, and U grades are excluded from the calculation of the GPA.

GRADE CHANGES/APPEALS

Changing a Final Grade

After the final grades are filed in the Office of Admissions & Records, a grade may normally be changed only to correct a clerical error. For these changes, the instructor must file a completed Change of Grade form in the Office of Admissions & Records.

Appealing a Final Grade

Refer to the section under Student Rights and Responsibilities for the Grade Appeal Process.

Appealing Grades Received for Improper Withdrawal

Under certain circumstances, students who do not withdraw from the college in accordance with official procedures may appeal the grades they have received that semester. The appeal procedure applies only to emergency or hardship situations, as defined below:

- Personal illness or accident involving extended hospitalization
- Sudden and unexpected departure from the area resulting in the student's inability to return to the college (e.g. death in the immediate family, induction to military service)

The appeal must be made for all course work in the semester in question and must be made within six months of the issuance of final grades, unless the student can demonstrate incapacity beyond that date. It is the student's responsibility to support the appeal with written, documented evidence, such as an official hospital record, to substantiate the claimed hardship. In addition, if the date of departure from the college comes after the 8th week of the semester, the student must also provide documented evidence from each instructor that he/she was passing each course listed on the record for that semester. Students who meet the specified criteria and elect to file an appeal must submit a written statement with supporting documentation to the Dean of their school.

Academic Renewal

Under certain circumstances, undergraduate students may petition the Office of Admissions & Records for academic renewal. If the petition qualifies, students may have a maximum of two consecutive semesters of course work disregarded in all calculations regarding academic standing, grade point average, and graduation eligibility. If summer work is to be included in the disregarded course work, then a six-week summer term shall count as one-half semester.

Eligibility for academic renewal is subject to the following conditions:

- At the time the petition is filed, at least five years must have elapsed since the most recent course work to be disregarded was completed.
- In the interval between the completion of the most recent course work to be disregarded and the filing of the petition, students shall have completed at least 15 acceptable credits of course work at a regionally accredited institution of higher education with a grade-point

average of at least 2.50 on all work completed during that interval. Courses taken during the interval may be repeats of previously attempted college work.

The student's filed petition will specify the semester(s) or term(s) to be disregarded. If more than one semester or term is to be disregarded, the semester(s)/term(s) must be consecutive, be completed within two calendar years and include no intervening enrollments at the college.

If the petition qualifies under this policy, the student's permanent academic record will be suitably marked to indicate that no work taken during the disregarded semester(s), even if satisfactory, may apply toward graduation requirements. However, all course work will remain on the academic record, ensuring a true and accurate academic history.

Academic renewal can only be applied prior to graduation from the first undergraduate degree. Once a student graduates, academic renewal cannot be retroactively applied.

ACADEMIC RECOGNITION

Graduation Honors

Graduation with honors requires the completion of at least half of the student's degree credits (62 or 64 credits, depending on the total credits required for the degree), to be letter graded (A-F) at Nevada State College.

Students in programs where S/U grades are mandatory for required courses will not be considered for honors if they have fewer than 52 letter graded credits.

With the completed of either 62 or 64 Nevada State College letter graded credits, honors are granted as follows:

- Cum Laude – 3.50 to 3.69
- Magna Cum Laude – 3.70 to 3.89
- Summa Cum Laude – 3.90 to 4.00

UNDERGRADUATE ACADEMIC STANDARDS

Class Conduct

Students may be dropped from class at any time for negligence or misconduct, upon recommendation of the instructor and with approval of the dean.

Unsatisfactory Academic Status

Undergraduate students who have less than a 2.0 GPA for any given semester as well as less than a cumulative 2.0 on all college work are making unsatisfactory academic progress. This endangers students' academic standing and leads to the penalties described in the following sections on warning, probation and disqualification. Students must be in good academic standing to receive financial aid.

Students pursuing the bachelor's degree may not earn credits or grade points in college courses numbered below 100 in an attempt to apply those credits toward a four-year degree or to raise their GPA.

ACADEMIC ACTION

Academic action consists of warning, probation and disqualification. Students are placed on warning and probation at the end of each fall and spring semester. Disqualification occurs only at the end of the spring semester.

Academic Warning

Anytime an undergraduate student's cumulative GPA falls below a 2.0 but is above the probationary cutoff, the student is placed on academic warning. The cutoff is based on the number of credits earned.

Students who have earned:

- 0-29 credits are placed on academic warning if his/her cumulative NSC GPA is 1.6 or above, but below a 2.0.
- 30-59 credits are placed on academic warning if his/her cumulative NSC GPA is 1.8 or above, but below a 2.0.
- 60 or more credits are placed on academic warning if his/her cumulative

NSC GPA is 1.9 or above, but below a 2.0.

College Academic Probation

Undergraduate students are placed on academic probation when the cumulative NSC GPA is below the warning threshold as defined by credits.

A student who has earned:

- 0-29 credits and has a cumulative NSC GPA of less than a 1.6.
- 30-59 credits and has a cumulative NSC GPA of less than a 1.8.
- 60 or more credits and has a cumulative NSC GPA of less than 1.9.

Students who are placed on academic probation are requested to meet with their academic advisor to review an academic plan and prepare and sign a plan of action contract. Students who do not do so may have their subsequent term's registration blocked.

Program Probation

A student may be placed on probation by their program whenever satisfactory progress toward degree objectives is not maintained. The credit load of a student on probation is determined in consultation with the assigned faculty advisor and, when necessary, the Academic Dean.

Release from College Probation

Undergraduate students are removed from probation when their NSC cumulative GPA places them above the probation threshold.

- 0-29 credits and has a cumulative NSC GPA of above a 1.6.
- 30-59 credits and has a cumulative NSC GPA of above a 1.8.
- 60 or more credits and has a cumulative NSC GPA of above a 1.9.

Release from Program Probation

The program defines release from program probation.

College Disqualification

After probation and failure to raise the cumulative NSC GPA above the probation threshold, the student will be advised by the Office of Admissions & Records that he/she has been placed on academic disqualification from the college. (Academic disqualification is enacted at the end of the spring semester only.)

Program Disqualification

Disqualification removes a student from his/her academic program/major, places the student in an undeclared status, and the student will continue as such until his/her cumulative NSC GPA is above the probation threshold. Once the student's cumulative NSC GPA is 2.0 or above, the disqualified student can petition for readmission to a major.

REQUIREMENTS FOR GRADUATION

Catalog

A student enrolled at a NSHE institution may elect to graduate under the catalog of the year of enrollment in a baccalaureate-level program or the year of graduation.

Students who change their major must choose the catalog of the year of the latest change of major or the year of graduation.

Whichever catalog is used, it cannot be more than 10 years old at the time of graduation.

In the case of NSHE transfer students, any exceptions to this policy will be handled by the transfer agreement contract process.

NSHE institutions do not guarantee the awarding of a degree based upon the unchanged requirements of a particular catalog. Periodic revisions of degree requirements are made because of advances in knowledge, changes in occupational qualifications or the expectations of accrediting authorities. If such revisions have occurred, the college may require a reasonable adherence to the degree requirements of a recent or current

catalog. Degrees, diplomas or certificates may not be granted unless all college requirements are fulfilled. A degree, diploma or certificate that is awarded in error, or upon fraudulent claims, will be withdrawn immediately and the student's record will be corrected accordingly.

Academic Requirements

In order to graduate, students are required to have a minimum cumulative GPA of 2.0, including all postsecondary course work attempted. In addition, students must earn a Nevada State College overall GPA of at least 2.0. This requirement includes all repeated courses and excludes those courses in which the student has received marks of "AD," "I," "NR," "X," "S," "U" and "W" (Audit, Incomplete, Not Reported, In Progress, Satisfactory, Unsatisfactory and Withdrawal). Additional academic requirements may be established by the Dean of each school.

A minimum of half of the required credits for a baccalaureate degree must be earned at a 4-year institution.

Resident Credit Requirements

Candidates of a bachelor's degree at Nevada State College must complete 32 upper-division credits in residence. Resident credits are defined as regular classroom instruction, as well as correspondence courses and other distance education courses offered through Nevada State College.

Simultaneous Baccalaureate Degrees

A student may pursue two Baccalaureate degrees at Nevada State College simultaneously. All school and major requirements must be met for each degree, including any variations to the College Core Curriculum and approved by the School/Department offering the degree.

In order for a student to receive two baccalaureate degrees, he/she must complete an additional 32 credits in residence above the required total credits for the first degree (for degrees requiring 124

credits students must complete a minimum of 156 credits overall).

A student cannot graduate until all requirements are met for both degrees. Students must apply for graduation by the appropriate deadline and file two application cards (one for each degree), however only one graduation fee is required.

Second Baccalaureate Degree After Completion of First Degree from Nevada State College

A student who wishes to return to Nevada State College for a second baccalaureate degree after completion of their first degree, must reapply for admission through the Office of Admissions and Orientation. The student will be held to all school and major requirements in effect at the time of readmission.

A minimum of 32 upper division credits in residence is required for the second degree (the total number of credits a student needs to fulfill the school and major requirements may be in excess of 32). Credits that applied to the first degree, even those in excess of the 124 or 128 required, will not count towards the second degree. Courses required for the second degree that were taken during the first degree will be waived, however, the credit must be made up.

The core requirements from the first degree will satisfy core requirements for the second degree with the exception of any new or additional core required at the time of readmission. If the second degree requires a specific CBL course then that course must be taken in order to fulfill the requirement.

Second Baccalaureate Degree After Completion of First Degree from Another NSHE Institution

A student who has earned a Baccalaureate degree from another NSHE institution must complete all school and major requirements for the second degree with a minimum of 32 upper division credits in residence at

Nevada State College. The core will be fulfilled by the first baccalaureate degree with the exception of the CBL requirement and any other variation to the core as required by the school. If CBL was required for the first degree it will be fulfilled unless the second degree requires a specific course.

Second Baccalaureate Degree After Completion of First Degree from Another Institution Outside of Nevada

A student who has earned a Baccalaureate degree from a U.S. regionally accredited institution must complete all school and major requirements for the second degree. The student will be required to fulfill all core requirements that have not been fulfilled by the first baccalaureate degree. CBL requirement must be taken at Nevada State College. The Nevada Constitution requirement can be taken at NSHE institution or via Credit By Exam.

A minimum of 32 upper division credits in residence at Nevada State College is required.

Double Major

A student who wishes to pursue a double major must meet all core requirements for the degree sought plus all requirements for the second major. The student will be held accountable for the requirements in the catalog in place when they started his/her degree, not the catalog in effect at the time they declare the second major. If the student has a number of elective credits required for the degree, they may use those to fulfill the second major. There are no additional credits required above the 124 or 128 as long as the requirements for both majors are completed at the time the degree is conferred. Both majors will be posted on the transcript and diploma, however, only one diploma is issued.

Application for Graduation

Students must apply for graduation and pay a non-refundable \$20 application fee (by check or money order only; made payable to

Board of Regents) by the following deadlines.

- Spring or Summer graduation applications due by October 1st
- Fall graduation applications due by May 1st
- If planning on walking in Commencement, applications due by February 1st

Undergraduate Minors

A minor program requires students to complete at least 18 credits, including nine or more credits in upper division courses.

Students who complete the program requirements must list the minor on the application for graduation. The application must be approved by the student's advisor and the Academic Dean before it is filed in the Office of Admissions & Records. The student's minor is indicated on his/her official transcript when all graduation requirements are satisfied.

TRANSCRIPT OF RECORD

The official transcript is the complete history of work completed at Nevada State College, including, but not limited to, grades, credits earned, previous colleges/universities attended, and an indication of repetition of coursework. Official transcripts can be requested from the Office of Admissions & Records, in writing. All requests require a 48-hour processing time, exempting high-volume periods of the year, when the processing time may be extended. Students requesting transcripts with degrees posted should submit request forms in advance of the completion of the semester.

REGULATIONS FOR STUDENT RECORDS

Confidentiality & Release of Information

The confidentiality and security of student educational records are of primary importance to the college. As amended, the Family Educational Rights and Privacy Act (FERPA) of 1974 ensures that eligible

students have the right to inspect and review educational records, files and other data; to waive the right of inspection and review of confidential letters and statements of recommendation filed since January 1, 1975; to challenge the content of educational records to ensure that it is not misleading or inaccurate; and to preclude any or all directory information from being released.

Most college discipline records are defined as education records by FERPA and therefore protected from disclosure without written consent of the student. Two exceptions to this are: (1) the outcome of any disciplinary proceeding alleging a sex offense must be disclosed to the accuser, and (2) some records of the Police Department created and maintained solely by that unit are not protected from disclosure by FERPA.

Student access is not permitted to the financial statements of parents; to confidential statements and recommendations filed prior to January 1, 1975; to records that the student has waived the right to inspect; to records of instructional, supervisory and administrative personnel; to records created by a law enforcement unit, for a law enforcement purpose, and maintained by a law enforcement unit; to records that are created and maintained by a physician, psychiatrist, psychologist or other recognized professionals or paraprofessionals acting or assisting in a professional or paraprofessional capacity; or to college records that contain only information relating to a person after that person is no longer a student. Requests for review of educational records are processed within 45 days of submittal.

The college does not allow access to, or the release of, educational records or other personally identifiable information without the written consent of the student, and, when in person, verification through picture identification, except that the college must disclose information to students requesting review of their own records and to authorized governmental officials or agencies for audit and evaluation of state and federally supported programs.

The written consent must be signed, dated and should include the birth date of the student. The written consent must specify the educational records to be disclosed, the purpose or purposes of the disclosure and the party or parties to whom the disclosure may be made.

The college may disclose, without a student's written consent, educational records or other personally identifiable information to full-time college employees having authorized access; to the Office of Admissions & Records and/or appropriate officials of another school or school system in which the student intends to enroll; to people or organizations providing student financial aid; to accrediting agencies involved in accrediting functions; to parents of a student whose status as a dependent has been established according to the Internal Revenue Code of 1954, Section 152; to an alleged victim of any crime of violence the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime; in compliance with a judicial order or lawfully issued subpoena, provided the college makes a reasonable attempt to notify the student of the order or subpoena in advance of compliance, except if commanded not to do so in a subpoena, if the subpoena has been issued for a law enforcement purpose or by a federal grand jury; to authorized officials in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of a student or other people.

Directory information is considered public and may be released without written consent unless specifically prohibited by the student concerned. Data defined as directory information includes: student names, addresses, telephone numbers, e-mail addresses, major fields of study, student participation in officially recognized activities, dates of attendance, degrees and awards received, photographs for college use, and listings of the most recent educational agency or institution that students have attended.

A student may restrict the publication of information by completing a Request to Prevent Disclosure form which can be found

in the Office of Admissions & Records or on the Office of Admissions & Records website.

Each office in which students' financial records are filed maintains a record of requests for the release of personally identifiable information.

Retention & Disposition

The maintenance, retention and disposition of documents relating to student educational records are governed by institutional policy.

A listing of documents and disposition schedules filed in the Office of Admissions & Records includes:

- The permanent academic records of students which are retained indefinitely.
- Applications for admission and/or readmission; transcripts issued by other institutions; applications for resident fees; military service documents; undergraduate admission evaluations; advanced standing admission evaluations, including CBAPE, CLEP and ACT PEP; changes of major or advisor; and pertinent correspondence which are retained for one year after the student's last date of attendance. In the case of a student who graduates, only the permanent academic record is maintained.
- The admission files of students who do not register, are disapproved or have incomplete admission files.
- Transcript requests and disciplinary action notices which are retained in the Office of Admissions & Records for one year.

REGULATIONS FOR DETERMINING RESIDENCY FOR TUITION

REGULATIONS FOR TUITION CHARGES

The Office of Admissions & Records is responsible for determining, for tuition purposes, the residence status of students enrolled at Nevada State College.

Each student claiming legal residence in Nevada must submit an Application for Resident Status. Recent Nevada high school graduates, whose parents' permanent address is listed as being in Nevada, are exempt from this procedure.

Information and application forms are available upon request in the Office of Admissions & Records or online.

The following regulations are Board of Regents' policy for all institutions in the Nevada System of Higher Education. These regulations are subject to change. Changes become effective immediately upon Board of Regents adoption.

Title 4 - Codification of Board Policy Statements

Chapter 15- Regulations for Determining Residency and Tuition Charges

Section 1. Purpose

These regulations have been enacted to provide uniform rules throughout the Nevada System of Higher Education (the "System"), and all member institutions thereof, for the purpose of determining whether students shall be classified as resident students or

nonresident students for tuition charges. (B/R 5/95)

Section 2. Definitions

For the purposes of these regulations, the terms stated below shall have the following meanings:

1. "Alien" means a person who is not a citizen of the United States of America.
2. "Armed Forces of the United States" means the Army, the Navy, the Air Force, the Marine Corps and the Coast Guard, on active duty and does not include the National Guard or other reserve force, with the exception of active members of the Nevada National Guard. (B/R 3/04)
3. "Clear and convincing evidence" means evidence that is clear in the sense that it is not ambiguous, equivocal or contradictory and convincing in the sense that it is of such a credible, reliable, authentic and relevant nature as to evoke confidence in the truth of it.
4. "Continuously enrolled" means enrollment within a normal academic year for which continuous enrollment is claimed. A person need not attend summer sessions or other between-semester sessions in order to be continuously enrolled.
5. "Date of matriculation" means the first day of instruction in the semester or term in which enrollment of a student first occurs, except that at the University of Nevada School of Medicine it means the date that a notice of admittance is sent to a student, and at the community colleges it excludes correspondence courses and community service courses that are not state funded. A person who enrolled in an institution of the Nevada System of Higher Education but withdrew enrollment during the 100% refund period may, for the purposes of these regulations, be deemed not to have matriculated and any determination concerning residency status shall be voided until such time as the person again enrolls at a System institution.

6. "Dependent" means a person who is not financially independent and is claimed as an exemption for federal income tax purposes under Section 152 of the Internal Revenue Code (26 U.S.C. 152) by another person for the most recent tax year.
7. "Family" means the natural or legally adoptive parent or parents of a dependent person, or if one parent has legal custody of a dependent person, that parent.
8. "Financially independent" means a person who has not been and will not be claimed as an exemption for federal income tax purposes under Section 152 of the Internal Revenue Code (26 U.S.C. 152) by another person, except his or her spouse, for the most recent tax year.
9. "Most recent tax year" means the income tax return submitted for the prior income year.
10. "Legal guardian" means a court-appointed guardian of a dependent person, who was appointed guardian at least twelve (12) months immediately prior to the dependent person's date of matriculation and for purposes other than establishing the dependent person's residence.
11. "Nonresident" means a person who is not a resident.
12. "Objective evidence" means evidence that is verifiable by means other than a person's own statements.
13. "Relocated" means evidence of permanent, full-time employment or establishment of a business in Nevada prior to the date of matriculation.
14. "Residence" is a term which for the purposes of these regulations is synonymous with the legal term "domicile," and means that location in which a person is considered to have the most settled and permanent connection, intends to remain and intends to return after any temporary absences. Residence results from the union of a person's physical presence in the location with objective evidence of an intent to remain at that location for other than a temporary purpose.
15. "Resident" means a person who has established a bona fide residence in the State of Nevada with the intent of making Nevada the person's true, fixed and permanent home and place of habitation, having clearly abandoned any former residence and having no intent to make any other location outside of Nevada the person's home and habitation. The term also includes a member of the Armed Forces of the United States who has previously established a bona fide residence in the State of Nevada, but who has been transferred to a military posting outside of Nevada while continuing to maintain a bona fide residence in Nevada. When residence for a particular period is required under these regulations, this shall mean that the person claiming residence for the period must be physically present and residing in Nevada during all of the period required, excluding temporary, short-term absences for business or pleasure.
16. "Returning student" means a student who re-enrolls after a break in enrollment of one of more semesters. A returning student retains prior resident status, if any, as long as there is no indication that the student has established residency elsewhere. (B/R 11/96)
17. "Student" means a person who is enrolled at an institution of the Nevada System of Higher Education.
18. "Tuition" means a monetary charge assessed against nonresident students, which is in addition to registration fees, or other fees assessed against all students. (B/R 5/95) (B/R 8/04)

Section 3. Tuition

1. Tuition shall not be charged to current enrollees or graduates of a Nevada high school.
2. Tuition shall be charged to nonresident students, except that at the community colleges no tuition shall be charged for registration in community service courses that are not state funded.

3. Tuition shall not be charged to a professional employee, classified employee, postdoctoral fellow, resident physician, or resident dentist of the Nevada System of Higher Education currently employed at least half time, or the spouse or dependent child of such an employee.
4. Tuition shall not be charged to a graduate student enrolled in the Nevada System of Higher Education and employed by the System in support of its instructional or research programs, only during the period of time of such employment.
5. Tuition shall not be charged to a member of the Armed Forces of the United States, on active duty, stationed in Nevada as a result of a permanent change of duty station pursuant to military orders, or a person whose spouse, parent or legal guardian is a member of the Armed Forces of the United States stationed in Nevada as a result of a permanent change of duty station pursuant to military orders, including a Marine currently stationed at the Marine Corps Mountain Warfare Training Center at Pickle Meadows, California. If the member ceases to be stationed in Nevada, reside in Nevada, be stationed in Pickle Meadows, California, or be domiciled in Nevada, the spouse, child or legal guardian of the member shall not be charged tuition if the spouse, child or legal guardian of the member was enrolled prior to the reassignment and remains continuously enrolled at an NSHE institution. (B/R 8/07)
6. Tuition shall not be charged to a student enrolled in the University Studies Abroad Consortium or in the National Student Exchange Program, only during the period of time of such enrollment. Time spent in Nevada while a student is in the National Student Exchange Program shall not be counted towards satisfying the residence requirement of Section 4, Paragraph 2 below, nor shall enrollment through the Consortium or the Exchange Program be included in the "date of matriculation" for evaluation of Nevada residency.
7. Tuition shall not be charged to members of federally recognized Native American

tribes, who do not otherwise qualify as Nevada residents, and who currently reside on tribal lands located wholly or partially within the boundaries of the State of Nevada.
(B/R 8/04) (B/R 6/02)

Section 4. Resident Students

As supported by clear and convincing evidence, any person to whom one of the following categories applies shall be deemed a resident student for tuition purposes:

1. Except as provided otherwise in this section, a dependent person whose spouse, family or legal guardian is a bona fide resident of the State of Nevada at the date of matriculation. Some or all of the following pieces of objective evidence of Nevada residency may be required with the student's application for enrollment:
 - a. Evidence of Nevada as the spouse's, parent's or legal guardian's permanent, primary residence at the date of matriculation (examples of evidence include home ownership, a lease agreement, rent receipts, utility bills).
 - b. The student's birth certificate or proof of legal guardianship.
 - c. The spouse's, parent's or legal guardian's tax return for the most recent tax year, which indicates the student claimed as a dependent.
 - d. A Nevada driver's license or Nevada identification card for the spouse, parent or legal guardian issued prior to the date of matriculation.
 - e. A Nevada vehicle registration for the spouse, parent or legal guardian issued prior to the date of matriculation.
 - f. Nevada voter registration for the spouse, parent or legal guardian issued prior to the date of matriculation.
 - g. Evidence that the student's spouse, family, or legal guardian has relocated to Nevada for the primary purpose of permanent full-time employment or to establish a business in Nevada (examples of evidence include a letter from the

employer or copy of business license).

letter from the employer or copy of business license).

2. Except as provided otherwise in this section, a financially independent person whose family resides outside the State of Nevada, if the person himself or herself is a bona fide resident of the State of Nevada for at least twelve (12) months immediately prior to the date of matriculation. Each student who is a resident of the State of Nevada for at least six (6) months but less than twelve (12) months before the date of matriculation for Fall 2005 shall be deemed a bona fide resident. Some or all of the following pieces of objective evidence of Nevada residency may be required with the student's application for enrollment: (B/R 6/05)

- a. Evidence of six months physical, continuous presence in the State of Nevada prior to the date of matriculation (examples of evidence include a lease agreement, rent receipts, utility bills).
- b. The student's tax return for the most recent tax year, indicating a Nevada address. If no federal tax return has been filed by the student because of minimal or no taxable income, documented information concerning the receipt of such nontaxable income. If the student is under the age of 24, a copy of the parent's or legal guardian's tax return for the most recent tax year that indicates the student was not claimed as a dependent.
- c. The student's Nevada driver's license or Nevada identification card issued prior to the date of matriculation.
- d. The student's Nevada vehicle registration issued prior to the date of matriculation.
- e. The student's Nevada voter registration issued prior to the date of matriculation.
- f. Evidence that the student, and/or the person's spouse, has relocated to Nevada for the primary purpose of permanent full-time employment or to establish a business in Nevada (examples of evidence include a

3. A former member of the Armed Forces of the United States who was relocated from Nevada as a result of a permanent change of duty station pursuant to military orders will be considered a Nevada resident for tuition purposes under the following conditions:

- a. He/She was a resident of Nevada prior to leaving the state as a member of the Armed Forces;
- b. He/She maintained his/her Nevada residency while a member of the Armed Forces; and
- c. He/She returns to the State of Nevada within one year of leaving the Armed Forces.

It will be necessary for the student to supply documentation in support of each of these conditions (e.g., driver's license, property ownership, evidence of absentee voting, etc.)

4. A graduate of a Nevada high school. (B/R 8/06)
5. A financially independent person who has relocated to Nevada for the primary purpose of permanent full time employment. (B/R 6/05)
6. A financially dependent person whose spouse, family, or legal guardian has relocated to Nevada for the primary purpose of permanent full-time employment. (B/R 12/05)
7. Licensed educational personnel employed full-time by a public school district in the State of Nevada, or the spouse or dependent child of such an employee. (B/R 11/96)
8. A teacher who is currently employed full-time by a private elementary, secondary or postsecondary educational institution whose curricula meet the requirements of NRS 394.130, or the spouse or dependent child of such an employee. (B/R 11/96)
9. An alien who has become a Nevada resident by establishing bona fide

residence in Nevada and who holds a permanent immigrant visa, or has been granted official asylum or refugee status, or has been issued a temporary resident alien card, or holds an approved immigration petition as a result of marriage to a U.S. citizen. An alien holding another type of visa shall not be classified as a resident student, except as may be required by federal law or court decisions and upon due consideration of evidence of Nevada residence. (B/R 8/04)

Sections 5-7 are not applicable to NSC.

Section 8. Reclassification of Nonresident Status

There is a rebuttal presumption that a nonresident attending an institution of the Nevada System of Higher Education is in the State of Nevada for the primary or sole purpose of obtaining an education. Therefore, a nonresident who enrolls in an institution of the System shall continue to be classified as a nonresident student throughout the student's enrollment, unless and until the student demonstrates that his or her previous residence has been abandoned and that the student is a Nevada resident. Each student seeking reclassification from nonresident to resident student status must satisfy the following four conditions:

1. **Application and Written Declaration:** The student must apply in writing to the appropriate office of the institution for reclassification to resident student status. The application must include a written declaration of intent to relinquish residence in any other state and to certify to the establishment of bona fide residence in Nevada. A declaration form prescribed by the Chancellor and approved by the Board shall be utilized by each institution. The filing of a false declaration will result in the payment of nonresident tuition for the period of time the student was enrolled as a resident student and may also lead to disciplinary sanctions under Chapter Six of the Nevada System of Higher Education Code. Disciplinary sanctions

include a warning, reprimand, probation, suspension or expulsion. (B/R 02/05)

2. **Bona fide Residence in Nevada:** The student, or the parents or legal guardian of the student, must document continuous physical presence as a Nevada resident for at least twelve (12) months immediately prior to the date of the application for reclassification. No fewer than four (4) of the following pieces of objective evidence must be submitted with the application for reclassification:
 - a. Ownership of a home in Nevada.
 - b. Lease of living quarters in Nevada.
 - c. Mortgage or rent receipts and utility receipts for the home or leased quarters.
 - d. Nevada driver's license or Nevada identification card issued twelve (12) months prior to the date of application.
 - e. Nevada vehicle registration issued twelve (12) months prior to the date of application.
 - f. Nevada voter registration issued twelve (12) months prior to the date of application.
3. **Financial Independence:** The student must provide evidence of financial independence. A dependent person whose family or legal guardian is a nonresident is not eligible for reclassification to resident student status. The following piece of objective evidence must be submitted with the application for reclassification:
 - a. A true and correct copy of the student's federal income tax return for the most recent tax year showing a Nevada address. If no federal tax return has been filed because of minimal or no taxable income, documented information concerning the receipt of such nontaxable income must be submitted. If the student is under the age of 24, a copy of the parent's or legal guardian's tax return for the most recent tax year must be submitted that indicates the student was not claimed as a dependent.

4. Intent to Remain in Nevada: The student must present clear and convincing, objective evidence of intent to remain a Nevada resident. No fewer than three (3) of the following pieces of objective evidence must be submitted with the application for reclassification:
 - a. Employment in Nevada for twelve (12) months immediately prior to the date of the application for reclassification;
 - b. A license for conducting a business in Nevada;
 - c. Admission to a licensed practicing profession in Nevada;
 - d. Registration or payment of taxes or fees on a home, vehicle, mobile home, travel trailer, boat or any other item of personal property owned or used by the person for which state registration or payment of a state tax or fee is required for the twelve (12) month period immediately prior to the date of the application;
 - e. A Nevada address listed on selective service registration;
 - f. Evidence of active savings and checking accounts in Nevada financial institutions for at least twelve (12) months immediately prior to the date of the application;
 - g. Evidence of summer term enrollment at a NSHE institution;
 - h. Voting or registering to vote in Nevada; or
 - i. Any other evidence that objectively documents intent to abandon residence in any other state and to establish a Nevada residence.
5. The presentation by a person of one or more items of evidence as indicia of residence is not conclusive on the issue of residency. Determinations of residence shall be made on a case-by-case basis and the evidence presented shall be given the weight and sufficiency it deserves, after taking all available evidence into consideration.
6. Because residence in a neighboring state other than Nevada is a continuing qualification for enrollment in the Good Neighbor, Children of Alumni, or WICHE

Western Undergraduate Exchange Programs at a NSHE institution, a student who was initially enrolled in a System institution under any of these discounted tuition programs shall not normally be reclassified as a resident student following matriculation. A nonresident student who subsequently dis-enrolls from the Good Neighbor, Children of Alumni, or WICHE Western Undergraduate Exchange Programs and pays full nonresident tuition for at least twelve (12) months may apply for reclassification to resident student status. An application for reclassification may also be submitted under the provisions of this section if the material facts of a student's residency, or the parent's or legal guardian's residency, have substantially changed following matriculation.

7. When a student has been reclassified to resident student status, the reclassification shall become effective at the registration period in the System institution immediately following the date the student receives notice of the reclassification decision.
8. No reclassification under these regulations shall give rise to any claim for refund of tuition already paid to the Nevada System of Higher Education . (B/R 8/04)

Section 9. Administration of the Regulations

Each institution of the Nevada System of Higher Education shall designate an appropriate office to implement and administer these regulations.

1. Each designated office shall make the initial decisions on the resident or nonresident student status of persons enrolling in the institution.
2. Each designated office shall make the initial decisions on applications for reclassification from nonresident to resident student status.
3. The President of each System institution shall establish an appellate procedure under which a person may appeal decisions of the designated office

concerning tuition or status as a resident or nonresident student to an appellate board.

- a. A person may appeal a decision of the designated office to the appellate board within thirty (30) days from the date of the decision of the office. If an appeal is not taken within that time, the decision of the designated office shall be final.
 - b. The appellate board shall consider the evidence in accordance with the standards and criteria of these regulations and shall make a decision that shall be final. No further appeal beyond the appellate board shall be permitted.
4. In exceptional cases, where the application of these regulations works an injustice to an individual who technically does not qualify as a resident student, but whose status, either because of the residence of the student or his family, is such as to fall within the general intent of these regulations, then the appellate board shall have the authority to determine that such a student be classified as a resident student. It is the intent of this provision that it applies only in the infrequent, exceptional cases where a strict application of these regulations results, in the sole judgment of the appellate board, in an obvious injustice. (B/R 11/96, 8/04)

Section 10. Uniformity of Decisions

The decision of an institution of the Nevada System of Higher Education to grant resident student or nonresident student status to a person shall be honored at other System institutions, unless a person obtained resident student status under false pretenses or the facts existing at the time resident student status was granted have significantly changed. Students granted nonresident student status by an institution retain the right to apply for reclassification under the provisions of the chapter. (B/R 8/04, 2/05)

Appealing a Residency Decision

Initial residency classification is determined from the information supplied on the application for admission to the college. A student may appeal the decision for residency classification made by the Office of Admissions & Records. This appeal must be filed with the Residency Appeals Board within thirty days of the decision of the Office of Admissions & Records. If the appeal is not filed within this time frame, the decision of the Office of Admissions & Records becomes final.

The fact that a student does not qualify for in-state status in any other state does not guarantee in-state status in Nevada, because residency status is governed by Board of Regents policy. Residency classification for tuition purposes clearly places the burden of proof upon the student to provide clear and convincing evidence of eligibility.

Information submitted to qualify for in-state classification is subject to independent verification. Individuals submitting false information or falsified supporting documents are subject to both criminal charges and college disciplinary procedures.

Please contact The Office of Admissions & Records for instructions regarding the appeals process.

REGULATIONS FOR REDUCED NON-RESIDENT TUITION

Good Neighbor Classification

A graduate of a specifically designated high school or community college in a state bordering on Nevada may be charged a differential tuition rate when enrolling as an undergraduate or graduate student at the universities, state college, or the community colleges of the Nevada System of Higher Education. Furthermore, any person who resides in a county in which a designated high school or community college is located and who has maintained a bona fide legal

resident status for a period of at least 12 consecutive months prior to the first day of the semester in which enrollment is sought, may also be charged a differential tuition rate. These students shall be classified as "Good Neighbor" students. (B/R 04/02)

Students enrolling under the Good Neighbor classification will, in addition to registration fees, pay a tuition charge as follows: Community college and state college Good Neighbor tuition will be calculated by multiplying the registration fees times 60 percent. University Good Neighbor tuition will be calculated by multiplying the registration fees times 110 percent.

Those high schools and community colleges located in Arizona and Southern California, bordering on Nevada and for which a town or a city in Nevada provides a significant source of goods and services include the following:

Mohave County, Arizona: Mohave Union High Schools; Kingman High School; Bullhead City High School; Colorado City High School; Lake Havasu High School and Mohave Community College (three campuses)

San Bernadino County, California: Baker Valley High School, Monument High School, Twenty-nine Palms High School, Sky High School, Yucca Valley High School, Needles High School, Silver Valley High School and Victor Valley College

Inyo County, California: Big Pine High School, Palisades High School, Bishop High School, Death Valley High School, Owens Valley High School and Lone Pine High School (B/R 1/95)

Those high schools and community colleges, located in areas of Northern California bordering Nevada for which a town or city in Nevada provides a significant source of goods and services include the following: (B/R 1/95)

Modoc County, California: Modoc High School, Surprise Valley High School, and Warner

High School

Lassen County, California: Credence High School, Herlong High School, Lassen High School, Render High School and Lassen Community College

Plumas County, California: Almanor High School, Beckworth High School, Chester Jr-Sr High School, Greenville Jr-Sr High School, Indian Valley High School, Portola Jr-Sr High School, Quincy Jr-Sr High School, Sierra High School and Feather River Community College

Sierra County, California: Downieville Jr-Sr High School and Loyalton High School

Nevada County, California: Tahoe-Truckee Jr-Sr High School

Placer County, California: North Tahoe High School, Sierra High School and Sierra College

El Dorado County, California: Mt. Tallac High School, South Tahoe High School and Lake Tahoe Community College

Alpine County, California: Includes residents of the designated high school or community college districts in El Dorado or Mono Counties.

Mono County, California: Coleville High School, Lee Vining High School and Mammoth High School

Inyo County, California: Big Pine High School, Bishop High School, and Palisade High School (B/R 1/95)

Children of Alumni Classification

Children of alumni of the University of Nevada, Las Vegas, the University of Nevada, Reno, Nevada State College, or Great Basin College who reside outside of Nevada are eligible for a differential tuition rate under certain conditions. Students enrolling under Children of Alumni classification will, in addition to registration fees, pay a tuition charge equaling an amount calculated by multiplying the

registration fees times 60 percent. (B/R 3/04)

- a. The parent(s) must have earned a baccalaureate degree from either the University of Nevada, Las Vegas; University of Nevada, Reno; Nevada State College; or Great Basin College.
- b. The child must enroll in the same state college or university as his or her parent(s) to be eligible for the differential tuition rate.
- c. The differential tuition rate applies for undergraduate studies only.

No reclassification under this policy shall give rise to any claim for refund of tuition already paid to the Board of Regents. (B/R 3/04)

Western Undergraduate Exchange (WUE)

Students who claim residence in a state that participates in the Western Undergraduate Exchange may be eligible to attend the college at reduced tuition cost. For further information, contact the Western Interstate Commission for Higher Education (WICHE) office at (775) 784-4900.

Special Reduced Tuition and Fees

1. In-state residents 62 years of age or older shall be permitted to register for credit or as auditors in any course without registration or application or admission fees except as noted below. A person must reach 62 years of age on the first day of the first scheduled class meeting to be eligible. If the individual registers for more than one (1) class within a semester or term, the earliest scheduled class meeting will determine eligibility. The consent of the course instructor may be required for all such registration. (B/R 2/95)
 - a. Only those courses where space is available may be taken. (B/R 2/95)
 - b. Such registration shall not entitle a person to any privileges usually associated with registration; e.g., student association membership, health service, intercollegiate athletic tickets. (B/R 2/95)

- c. Persons 62 years of age or older may register in summer session or off-campus credit courses (independent study by correspondence and field study program excepted) and in non-credit continuing education courses at UNLV or UNR, or in community service courses at the community colleges, all of which are supported by registration fees, for one-half (1/2) the regular registration fee. Reduced fee benefits are always subject to programs being otherwise self-sustaining. (B/R 2/95)

2. Non-matriculated native speakers of any foreign language may be permitted to register without fee for credit or as auditors in literature courses in that language. The consent of the course instructor may be required for all such registration.
3. Nevada resident high school students may enroll in a distance learning, college-credit course delivered to an off-campus site for a \$25 registration fee per course if the course fee is approved by the institutional President. The term "high school students" includes students formally enrolled in a school district sponsored Adult Education High School Diploma programs. (B/R 8/06)
4. Nevada resident high school students may enroll in remedial and 100-level courses offered by an NSHE institution for a reduced registration fee per course if the course is delivered on the high school campus, excluding high schools located on an NSHE campus, and approved by the institutional President. The reduced registration fees shall be determined by the President. (B/R 8/06)
5. Any member of the active Nevada National Guard, including a Nevada National Guard recruit, may be permitted to register for credit without a registration fee, or except as otherwise provided, laboratory fee(s).
 - a. This policy is applicable during Fall and Spring terms only.
 - b. Academic credit courses that will lead to the degree or certificate,

- including state-supported distance education courses, independent learning, and continuing education courses are eligible for the fee waiver. Non-state-supported independent study and correspondence courses are not eligible for waiver under this policy. (B/R 10/07)
- c. Laboratory fees associated with all courses numbered below the 300 level are eligible for waiver under this policy. Exceptions to the waiver of laboratory fees includes: 1) per semester fees, such as the Health Service fee; 2) special course fees for purposes other than class supplies—including individual instruction, third-party charges, and special transportation requirements; 3) fees for actual class cost in excess of \$100; and 4) technology fees.
 - d. A person to whom the fee waiver is awarded shall be deemed a bona fide resident of Nevada for tuition purposes.
 - e. To be eligible for the fee waiver, the person must be a member in good standing or a recruit of the active Nevada National Guard at the beginning of and throughout the entire semester for which the waiver is granted.
 - f. The member or recruit of the Nevada National Guard must achieve at least a minimum 2.00 semester grade point average in order to maintain subsequent eligibility for the fee waiver.
 - g. The institution may request the Adjutant General to verify the membership in the active Nevada National Guard of a person who is seeking or has been granted a fee waiver.
 - h. If a fee waiver is granted to a Nevada National Guard recruit and the recruit does not enter full-time National Guard duty within one (1) year after enlisting, the student shall reimburse the Board of Regents for all previously waived registration fees and laboratory fees if the failure to enter full-time National Guard duty is attributable to the recruit's own conduct.
 - i. If a fee waiver is granted to a member of the Nevada National Guard and the member does not achieve at least a minimum 2.00 semester grade point average and remain a member in good standing with the guard, the student shall reimburse the Board of Regents for the semester's waived registration fees and laboratory fees and will not be allowed to register for additional courses until the debt is paid in full.
6. Federally funded teacher training programs will carry an exception to in-state and out-of-state and tuition rates for contiguous, WICHE and Good Neighbor States. UNLV may accept federally funded teacher training programs with mandated reduced per credit fees; undergraduate, minimum \$15 per credit; graduate, minimum \$30 per credit; all course offerings will be approved and delivery overseen through the usual academic processes. (B/R 6/04)

FEES

Deferred Payment

Nevada State College allows students who have registered for seven or more credits to set a payment plan for Fall and Spring semesters only. Students are required to make an initial payment of 50% of registration fees plus 50% of non-resident tuition (if applicable) plus 100% of all other fees, followed by two additional payments of 25% of registration fees plus 25% of non-resident tuition (if applicable) each within the semester in question. Failure to make scheduled payments (BOR Handbook Title 4, Chapter 17, Section 15) will result in addition of late fees to the student's account, and placement of a registration hold and a transcript hold. For questions, please call (702) 992-2130.

In order to select a payment plan, the student must enter their student account,

then select the deferred payment option and confirm the payment option.

Paying Fees

Fees may be paid online at <http://www.nsc.nevada.edu>. Click Current Students, Student Account Information. Or, fees may be paid at any College of Southern Nevada Cashier's Office.

FINANCIAL AID

Nevada State College has several types of financial assistance available to students. All prospective students are encouraged to complete and submit the Free Application for Federal Student Aid (FAFSA) and NSC Scholarship and Grant-in-aid application by March 1. Students who complete their application by the priority file date have a better opportunity of receiving a more advantageous award package. Students must apply for financial aid each year by the designated file dates.

The following types of financial assistance are awarded to students based on their financial need and ability to pay for college. Some types of assistance are grants that do not require repayment and other types of assistance, such as loans, require students to repay the aid once they graduate, withdraw from courses, or drop below half-time (six credits).

Federal Aid Programs

Pell Grant

Generally, Pell Grants are awarded only to undergraduate students who have not earned a bachelor's degree. Students must demonstrate high financial need to be eligible for this aid program.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid. You can receive between \$100 and \$4,000 a year, depending on when you apply, your financial need, the funding at the school you are attending, and the policies of the financial aid office at your school.

Federal Work Study

Federal Work Study (FWS) provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study.

Academic Competitiveness Grant (ACG)

This federal grant is awarded to students who are Pell Grant recipients, U.S. Citizens, enrolled full-time, graduated from high school during 2006 or later, meets the rigorous high-school program requirements, earned 47 or fewer credits, and have a 3.0 NSC cumulative gpa (or be a newly admitted freshman). Eligible students can receive this grant for up to two years within the parameters specified by the U.S. Department of Education.

National Science and Mathematics Access to Retain Talent Grant (SMART)

This federal grant is awarded to students who are Pell Grant recipients, U.S. Citizens, enrolled full-time, earned more than 48 credits (including transfer work), have a 3.0 NSC cumulative GPA for continuing students or a 3.0 GPA for transfer students, and admitted into an eligible math or science degree program. Eligible students can receive this grant for up to four years within the parameters specified by the U.S. Department of Education.

Teacher Education Assistance for College and Higher Education Grant (TEACH)

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, you must agree

to serve as a full-time teacher in high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and school serving low-income students). As a recipient of a TEACG Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the grant(s) was disbursed.

Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

Federal Stafford Loans

The Federal Stafford Loan is an affordable, low interest loan designed for undergraduate students as a means to supplement their educational expenses. To be eligible for Stafford Loans, students must be enrolled at least half-time (six credits) and complete the FAFSA. The two types of Stafford Loans are:

Subsidized Stafford: This loan is interest free while enrolled in at least six credits or more. Repayment of this loan begins six months after graduation, withdrawal from school, or dropping below six credits. Once repayment begins, the interest rate for this loan will never exceed 8.25%.

Unsubsidized Stafford: This loan accrues interest from the date of disbursement and throughout the lifetime of the loan. Repayment of this loan begins six months after graduation, withdrawal from school, or dropping below six credits. Students have the option of making 'interest only' payments while in school to help decrease the total cost of the loan. The interest rate for this loan will never exceed 8.25%.

NOTE: The amount a student can borrow depends on grade level in school and student classification (dependent

undergraduate, independent undergraduate or independent undergraduate whose parents are unable to get a PLUS – Parent Loan).

Federal PLUS Loans – Loans to Parents

These are loans parents can obtain in order to assist with paying for educational expenses for dependent undergraduate students enrolled at least half time (six credits). This loan accrues interest from the date the first disbursement is made until the loan is fully repaid. The interest rate on the loan will never exceed 9.0%.

To find more about these three federal programs offered at NSC, please visit the U.S. Department of Education website to view The Student Guide – 2007-2008 at: http://studentaid.ed.gov/students/publications/students_guide/indx.html.

State Assistance Programs

Nevada State Access Grant: This grant is awarded to Nevada residents who need assistance in paying for their education and who demonstrate financial need. This is a grant and does not require repayment. Early applicants received priority consideration.

Nevada Grant-In-Aid (NGIA): This grant is awarded to Nevada residents who need assistance in paying for their education and who demonstrate financial need. This is a grant and does not require repayment. Early applicants receive priority consideration.

Out-of-State Grant-In-Aid (OGIA): This grant is awarded to out-of-state residents who need assistance in paying for their education and who demonstrate financial need. This is a grant and does not require repayment. Early applicants received priority consideration. **NOTE:** Students must complete the NSC Scholarship and Grant-In-Aid application to be considered for GIA awards.

Native American Grant-In-Aid (TGIA): This grant is awarded to members of a

federally recognized Native American tribe, who currently reside on tribal lands located wholly or partially within the boundaries of the state of Nevada. Students must be enrolled in 12 or more credits per semester and have a 2.0 cumulative NSC GPA (or be a newly admitted student) to be eligible for consideration. This is a grant and does not require repayment. Early applicants receive priority consideration.

NSC Grant (NSCG): This grant is awarded to Nevada residents who need assistance in paying for their education and who demonstrate financial need. This is a grant and does not require repayment. Early applicants received priority consideration.

NSC Support Grant (NSSG): These are grants awarded to students pursuing their first or second baccalaureate degree who need assistance in paying for their education and who demonstrate financial need. Students who are Nevada or out-of-state residents, enrolled in 12 or more credits per semester, and have a 2.75 or higher NSC cumulative GPA (or newly admitted students) are eligible for consideration. This is a grant and does not require repayment. Early applicants receive priority consideration.

NOTE: Students must complete the NSC Scholarship and Grant-In-Aid Application to be considered for GIA awards and some of the other state assistance programs listed above. Students increase their opportunity for grants by completing both the FAFSA and NSC Scholarship and Grant-In-Aid applications. State grants require students to have a 2.0 or higher NSC cumulative GPA (or be a newly admitted student) and be enrolled in six or more credits per semester to be eligible for consideration unless otherwise indicated within the descriptions above.

Nevada State Millennium Scholarship:

This scholarship opportunity is awarded to Nevada high school students who graduated in 2000 or later and meet the program requirements. At NSC the award to eligible students is \$60 per credit and requires enrollment in 12 credits if enrolled in the fall or spring semester.

Millennium Scholarship Guidelines for Summer Classes: Millennium scholars must pay for all summer classes in accordance with NSC deadlines for payment. In late September Millennium Scholars will be reimbursed for classes successfully completed during the summer. NSC Millennium Scholars who take summer courses at other eligible institutions (NSHE) must complete the *Summer Reimbursement Request Form* and return it to NSC Student Financial Services and Scholarships by the designated September deadline.

NSC Millennium Scholars taking NSC summer courses do not need to complete the above form. Reimbursement for summer courses taken at NSC will occur automatically in late September of each year.

Regent Service Program (formerly Regents' Award Program): This program offers the opportunity for community service jobs to be awarded to students who meet one of the following criteria:

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

Programs offering this opportunity will be advertised periodically throughout the year by NSC Student Financial Services and Scholarships and/or the academic departments participating in this program.

Nevada Pre-Paid Tuition: The State of Nevada offers families with the opportunity to purchase the Nevada Pre-Paid tuition plan for students who are enrolled in K-12. For more information please visit the Nevada State Treasurer website at <http://nevadatreasurer.gov/college/prepaid.asp>.

Scholarships

NSC Scholarships: Nevada State College scholarship funds are awarded to students based on merit and/or need depending on

the source of the funds. The student is required to have a specific GPA to receive and keep scholarship awards. In order to be considered for NSC scholarships, students should complete the NSC Scholarship and Grant-In-Aid Application by March 1 of each year. Students are also advised to complete the Free Application for Federal Student Aid (FAFSA) as some scholarships require some level of financial need. Nevada State College uses the FAFSA to determine financial need.

Outside Agency Scholarships: Outside agencies offer various opportunities to college students if they meet the eligibility requirements identified for each scholarship. The best source for locating outside agency scholarships is through 'free' scholarship searches, checking with organizations with whom students are affiliated (church, employer, parent's employer, high school or parent's trade unions) and postings within the NSC Student Financial Services and Scholarships office. NSC does not endorse any outside agency scholarships, but will continue to identify and advertise outside agency scholarships that will benefit NSC students. NSC does not advise that students pay for any service that guarantees financial assistance just for using their service.

Satisfactory Academic Progress Requirements

Maintaining Satisfactory Academic Progress: Maintaining satisfactory academic progress means a student who receives federal assistance (i.e. Pell Grant, Stafford Loans, Parent Loans, Supplemental Education Opportunity Grant, and Veteran benefits) must fulfill minimum standards in regard to academic progress and performance. Most state assistance programs follow the same rules unless otherwise noted within the award letter provided to students. These minimum standards are demonstrated in three areas: grade point average, completion of credits, and completion of the student's degree objective (maximum credits). Scholarship recipients may or may not be subject to these requirements. NSC Scholarship recipients will receive criteria for maintaining

the scholarship, as applicable. Recipients should contact the awarding agency, their donor, or Student Financial Services and Scholarships if clarification is needed.

Grade Point Average: Undergraduate students are required to have a 2.0 cumulative NSC GPA for all programs except Nevada Grant-In-Aid or Access grants. Both programs require a 2.0 NSC cumulative GPA (or new student status) and the Nevada Grant-In-Aid program requires a 2.0 NSC cumulative GPA to continue eligibility for the spring semester. Students should read their award notification letter to identify specific requirements pertaining to their financial assistance.

Completion of Credits: If a student receives financial assistance for the academic year, which includes the fall and spring semesters, the student must complete the minimum number of credits outlined below:

- FT (12+ credits per semester); 24 per year (at least 12 credits per semester)
- TT (9-11 credits per semester); 18 per year (at least 9 credits per semester)
- HT (6-8 credits per semester); 12 per year (at least 6 credits per semester)
- LT (1-5 credits per semester); # credits funded per semester

If enrolled for only one semester, required credits are calculated by half of the above-required credits for the year. If the student has mixed enrollment (such as full-time fall and half-time spring), the requirement is calculated as half of the year requirement for each enrollment added together (i.e. FT/HT = $12 + 6 = 18$).

If a student receives a failing grade, incomplete, audit, or withdraw from a class, these credits cannot be counted toward credit requirements. Repeat classes are included in total credits completed; however, repeat classes are also counted toward the maximum number of credits allowed to complete the degree.

Less Than Half-Time Enrollment: If federal Pell Grant funds are received when

enrolled for less than half-time, all credits must be completed. That is, if enrolled for four credits for the semester, all four credits must be completed at the end of the semester.

Withdrawing from Class: If a student completely withdraws or stops attending classes, resulting in receiving all “F”, “W” or “I” grades, all or a portion of financial aid funds received for the semester may have to be returned. Students should seek advice from instructors and a Financial Aid Advisor before dropping classes and should read the Return of Title IV Federal Financial Aid Funds guidance included in this section of the NSC Catalog.

Maintaining Continued Eligibility for the Spring Semester: In order for fall/spring students to receive funding for the spring semester, at least one credit must be completed during the fall semester. The student should identify a plan to ensure completion of the proper number of credits needed for the academic year. If the minimum number of credits is not completed by the end of the spring semester, students will be placed on probation for the summer semester, at which time they must successfully complete the required number of credits for which they were funded during the fall and spring semester.

Maximum Credits: Students are required by federal regulation to complete their degree within a reasonable time frame and within a reasonable number of credits. Undergraduate students are allowed a maximum of 150% of the required number of credits to earn their degree. At 175 credits students will be notified to provide an explanation, via a Maximum Satisfactory Academic Progress Appeal, for earning a larger than normal number of credits. These maximums include all accepted transfer credits and all credits completed at NSC. Students are required to have the Satisfactory Academic Progress appeal approved by Student Financial Services and Scholarships for any aid received for credit totals greater than those listed above.

Second Bachelor's Degree: Students are required to have a Satisfactory Academic Progress Appeal approved by Student

Financial Services and Scholarships in order to receive financial assistance while working on a second baccalaureate degree. **NOTE:** Funding to students who have already earned a degree is limited to Federal Subsidized or Unsubsidized Stafford Loans. In some instances, state aid may be available to students depending on fund availability.

Assigned Grades and Repeat Courses: Only courses and credits which are assigned a grade of “A”, “B”, “C”, “D”, “X”, and “S” are valid to meet the satisfactory credit requirement. Assigned grades or designations of “F”, “AD” (for audit), “I”, and “W” are not counted toward course and credit requirements and are not satisfactory marks for satisfactory progress requirements. (See Completion of Credits section above). Repeated courses are included in the total credits completed. Students are cautioned that the repeated course is also counted in the maximum number of credits allowed to complete a degree as described in the Maximum Credits section above.

Notification of Probation and Suspension: Students are automatically suspended from receiving financial assistance if they begin an academic year in any of the following circumstances: below standard GPA, deficient credits, have reached maximum credits or second undergraduate, unless the student has submitted and documented circumstances using the appeal option described below. When a student's cumulative NSC GPA falls below a 2.0 or a credit deficiency occurs for which financial assistance was received, notification is made after spring grades are available. At this point, students are placed on financial assistance probation and have the summer semester to raise the GPA or complete the required credits. Nevada State College will begin notifying students of ‘pending’ probation during the spring semester of each year. This ‘pending’ probation notification will assist students with planning summer attendance in order to make up this deficiency.

It is recommended that students who are placed on probation attempt to make up deficiencies during the first two summer

sessions. This will ensure that grades are posted and reviewed before the fall semester begins. It is the student's responsibility to notify Student Financial Services and Scholarships when deficiencies have been successfully removed. If deficiencies are not removed by the end of the summer semester, students are placed on financial assistance suspension and will be ineligible for any further financial assistance until the deficiencies are cleared. Recipients of state funds through the Grant-In-Aid program are notified after the fall semester if the GPA is not at least 2.0 and the Nevada Grant-In-Aid for spring is cancelled.

Reinstatement of Financial Assistance Eligibility:

Students can raise their NSC GPA and/or satisfy credit deficiencies by taking additional course work at NSC without receiving aid. Credit deficiencies, but not GPA deficiencies, can be eliminated by successfully completing course work at another institution. Course work must be transferable to NSC. Students should check for details with a Student Financial Services and Scholarships Financial Aid Advisor on using transferred course work for completing deficiencies. A copy of the NSC transcript can be submitted to verify grade changes including the removal of incompletes if this will result in the removal of deficiencies.

Financial Assistance Satisfactory Academic Progress Appeal:

Students have the right to appeal if eligibility cannot be reinstated by any of the above options, if credit maximums have been reached or if a second undergraduate degree is being pursued. Students should contact Student Financial Services and Scholarships for information regarding the appeal procedure. As part of the appeal process, students are required to document any extenuating circumstance that had an impact on academic performance, including but not limited to illness, death, etc. Students also need to outline a plan for removing the deficiencies during the next academic year, providing a tentative Plan of Study and a Degree Audit Report (when available from the Registrar). The Student Financial Services Appeal committee reviews this form along with a letter of explanation (and copies of any supporting

documentation regarding unusual or extenuating circumstances). Students are notified of the outcome in writing.

Return of Title IV Federal Financial Aid Funds:

Students who completely withdraw during any semester at NSC will be subject to the Federal Return of Title IV Funds calculation. Federal law requires the amount of student assistance earned up to the point of withdrawal to be determined by a specific calculation. In some instances students may owe funds back to NSC and/or the federal programs from which financial assistance was received.

The amount of assistance earned is determined on a pro-rata basis. That is, if 30% of the payment period or period of enrollment was completed, 30% of the assistance originally scheduled to receive is earned. Once at least 61% of the payment period or period of enrollment is completed, all of the assistance is earned. The federal government has mandated a policy of aid recalculation where recipients of Title IV funding fail to complete a minimum of 61% semester attendance. Title IV programs authorized under the Higher Education Act of 1965 include Federal Pell Grant, Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (SMART), Federal Stafford Loans, Federal Unsubsidized Loans and PLUS loans.

For the purpose of determining the point of withdrawal during a semester, a student's separation date is: (1) the date the student began NSC's official withdrawal procedures; (2) the date determined by the school as the last date of academically related activity; or (3) the date established by a survey of class instructors.

Students are responsible for any assistance awarded for which they do not qualify or earn. Students are notified of the overpayment that must be repaid in a timely manner. Upon notification students have 45 days to resolve any outstanding balance owed. After the 45 day period the account may be referred to the U.S. Department of Education for collection. Students are ineligible for future federal and state financial assistance at NSC or other

institutions until repayment of the amount due. NOTE: Even if the overpayment amount is repaid, students are still subject to the Satisfactory Academic Progress policy.

NEVADA STATE COLLEGE STUDENT CODE OF CONDUCT AND POLICIES

Introduction

Nevada State College is committed to an orderly learning environment for all members of the campus community. As students participate in the campus community and its sponsored activities they are responsible for their own actions and subject to local, state and national laws as well as the all college regulations.

In order to maintain an academic climate conducive to each member's success in the pursuit and transmission of knowledge, the college has established a set of policies and standards for all of its members to follow. The college regulations and policies presented on the following pages include expectations for the conduct of individual students as well as student organizations. Also included are college procedures that exist to ensure due process, to support the rights of all students on campus and to educate students about the importance of community based resolution of misconduct.

Scope of the Document

The prohibited conduct, procedures and sanctions established in this document are applicable to the resolution of charges against all students at Nevada State College for allegedly engaging in specified prohibited conduct. Regulations established by the college apply to both students and student organizations at activities on campus and at college and organizational sponsored events off campus.

Individual student conduct alleged to have violated both college regulations and civil or criminal law may be handled concurrently through college disciplinary proceedings and through the courts. Action by the college shall go forward regardless of other possible or pending administrative, civil or criminal proceedings arising out of the same or other

charges. The person filing the complaint may choose to file charges against the student in both arenas: internally, through the college student judicial system, or externally, through the legal system.

Emergency Authority

The President may order the immediate removal from campus of a student for an interim period pending a hearing whenever the President determines that the removal is required in order:

1. to protect life, limb, or property, or
2. to ensure the maintenance of order

Any student so removed shall be afforded an opportunity to a hearing no later than 10 college working days following the emergency removal unless the student agrees to delay the hearing to a later time. The hearing shall be held under the hearing procedures established in Section 6.9 of the Nevada System of Higher Education Code, so far as can be made applicable, and by a general hearing officer as established in Section 6.10 of the Nevada System of Higher Education Code. The President's decision upon the hearing officer's recommendation shall be final. The issue shall be limited to whether the continued removal of the individual is warranted pending the outcome of a disciplinary hearing. During the time of the removal, the student may not come onto college property for any reason other than meeting with the appropriate official regarding the hearing. The charges of misconduct related to the emergency removal shall be made against the student and resolution of the charges shall take place according to the judicial procedures established in this code.

SECTION I: Student Code of Conduct

Nevada State College and the NSHE have established regulations for student conduct that augment local, state and national law. Subsection A includes prohibited conduct established by Nevada State College and Subsection B includes Nevada System of Higher Education regulations.

Subsection A: Nevada State College Prohibited Activities

Students and recognized student organizations are expected at all times to conduct themselves in accordance with college regulations and policies. The following acts are prohibited and may result in disciplinary sanctions:

1. Failure to comply with the directions of college officials in the performance of their duties.
2. Failure to present proof of student status to college employees upon their request.
3. Obstructing college employees in the performance of their duties.
4. Unauthorized access to posted restricted areas, such as ledges, roofs, or any part of a college facility's outside structure.
5. The unauthorized possession, loan, distribution or reproduction of keys to college facilities.
6. Setting off a fire alarm for reasons other than actual fire or emergency, tampering with fire protection equipment or device.
7. Failure to evacuate a college building when a fire/emergency alarm is sounded.
8. False reporting of any emergency.
9. Carrying, possessing, or using firearms on college-owned or college-controlled property, except as required for: (a) educational programs; (b) authorized use in established rifle and pistol ranges; and, (c) police and military purposes.
10. No student under 21 years of age may possess or consume alcohol; neither shall a student offer alcoholic beverages to persons under 21 years of age on campus or during campus related activities.
11. Use or possession of alcoholic beverages; use or possession of illegal and/or unauthorized drugs and drug paraphernalia is prohibited.
12. Being under the influence of alcohol or a controlled substance, or the exhibiting of disruptive behavior while under the influence of alcohol or controlled substances while on college property or at a college-sponsored activity.

Subsection B: Nevada System of Higher Education Regulations

All students are responsible for following the regulations for the entire university and community college system. The 20 prohibited activities, as found in the Nevada System of Higher Education Code, Section 6.2.2 are listed below:

1. Commission of any of the acts specified in Subsection 2.1.4 of the Nevada System of Higher Education Code.
2. The use of, or threat to use, force or violence against any member or guest of the system community, except when lawfully permissible.
3. Interference by force, threat, or duress with the lawful freedom of movement of persons or vehicles on college premises.
4. The intentional disruption or unauthorized interruption of functions of the system, including but not limited to classes, convocations, lectures, meetings, recruiting interviews, and social events, on or off premises of the system.
5. Willful damage, destruction, defacement, theft, or misappropriation of equipment or property belonging to, in the possession of, or on premises occupied by the system.
6. Knowing possession on any premises of the system of any firearms, explosives, dangerous chemicals or other instruments of destruction, or other dangerous weapons as defined by the laws of the state of Nevada, without the written authorization of the President of any system institution or the President's authorized agent, unless such possession reasonably relates to duly recognized system functions by appropriate members of the faculty, other employees, or students.
7. Continued occupation of buildings, structures, grounds, or premises belonging to, or occupied by, the system after having been ordered to leave by the President of a system institution or the President's designee.

8. Forgery, alteration, falsification, or destruction of system documents, or furnishing false information in documents submitted to the Nevada System of Higher Education.
9. Making an accusation which is intentionally false or is made with reckless disregard for the truth against any member of the system community by filing a complaint or charges under this code or under any applicable established grievance procedures in the system.
10. The repeated use of obscene or abusive language in a classroom or public meeting of the system where such usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter.
11. Willful incitement of individuals to commit any of the acts herein prohibited.
12. Disorderly, lewd, or indecent conduct occurring on system premises or at a system-sponsored function on or off such premises.
13. Any act prohibited by local, state, or federal law which occurs on system premises or at a system-sponsored function on or off such premises.
14. The use of threats of violence against a faculty member or the faculty member's family in order to secure preferential treatment for grades, loans, employment, or other service or privilege accorded by the system.
15. Any act of unlawful discrimination based on race, creed, color, sex, age, handicap, or national origin.
16. An act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive, or hostile work or classroom environment.
17. Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same.
18. Willfully destroying, damaging, tampering, altering, stealing,

misappropriating, or using without permission any system, program, or file of the Nevada System of Higher Education.

19. Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual; and
20. Any other conduct which violates applicable, stated prohibitions, policies, procedures, rules, regulations, or bylaws of a system institution.

SECTION II: Disciplinary Procedures for Students

Subsection A: Introduction

Students charged with violations of system or college regulations may be subject to disciplinary action. The procedures for carrying out student discipline are based upon those procedures established by the Nevada System of Higher Education, found in Chapter 6 of the Board of Regents Code. It is the belief of the college that the judicial proceedings should have an educational outcome, while accomplishing the goal of resolution of the problematic behavior.

Presented in this section are college procedures that exist to ensure due process and to support the rights of all students.

Subsection B: Responsibility of Student Organizations

Student organizations, either recognized through the Nevada State Student Alliance or college departments, are expected at all times to conduct themselves in accordance with college regulations and policies. A student organization suspected of misconduct or involvement in any of the activities identified in these regulations or policies may be reported to the office of the Associate Vice Provost of Enrollment Management for an investigation of the activity in question.

Subsection C: Procedures

The following procedures will be followed to address complaints against students referred to the Office of the Associate Vice Provost of Enrollment Management for alleged misconduct. Complaints involving alleged violations of the academic dishonesty policy will follow the procedures outlined in this catalog under Academic Dishonesty. Complaints may be received from any department or individual member of the college community.

1. All complaints are filed with the Office of the Associate Vice Provost of Enrollment Management. Complaints should:
 - a. Be in written form and dated
 - b. Be from the complainant
 - c. State to the extent possible the date(s), time(s), names(s), and circumstance(s) of the violation
 - d. Include names of witnesses, if any
2. The Associate Vice Provost of Enrollment Management or his designee shall investigate the case within 60 days after receipt of the complaint, and if warranted shall present a charging letter to the student or organization involved in the complaint.
3. If deemed appropriate, the Associate Vice Provost of Enrollment Management or designee may informally resolve the complaint through mediation, by conciliating with the parties, by permitting the complainant to voluntarily drop the complaint or by permitting the person charged to voluntarily accept disciplinary sanctions. If the parties agree to the sanction or some other solution, a letter must summarize the acceptance of the agreement and be signed by the participants.
4. Within seven (7) college working days of the completion of the investigation, and if the complaint cannot be informally resolved, the Associate Vice Provost of Enrollment Management or his/her designee will submit the results of the investigation to the Provost with a recommendation for a hearing. The Provost shall make the final decision on the type of hearing to be held within seven (7) college working days.
5. The person or organization charged must receive, at least 10 college working days before the hearing, written notice from the Provost or designee containing:
 - a. The date, time and place of hearing;
 - b. Specification of the misconduct charged by citing the applicable NSHE or college regulation or policy alleged to have been violated;
 - c. Specification, to the extent reasonably possible, of the time, place, person or persons involved, and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct;
 - d. Notification that the student charged may be accompanied by an advisor of the student's choice. See Subsection F for additional information on being accompanied by an advisor.
6. Notices shall either be personally delivered to the student or shall be sent to the person by certified or registered mail, return receipt requested. A copy of the applicable disciplinary hearing procedures shall accompany each notice.
7. The Provost shall appoint a designee to serve as the college representative at the hearing and as such shall present the college's case against the student.
8. The student shall present his or her response to the hearing board or designated officer. The student is not required to speak and this choice shall not be construed as an admission of responsibility for the alleged misconduct. Evidence may be admitted if it possesses reasonably probative value, materiality, and relevancy.

9. The hearing body shall make a determination on whether the student is responsible for the alleged violation.
10. The hearing body chair shall send to the Provost the determination of whether the student is responsible, and if found responsible, shall make a recommendation on appropriate sanction.
11. The Provost or his/her designee shall review the findings of the hearing board and may:
 - a. Dismiss the charge;
 - b. Affirm the recommended sanction;
 - c. Impose a lesser sanction than recommended;
 - d. Impose a greater sanction than recommended, or
 - e. Order a new hearing.
12. The Provost shall reach a decision within a reasonable time after the receipt of findings of fact and shall notify the student and other parties of the decision. If the action taken is suspension or expulsion, the student charged shall be notified by personal delivery of the decision or shall be notified of the action by certified or registered mail, return receipt request.
13. The student may appeal the decision of the Provost within 10 college working days of the receipt of the decision. The appeal must be in writing to the Provost. The facts set forth in the appeal must reasonably establish that:
 - a. The procedures under which the person was charged are invalid or were not followed;
 - b. The person charged did not have adequate opportunity to prepare and present a defense to the charges;
 - c. The evidence presented at the hearing was not substantial enough to justify the decision; or
 - d. The sanction imposed was not in keeping with the gravity of the violation.
14. Within seven (7) college working days after receipt, the Provost shall direct the appeal, along with any reply deemed necessary, provided a copy of the reply is also sent to the student charged, to:
 - a. The President or his/her designee for reconsideration when the sanction imposed is suspension or a lesser sanction;
 - b. The Board of Regents for action when the sanction imposed is expulsion.
15. A decision on the appeal shall be made within a reasonable time after receipt of the appeal by the President or his/her designee or within a reasonable time after the next Board of Regents meeting during which the appeal was considered.
16. The President of the Chair of the Board of Regents, as the case may be, may request a personal appearance of the person charged if the President or the chair of the Board of Regents is of the opinion that justice will be served by such appearance. The appearance of the person charged shall be limited to the issues raised by the appeal as provided above. The person charged must be informed that an appearance is not compulsory and a nonappearance will not prejudice the appeal.
17. The President or the Board of Regents, as the case may be, may:
 - a. Dismiss the charge;
 - b. Affirm the charge and sanction;
 - c. Impose a lesser sanction, or
 - d. Order a new hearing.

Subsection D: Sanctions

Disciplinary sanctions are those actions imposed by a judicial hearing officer or board as a consequence of misconduct under the student judicial code or other college policies. The purpose of a sanction, in addition to protecting others, is primarily to educate an individual by increasing their awareness of the consequences of conduct violations and the importance of responsibility to the college community for one's actions. This will ordinarily be the guiding force behind the imposition of sanctions by the college judicial system. In

some instances, however, the community's need to properly function outweighs the college's ability to so educate an individual. In such cases, for the benefit of both the student and the community, suspension of expulsion from the college may result.

Individual Student Sanctions

The following is a summary of the types of disciplinary sanctions that may be imposed on a student found responsible for violations of the regulations found in the code. Please note: Students found guilty of violating college academic standards may be subject to additional sanctions as outlined in this catalog under Student Rights and Responsibilities (Academic Sanctions) and student organizations may be subject to sanctions outlined in Section II, Subsection D (Sanctions for Student Groups and Organizations).

1. Warning: Notice, oral or written, that continuation or repetition of prohibited conduct may be the cause for more severe disciplinary action.
2. Reprimand: A formal censure or severe reproof administered in writing to a person engaging in prohibited conduct.
3. Probation: Consists of a trial period not exceeding one year in which the conduct of the student will be evaluated in terms of whether any prohibited acts are committed. Probation may include exclusion from participation in privileged or extracurricular activities of the college. The person placed on probation shall be notified, in writing, that the commission of prohibited acts will lead to more severe disciplinary sanctions. The official transcript of the student on probation may be marked "DISCIPLINARY PROBATION" for the period of the probation and any exclusions may also be noted. Parents or legal guardians of minor students shall be notified of the action.
4. Suspension
 - a. Exclusion for a definite period of time from attending classes and from

participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked DISCIPLINARY SUSPENSION EFFECTIVE ____ TO ____." Parents or legal guardians of minor students shall be notified of the action.

- b. A student who is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student's suspension. Such request must be submitted in writing to the President. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.
5. 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.

Sanctions for Student Groups and Organizations

1. Probation for up to one academic year.
2. Prohibition from recruiting and/or accepting new members.
3. Prohibition from participating in college events and co-curricular activities.

4. Restitution. The requirement to reimburse the legal owners for a loss due to defacement, damage, fraud, theft or misappropriation of property. The failure to make restitution shall be the cause for more severe disciplinary action.
5. Denial or use of college facilities.
6. Loss of recognition.

Subsection E: Types of Hearings

There are three types of hearings that may be held as per the decision of the Provost. Factors that may be considered in determining the type of hearing include (a) the need for confidentiality of the student charged or a victim involved in a violation; or (b) the sensitive nature of the incident. Types of hearings are as follows:

1. A hearing before a General Hearing Officer. The President shall designate one or more general hearing officers who shall serve for terms as determined by the President. Office hearings by a general hearing officer shall be informal in nature and subject to such procedures as the President may determine. Once a hearing is held, a recommendation shall be made to the Vice Provost for Student Experiences as soon as is reasonably possible, but no later than six (6) months after the filing of the complaint.
2. Hearing Board. This type of hearing is held before a panel of students and faculty. The Nevada State Student Alliance (NSSA) shall be asked to appoint students to the hearing board. The NSSA is required to submit hearing committee recommendations that are diverse and mirror the NSC student body. Faculty members shall be appointed by Faculty Senate.
3. Special Hearing Officer and Special Hearing Committee. Special hearing officers shall be attorneys

who have been members of the State Bar of Nevada for at least five (5) years or who are otherwise qualified by professional experience in presiding at judicial or quasi-judicial adversary proceedings. They will not hold any employment or other contractual relationship with any NSHE institution during the period of their service. Special hearing committee members shall be selected by the Faculty Senate.

Subsection F: Other Regulations Governing Hearings

1. Advisors/Attorneys: (a) The person charged may be accompanied by one advisor of the person's choice, who may represent and advise the person and may present the evidence on the person's behalf. The person charged must give written notice of the name and address of the advisor, and whether the advisor is an attorney, to the administrative officer no later than 5 college working days before the time set for the hearing. An advisor will not be permitted at the hearing without such notice. (B/R 1/06). (b) Should a person charged advise that the person will be accompanied by an attorney as advisor, the administrative officer shall advise the Executive Vice Chancellor & Chief Counsel so that an attorney will be present at the hearing to represent and advise the administrative officer and to present the evidence on behalf of the administrative officer. (B/R 1/06)
2. Closed Hearings: All hearings are scheduled as closed sessions, unless the student requests for the hearing to be open to the public.
3. Consolidated Hearings: When more than one person is charged with prohibited conduct arising out of a single occurrence, or out of multiple occurrences, a single hearing may be held for all the persons charged. Students may request that their cases be consolidated with others or separated from others. If no request is

made by the student, the Provost or his/her designee shall make the determination regarding consolidation.

4. Absence of the Person Charged: If the student charged does not appear at a hearing without satisfactory explanation for the absence, or should the person charged leave the hearing before its conclusion, the hearing shall proceed without the person charged and the hearing officer or hearing board may make findings of fact and recommendations on sanctions. The fact that an administrative hearing or a civil or criminal trial for the student charged is pending shall not be considered a satisfactory explanation for absence unless the actual hearing or trial date conflicts with a date for a hearing held under this code, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing held under this chapter.
5. Hearings to be Recorded: A tape recording will be made of the hearing and kept for at least one year before being destroyed, unless the matter is brought before the courts during which time the recording will be kept until the matter is decided in the courts. A tape recording of a closed hearing shall be confidential. The person charged, on request of and at the charged person's expense may have or, under supervision may make, a copy of such recording. No tape recording by the person charged or by other persons at the hearing will be permitted. The person charged may, at the charged person's expense, provide for a certified court reporter. A copy of the court reporter's transcript shall also be made available to the President upon the President's request and at the college's expense.

Section III: Academic Standards

Academic Integrity

Academic integrity is a fundamental value at Nevada State College and is centered on honesty, trust, fairness, respect, and

responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the values of Nevada State College and shall not be tolerated under any circumstances. A violation of academic integrity is an act that is harmful to students, faculty, and ultimately, the institution.

Academic Dishonesty

Academic dishonesty is against college as well as system community standards. Academic dishonesty includes, but is not limited to:

Plagiarism: Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work. Examples of plagiarism includes, but are not limited to:

1. Directly quoting, summarizing or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own.
2. Copying and/or presenting the words of others as one's own writing, including from Internet sources.
3. Copying words, even if you cite the sources, unless appropriate quotation is noted.
4. Expressing in your own words someone else's ideas as your own.

Cheating: The deception about one's own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or her own.
2. Several people completing an assignment that was not explicitly assigned as a group project and turning in multiple copies, all represented either implicitly or explicitly as individual work.
3. The use of textbook or notes during an examination without the explicit

permission of the instructor. This includes WebCT and take-home exams.

4. Giving or receiving unauthorized help on assignment.
5. Stealing a problem solution from an instructor.
6. Tampering with experimental data to obtain 'desired' results or creating results for experiments not completed.
7. Tampering with or destroying the work of others.
8. Submitting substantial portions of the same academic work more than once without permission of the instructor.
9. Falsifying college records, forms or other documents.
10. Falsifying clinical hours, supervised field experience hours, or student teaching hours.
11. Unauthorized access of computer systems or files.
12. Attempting to bribe an instructor or administrator.

At a minimum, the grade of "O" or "F" will be given for any assignment in which plagiarism or cheating is discovered. This grade will seriously affect the final grade in the course. Evidence of such dishonesty will be kept on file, and will not be returned to the student. Instructors have the responsibility to report such incidents to the Provost. At the discretion of the instructor, or the Provost, more serious penalties may be imposed.

A faculty member who suspects a student of academic dishonesty shall notify the student and offer the student an opportunity for an initial meeting to discuss the allegation and to present any relevant information. When possible, this initial meeting shall occur within seven calendar days of discovery of the alleged violation. Proceedings in case discussions are informal and non-adversarial. The faculty member may make a verbal agreement on, or provide the student with a written or electronic notice, of, a scheduled meeting. The faculty member may request a witness to be present for this meeting. The purpose of this initial meeting is to review and discuss the charges before a decision is reached. The faculty member may use documentary evidence provided the student is allowed to respond to it at the

meeting. At this initial meeting the following results may occur:

1. The allegations are dismissed;
2. The student accepts responsibility for the violation and accepts the academic sanction(s) proposed by the faculty member;
3. The student accepts responsibility for the violation but does not accept the sanction and requests a hearing;
4. The student does not accept responsibility for the violation and requests a hearing.
5. If the allegations are dropped or the student accepts responsibility for the violation and accepts the sanction(s), the case is closed..

Appeal Process

1. If the student appeals the action and requests a hearing, the following process will be followed: The student must appeal, in writing, to the Academic Dean, within 10 calendar days after the decision of the faculty member.
2. Within five calendar days the Academic Dean will notify the faculty member of the appeal.
3. The hearing will be scheduled no less than 10 calendar days from the date of the appeal. (The student may waive this period and have the hearing sooner).

Hearing Board

The Hearing Board shall consist of the following members with due consideration being given to possible conflicts of interest:

- Two undergraduate students.
- Three faculty members. To ensure the impartiality of the Hearing Board, members must be appointed from programs other than those in which the case originated and in which the accused student is majoring.

Hearing Procedure

1. The hearing will be held within 21 calendar days after the case has been referred.
2. The Dean will call the accused student to appear before the hearing board. If the student wishes to be accompanied by an advisor or an attorney, the board must be notified at least 48 hours in

advance. The faculty member shall also be present, and may be accompanied by an advisor or by an attorney whenever the student chooses such counsel.

3. The Dean will state the content of the report of alleged academic dishonesty and the specific charges made.
4. The faculty member will appear before the board to present evidence against the student. The chair of the board may call other witnesses. The accused student and board members may cross-examine.
5. The student may present evidence on his or her own behalf.
6. The board members will then meet in closed session to make a final decision.
7. If the student is found to be guilty, the hearing board shall consult about any past record of academic misconduct.
8. The hearing board then shall recommend appropriate disciplinary sanctions to the Dean and apprise the faculty member of its deliberations. If the student has been found guilty, the faculty member may impose an academic sanction in addition to the disciplinary sanction (see below).

Academic Sanctions

The following academic sanctions may be imposed if a student has admitted responsibility for the violation or if the hearing board has found the student guilty:

- Cancel the student's enrollment in the class without a grade;
- Give a grade of "O" or "F" for any assignment;
- Give a grade of "F" in the course;
- Require the student to retake the test or resubmit the paper.

Disciplinary Sanctions

In addition to the academic sanction imposed by the faculty member, disciplinary sanctions may be imposed by the Provost (see Student Code of Conduct, Section II, Subsection D).

Grade Appeal Policy and Procedure

Grade Appeal Process

The procedures below are applicable only to examine a student's claim of an unfair academic evaluation made by the instructor. The academic evaluation, resulting in grade assignment, will be subject to appeal if the instructor's evaluation is based on any factors other than the student's performance in the course and/or adherence to course requirements.

In the event a student has a dispute with the grade received in a course s/he shall discuss the accuracy of the grade with the instructor. An instructor's clerical errors can be corrected by the completion of a CHANGE OF GRADE form, available from the student's advisor or department. If a clerical error has not been made, and the student and instructor do not agree that the grading criteria were applied appropriately, the student can proceed to file a Departmental Grade Appeal form.

The grade appeal must be filed with the department offering the course within 20 business day of the beginning of the following semester (excluding summer). A student who fails to file within the specified time period forfeits his/her right to appeal. The department chair or designee shall attempt to resolve the conflict.

Upon receiving the Grade Appeal, the program director, department chair or designee will have five working days to request a written response to the grade appeal from the instructor. The instructor will have 10 working days to provide a response to the student appeal. No later than 20 working days after receiving the Grade Appeal, the program director, department chair, or designee will inform the instructor and student in writing of the recommended final grade. If neither the instructor nor the student contest the recommendation within five working days after receipt of the final grade recommendation, the recommendation is considered final and not subject to further appeal. The department chair will notify the student, faculty, and, in

case the case that the original grade is changed, will submit a Change of Grade form to the Office of Admissions & Records . If the student or faculty contest the decision, they may request a College Level Appeal.

College Level Grade Appeal

A College Grade Appeal Committee will be created by the Provost to review grade appeals that either the student or faculty contest. Should the recommendation by the department chair be contested by the faculty and/or student, the Grade Appeal form and all related materials will be forwarded by the department chair/designee to the Provost within five working days.

The College Grade Appeal Committee will meet no later than 25 working days after the Grade Appeal documentation has been forwarded to the Provost. Within five working days of first meeting, the Committee shall make the final decision. The decision is not subject to appeal. The Committee chair will notify the dean, department chair, student, faculty, and, in the case that the original grade is changed, the Office of Admissions & Records .

Section IV: Selected Nevada State College Policies

Introduction

In addition to prohibited activities outlined in Section I, Subsection A and B, students and student organizations have a responsibility to know and abide by the following college policies. The following policies for students members of the community may also be the same, or similar to, policies affecting all members of the college. These have been included within this student judicial code to allow all students to familiarize themselves with these standards of behavior as well as the rights to which every student is a party.

Drug-Free Schools and Communities Act

Nevada State College has joined other colleges and universities across the nation in encouraging the elimination of alcohol and other drug abuse on our campus and in our community. The substance abuse policy adopted by the college supports the belief that the unlawful possession or use of drugs, including alcohol, and the abuse of alcohol and any drug by students constitutes a grave threat to their physical and mental well-being, and significantly impedes the processes of learning and personal development. While the majority of adults who drink alcohol do so in an acceptable and responsible 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 areas.

Alcoholic Beverages: Nevada State College has an alcoholic beverage policy for students that establishes the standards of behavior and the circumstances under which alcoholic beverages are allowed to be possessed, consumed or distributed by students. Included within this policy are specific regulations for students hosting college sponsored events where alcoholic beverages may be served and/or sold.

- a. In compliance with state law, no student may possess or consume alcohol if under 21 years of age; neither may a student offer alcoholic beverages to a minor (under 21 years).
- b. The President has the authority to designate the time and place for special events where alcoholic beverages shall be served on the college campus (for student groups as well as the entire college community and guests). Students who are of legal age may consume alcohol at these events.
- c. Except as provided above, the storage, possession, or use of alcoholic beverages shall not be permitted on college-owned or college supervised property. In addition, any student who exhibits offensive behavior on college-

owned or college supervised property, or while attending a college-sponsored event while under the influence of alcoholic beverages, shall be subject to college disciplinary action.

Other Substances: The use or possession of illegal and/or unauthorized drugs and drug paraphernalia is strictly prohibited.

Campus Disciplinary Sanctions for Violations of Alcohol and Illegal Substance Policies:

A student involved in violations of college standards of conduct will be required (unless expelled from the college) to participate in an education and assessment process as a condition of continued association with the institution. The following sanctions are presented as guidelines, indicating the range and progression of sanctions--from educational programs through expulsion. These sanctions are applied on a case by case basis, depending on the specific nature of the alcohol and drug violation. Each student's case is evaluated in terms of that student's level of risk posed (health or danger to self and others) by his or her substance abuse.

For violations involving alcohol, sanctions might include:

- three-hour education seminar.
- counseling and assessment
- campus disciplinary probation
- extended probation with counseling
- suspension
- expulsion

For violations involving the possession or use of drugs, sanctions might include:

- disciplinary probation and referral to assessment/treatment
- suspension
- expulsion

For violations involving the sale of drugs, sanctions might include:

- suspension
- expulsion

Legal Standards

In addition to college student conduct standards, a student will be subjected to all local, state, and federal laws related to

substance abuse or the possession/use of alcohol. The following state laws are presented which apply to any student conduct on or in the vicinity of the campus. In these instances, the student is being regarded as a resident of the state of Nevada:

- NRS 202.020 - Purchase, consumption or possession of alcoholic beverage by a minor. Any person under 21 years of age who, for any reason, possesses any alcoholic beverage in public is guilty of a misdemeanor.
- NRS 202.040 - False representation by a minor to obtain intoxicating liquor. Every minor who shall falsely represent himself to be 21 years of age in order to obtain any intoxicating liquor shall be guilty of a misdemeanor.
- NRS 202.055 - Sale or furnishing of alcoholic beverage to a minor; aiding a minor to purchase or procure alcoholic beverage. Every person who knowingly sells, gives, or otherwise furnishes an alcoholic beverage to any person under 21 years of age is guilty of a misdemeanor.
- NRS 205.460 - Preparation, transfer, or use of false identification regarding persons under 21 years of age; (1) Every person who counterfeits, forges, alters, erases, or obliterates, or... (3) Every person under the age of 21 years who uses or attempts to use or proffers any counterfeited, forged, erased or obliterated card, writing paper, document, or any photocopy print, Photostat, or other replica thereof for the purpose and with the intention of purchasing alcoholic liquor or being served alcoholic liquor entering gambling establishments shall be guilty of a misdemeanor.

Legal Sanctions

Legal action provides for sanctions ranging from the imposition of fines to incarceration. These sanctions are imposed after due process is pursued. Legal sanctions are governed by the Nevada Revised Statutes (NRS). Such sanctions result from the

referral of an alcohol or other drug violation which comes to the attention of the college Police Department and is referred to the District Attorney's Office. Legal action may take place concurrently with campus disciplinary action.

For more information on alcohol and substance abuse policies, as well as education, prevention, assessment and treatment services, please contact the Office of the Vice Provost of Student Experiences at (702) 992-2103.

Tobacco Policy

In accordance with state law, Nevada State College maintains a smoke-free educational and work environment and is committed to helping students make healthy, informed lifestyle choices. State law also dictates that smoking is not allowed within 100 feet of buildings. According to the American Cancer Society, college is a time when many long-term lifestyle and behavior choices are being made and solidified. The administration of Nevada State College does not permit tobacco advertising in campus publications and bans tobacco sponsored events on campus or at any college sanctioned event. The Counseling Office is a rich information resource for students who request information about smoking cessation. Students seeking assistance with smoking cessation are referred to appropriate community resources for assistance.

Hazing

Hazing has no place within a community of scholars. The Board of Regents of the Nevada System of Higher Education and Nevada State College affirm their opposition to any form of hazing.

Nevada State College advocates civility in society and an adherence to the fundamental principles of honesty, integrity, respect, fairness, development of the individual character, and sensitivity to the dignity of all persons. These principles should be fostered and nurtured in a broad spectrum of activities that yield society, intellectual and physical benefits. Therefore hazing of any nature is unacceptable.

1. Hazing is defined as any method of initiation into or prerequisite to becoming a member of the Nevada State College community, or any group associated therewith, engaged in by an individual that intentionally or recklessly endangers another individual or group. Any activity upon which the initiation into or affiliation with an organization or group is directly or indirectly conditioned shall be presumed to be forced activity, the willingness of an individual to participate in such activity notwithstanding. Hazing may occur on or off the premises of the organization and/or educational institution. Hazing is most often seen as an initiation rite into a student organization or group, but may occur in other situations.
2. Hazing activities include but are not limited to:
 - a. Any physical activity, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of food, liquor, drugs or other substance or any other brutal treatment or other forced physical activity that is likely to adversely affect the physical health of the person;
 - b. Any situation which subjects the individual to extreme stress, such as sleep deprivation, forced exclusion from social contact, required participation in public stunts, or forced conduct which produces pain, physical discomfort, or adversely affects the mental health or dignity of an individual; and
 - c. Any expectations or commands that force individuals to engage in an illegal act and/or willful destruction or removal of public or private property.
3. A reasonable person standard shall apply, and the discipline shall be proportionate to the infraction. All disciplinary actions or sanctions shall be congruent with Chapter 6 of the NSHE Code and Student Code of Conduct. Both individuals and organizations committing an offense under this anti-hazing policy may be found in violation and be subject to appropriate disciplinary sanctions.

4. An allegation of hazing, reporting of a suspicion that hazing may have occurred, or a request for an investigation of hazing may be initiated by anyone. Violations shall be reported to the Office of the Associate Vice Provost of Enrollment Management

To report an allegation of hazing, please contact the Office of the Associate Vice Provost of Enrollment Management at (702) 992-2053. All investigations of hazing and procedures for adjudication shall follow Section II of the Student Code of Conduct.

Sexual Assault

Any student found responsible for acts of sexual assault within the college community will be subject to disciplinary action. A victim of sexual assault should report the incident and seek the appropriate attention (medical care, emotional support, judicial action) from the campus or community agencies offering resources (Center for Individual and Family Counseling at UNLV, police department, Office of the Vice Provost of Student Experience, Office of Vice President of Multicultural Affairs, Las Vegas Crisis Center and other agencies). A student need not officially report an incident in order to be provided assistance. Reports may be confidential, based upon the student's desires.

Sexual Harassment

It is the policy of Nevada State College that the sexual harassment of students, employees and users of college facilities is unacceptable. The college follows the Nevada System of Higher Education policy and procedures as follows:

A. Sexual Harassment is Illegal Under Federal and State Law:

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment is a form of discrimination; it is illegal.

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

It is expected that students, faculty and staff will treat one another with respect.

B. Policy Applicability and Sanctions: All students, faculty, staff, and other members of the campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Other, lesser sanctions may be imposed, depending on the circumstances.

This policy is not intended to and does not infringe upon academic freedom in teaching or research as established in the NSHE Code, Chapter 2.

C. Training: All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy.

Each institution shall include this policy and complaint procedure in its general catalog. Each institution shall have an on-going sexual harassment training program for employees.

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;

2. Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or
3. The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example,

- It may occur between individuals of the opposite sex or of the same sex.
- It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship.
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
- It may consist of repeated actions or may even arise from a single incident if sufficiently severe.
- It may also rise to the level of a criminal offense, such as battery or sexual assault.

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

Examples of unwelcome conduct of a sexual nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

- Physical assault;
- Sexually explicit statements, comments,

questions, jokes, innuendoes, anecdotes, or gestures;

- Unnecessary touching, patting, hugging, or brushing against a person's body or other inappropriate touching of an individual's body;
- Remarks of a sexual nature about a person's clothing or body;
- Use of electronic mail or computer dissemination of sexually oriented, sex-based communications;
- Sexual advances, whether or not they involve physical touching;
- Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;
- Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;
- Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct.
- Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not usually constitute sexual harassment.

E. Procedure: The Chancellor and each President shall designate no fewer than two administrators to receive complaints of alleged sexual harassment. The administrators designated to receive the complaints may include the following: (1) the Human Resources Officer at the institution; (2) the Affirmative Action Program Officer; or (3) any other officer designated by the President. If the Human Resources Officer or the Affirmative Action Program Officer or another officer designated by the President, is not the individual who initially receives the complaint of alleged sexual harassment, then the individual receiving the complaint must immediately forward the complaint to either the Human Resources Officer or the Affirmative Action Program Officer. (B/R 12/06)

An individual filing a complaint of alleged sexual harassment shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Human Resources Officer or the Affirmative Action Program Officer, or by their designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

Supervisors' Responsibilities: Every supervisor has responsibility to take reasonable steps intended to prevent acts of sexual harassment, which include, but are not limited to:

- Monitoring the work and school environment for signs that harassment may be occurring;
- Refraining from participation in, or encouragement of actions that could be perceived as harassment (verbal or otherwise);
- Stopping any observed acts that may be considered harassment, and taking appropriate steps to intervene, whether or not the involved individuals are within his/her line of supervision; and
- Taking immediate action to minimize or eliminate the work and/or school contact between the two individuals where there has been a complaint of harassment, pending investigation.

If a supervisor receives a complaint of alleged sexual harassment, or observes or becomes aware of conduct that may constitute sexual harassment, the supervisor must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken.

Failure to take the above action to prevent the occurrence of or stop known harassment may be grounds for disciplinary action. Complaints of sexual harassment must be filed within one hundred eighty (180) calendar days after the discovery of the

alleged act of sexual harassment with the supervisor, department chair, dean, or one of the administrators listed above and/or designated by the President to receive complaints of alleged sexual harassment. Complaints of prohibited conduct, including sexual harassment, filed with an institution's administrative officer pursuant to NSHE Code Chapter 6, Section 6.8.1, are not subject to this 180 day filing requirement.

1. Employees.

- a. An employee who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the employee for rejecting the conduct.
- b. The employee may also choose to file a complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
- c. If the employee feels uncomfortable about discussing the incident with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
- d. After receiving any employee's complaint of an incident of alleged sexual harassment, whether or not the complaint is in writing, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved are not supervised by that supervisor.

2. Students.

- a. A student who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither

- necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the student for rejecting the conduct.
- b. The student may also choose to file a complaint with his or her major department chair, who will in turn immediately contact one of the officials listed above.
 - c. If the student feels uncomfortable about discussing the incident with the department chair, the student should feel free to bypass the chair and file a complaint with one of the above officials or to any chair or dean, who will in turn immediately contact one of the officials listed above to forward the complaint, whether or not the complaint is in writing, to discuss it and/or to report the action taken. The chair or dean has a responsibility to act even if the individuals are not supervised by that chair or dean.

3. Non-Employees and Non-Students.

Individuals who are neither NSHE employees nor NSHE students and who believe they have been subjected to sexual harassment by a NSHE employee during the employee's work hours or by a NSHE student on campus or at a NSHE-sponsored event may utilize any of the complaint processes set forth above in this section.

4. Investigation and Resolution.

- a. After receiving a complaint of the incident or behavior, an investigation by one of the above listed officials will be initiated to gather information about the incident. Each institution may set guidelines for the manner in which an investigation shall be conducted.
- b. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the

resolution of the matter. The recommendation is advisory only.

- c. After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken in accordance with NSHE Code Chapter 6, or, in the case of classified employees, *Nevada Administrative Code*, Chapter 284. Other appropriate actions will be taken to correct problems, if any, caused by or contributing to the conduct. If proceedings are initiated under Chapter 6, the investigation conducted pursuant to this policy may be used as the Chapter 6 investigation. The administrative officer, in his or her discretion, may also supplement the sexual harassment investigation with additional investigation.
- d. After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed of the resolution. Certain actions made confidential under NSHE Code Chapters 5 and 6 or *Nevada Administrative Code*, Chapter 284 shall remain confidential.

F. Prompt Attention

Complaints of sexual harassment are taken seriously and will be dealt with promptly. Where sexual harassment is found to have occurred, the NSHE institution or unit where it occurred will act to stop the harassment, to prevent its recurrence, and to discipline those responsible.

G. Confidentiality

The NSHE recognizes that confidentiality is important. However, confidentiality cannot be guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of sexual harassment

to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the NSHE is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

H. Retaliation

Retaliation against an individual who in good faith complains of alleged sexual harassment or provides information in an investigation about behavior that may violate this policy is against the law, will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information is also grounds for discipline.

"Retaliation" may include, but is not limited to, such conduct as:

- the denial of adequate personnel to perform duties;
- frequent replacement of members of the staff;
- frequent and undesirable changes in the location of an office;
- the refusal to assign meaningful work
- unwarranted disciplinary action;
- unfair work performance evaluations;
- a reduction in pay;
- the denial of a promotion;
- a dismissal;
- a transfer;
- frequent changes in working hours or workdays;
- an unfair grade;
- an unfavorable reference letter.

I. Relationship to Freedom of Expression

The NSHE is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental rights and this policy is not intended to stifle teaching methods or freedom of expression. Sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of institutions, the tradition of intellectual freedom and the trust placed in the institutions by their members.

(B/R 05/03 – Entire Section)

(B/R 12/04 – reorganization)

Standards of Conduct for the Use of Computers in NSC-Related Activities

It is the policy of Nevada State College that the improper conduct regarding computers as set forth in this section is incompatible with the goals of honesty and academic freedom and is strictly prohibited. Improper conduct regarding computer use at the college falls into three categories: (1) academic dishonesty; (2) disruption and destruction of computer facilities; and (3) violation of licenses and copyright agreements, college policy, and state or federal laws.

1. Academic Dishonesty Pertaining to the Use of Computers. Examples of this type of behavior regarding computers include, but are not limited to:
 - a. Submitting another person's programs, documentation or program results as your own work;
 - b. Obtaining or attempting to obtain unauthorized access to information stored in electronic form;
 - c. Submitting false results of a program's output for a class assignment or falsifying the results of program execution for the purpose of improving a grade.

2. Disruption or Destruction of Computer Facilities: Examples of this type of behavior include, but are not limited to:

- a. Damaging or stealing college-owned equipment or software;
- b. Sending of offensive mail;
- c. Causing the display of false system messages;
- d. Maliciously causing system slowdowns or rendering systems inoperable;
- e. Changing, removing or destroying (or attempting the same) any data stored electronically without proper authorization;
- f. Gaining or attempting to gain access to accounts without proper authorization;
- g. Putting viruses or worms into a system

3. Violation of Licenses and Copyright Agreements: Most software used on college computers is covered by copyright, license or nondisclosure agreements. Violation of these agreements puts the college and the individual in jeopardy of civil penalties. Examples of such violations include, but are not limited to:

- a. Making copies of copyrighted or licensed software without proper authorization;
- b. Using software in violation of copyright, license or non-disclosure agreements;
- c. Using college computers for unauthorized private or commercial purposes;
- d. Use of computers or the internet in a manner that is against local, state or federal laws.

status, disability and political views or beliefs, and otherwise consistent with state and federal law. Within this context, all members of the college community are accountable for their own behavior and actions. Consequently, the college will not tolerate behavior that violates or infringes upon the civil and statutory rights of any individual or group (and will utilize the Student Code of Conduct in these cases). As members of our Nevada State College community, each of us can feel free to express ourselves in ways that promote openness within a diverse society.

Tolerance and Civility Policy

Each member of the Nevada State College community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community. A fundamental tenet of the college's mission is to nurture a community atmosphere free from discrimination on the basis of race, religion, gender, sexual orientation, age, veteran

College Terminology

ACADEMIC DISQUALIFICATION - The involuntary removal of a student from his/her academic program for unsatisfactory academic performance following academic probation.

ACADEMIC PROBATION - Occurs when a student's cumulative NSC GPA is below warning threshold as determined by credit.

ACADEMIC STATUS - Determined by regulations governing good standing, warning, probation, and disqualification.

ACADEMIC WARNING - Occurs when a student's cumulative NSC GPA is below 2.0 but above warning threshold as determined by credit.

ADMISSION - Formal application and acceptance in a degree program.

ADVISOR, ADVISEE - The advisor is assigned by the college to assist each student in planning the proper academic program. The student is called the advisor's advisee.

AUDIT - To take a course without earning credit or grade.

CORE CURRICULUM - Group of classes in different subject areas that are required of all students obtaining a degree.

CO-REQUISITE - A course that must be taken simultaneously with another.

COURSE FEES - Special course fees are indicated with the course.

CREDIT - Described in semester hours, a credit is defined as three hours of work per week for one semester. Usually this work is made up of one period in class plus two hours of preparation for lecture-seminar classes, or three hours of laboratory classes.

CREDIT LOAD - The total credits for which a student is registered in any registration period.

CURRICULUM - A structured set of learning objectives.

DEPARTMENT - An academic unit of a college

EXTRACURRICULAR - Those activities that are part of student life, but are not part of the regular course of study, such as debate, dramatics and athletics.

GPA - Grade Point Average.

GOOD STANDING - A 2.0 in any given semester as well as a cumulative 2.0 on all college work. Students must be in good academic standing to be eligible to receive financial aid.

GRADE POINTS - Grades are evaluated in terms of quality points. For each credit of a letter grade completed, the following grade points are earned:

Grade	Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

In order to graduate, students must have an average of two grade points for each credit attempted for regular letter grade, including all courses that are failed or repeated.

INCOMPLETE - The "I" symbol is a mark that is given when a student has been performing satisfactory work, but for a reason beyond the student's control, has been unable to complete the required work for the course. Incomplete grades revert to grades of "F" if not made up within one regular semester.

MAJOR - Primary subject or field of study.

MINOR - Secondary subject or field of study.

NON-DEGREE STUDENT - Special student status for students not seeking a degree. Registration is limited to 15 undergraduate credits per semester. Non-degree students are not eligible for financial aid.

NON-RESIDENT TUITION - Non-resident students pay tuition in addition to per-credit fees.

NOT REPORTED - The symbol "NR" is assigned when an instructor does not indicate a grade for a student in a course. "NR" must be resolved by the end of the next regular semester, or it will revert to an "F".

PRE-REQUISITE - The preliminary requirement that must be met before a certain course may be taken.

REGISTRATION - Enrolling in classes.

REGISTRATION FEES - All students pay per-credit registration fees.

REGULAR STUDENT - A degree-seeking student who is officially admitted to the college.

REQUIRED SUBJECTS - The subjects that are prescribed for the completion of a particular program.

RESIDENT ALIEN - A student attending the college as a permanent immigrant who has not attained U.S. citizenship.

RESIDENT CREDIT - Credit earned for regular classes conducted on campus, as well as correspondence classes, continuing education classes, and other distance education courses offered through Nevada State College.

SCHEDULE, CLASS - The semester list of courses offered, including the names of the teachers, the days, hours, and locations of the classes.

SCHEDULE, STUDENT - A listing of the courses the student takes each semester.

SEMESTER - 75 instructional days.

SPECIAL FEES - Additional fees, such as lab fees, required.

SUSPENSION (Disciplinary) - The involuntary separation of a student from the college for unsatisfactory conduct.

TRANSCRIPT - A certified copy of the student's permanent academic record on file in the Office of Admissions & Records. The transcript lists each course the student has taken and the final grade received.

UNDERGRADUATE - A student who has not yet obtained a bachelor's degree.

WITHDRAWAL - The act of officially leaving the college. A student may also drop individual courses without withdrawing from the college. Consult the schedule of classes for specific dates in which the dropping of classes is allowed. Students who drop classes between the seventh day of classes and the end of the eighth week of classes receive grades of "W" on their transcripts. Complete withdrawal from the college results in "W" grades if the student is passing classes at the time of complete withdrawal.

Course Information

Course Numbers

REMEDIAL COURSES - (099 or lower courses): May serve as pre-requisites for courses but do not count toward total credits or fulfill degree requirements.

LOWER DIVISION (100 - and 200 - level courses): May satisfy prerequisite requirements for upper division courses.

UPPER DIVISION (300 - and 400 - level courses): Mainly for juniors and seniors; may require prerequisites.

Advance Course Approvals, Pre-requisites, and Attendance Requirements

You must obtain advisor approval and, as required, satisfy the course and/or test score placement prerequisite for your registration to be valid when you pay fees. Each department is authorized to cancel the registration of any student who does not:

- Satisfy the course or test score placement prerequisites
- Attend class during the first week of class
- Obtain permission to attend more than one section of a class
- Pay fees by the due date.

Symbols

(3+0), (3+3), etc. show the number of 50-minute class periods of lecture (or recitation or discussion) plus the total number of periods of laboratory (or workshop) per week. The number of class periods is not necessarily the same as the number of times the class meets. Thus (3+0) means the course meets for three lecture periods per week and does not have any laboratory periods. Likewise, (3+3) means the course meets for three periods of lecture and three periods of laboratory per week.

1, 2, etc. credits, which appear after the parenthesis indicate the number of credits the course carries each semester.

S/U (in italics) means the course is graded Satisfactory or Unsatisfactory only

Courses

Abbreviations

ACC – Accounting
 AM - American Sign Language
 ANTH – Anthropology
 AST – Astronomy
 ART – Art
 BIOL – Biology
 BLW - Business Law
 BUS – Business
 CBL - Community-Based Learning
 CHEM – Chemistry
 CH - Core Humanities
 CS - Computer Science
 CEP - Counseling and Educational Psychology
 COM – Communication
 COU – Counseling
 CRJ - Criminal Justice
 ECON – Economics
 EDEL - Education/Elementary
 EDHH - Education/Deaf & Hard of Hearing
 EDRL - Education/Reading & Language
 EDSC - Education/Secondary
 EDSP - Education/Special Education

EDU – Education
 EDUC – Education
 EL - Educational Leadership
 ENG – English
 ENV - Environmental Sciences
 ESL - English as a Second Language
 ETS – Ethnic Studies
 FIN - Finance
 FIS - Film Studies
 FREN - French
 GEOG - Geography
 GEOL - Geology
 HE - Health and Physical Education
 HIST - History
 HSC - Hearing Science
 ISC - Integrated Studies Core
 IS - Information Systems
 ITAL – Italian
 JOUR - Journalism
 KIN - Kinesiology
 MGT - Management
 MKT - Marketing
 MATH - Mathematics
 MIL - Military Science
 MUS - Music
 NRES - Natural Resource & Environmental Science
 NURS - Nursing
 NUTR - Nutrition
 OS - Occupational Science
 PHIL - Philosophy
 PHYS - Physics
 PSC - Political Science
 PSY - Psychology
 SOC - Sociology
 SCM - Supply Chain Management
 SPA - Speech Pathology & Audiology
 SPAN - Spanish
 STAT - Statistics
 THTR - Theater
 VIS - Visual Media
 WMST - Women's Studies

Degrees Offered

Bachelor Degrees

– Arranged Alphabetically by

Major

- Biology - **Bachelor of Science**
- Biology with a Concentration in Graduate School - **Bachelor of Science**
- Biology with a Concentration in Integrated Health Promotion - **Bachelor of Science**
- Business Administration - **Bachelor of Science**
- Criminal Justice – **Bachelor of Applied Science**
- Education of Deaf & Hard of Hearing - **Bachelor of Science**
- Elementary Education - **Bachelor of Arts**
- Elementary Education with a Concentration in Bilingual Education - **Bachelor of Arts**
- Elementary Education with a Concentration in Special Education - **Bachelor of Arts**
- English - **Bachelor of Arts**
- Environmental and Resource Science - **Bachelor of Science**
- Environmental and Resource Science with a Concentration in Graduate School - **Bachelor of Science**
- History - **Bachelor of Arts**
- History with a Concentration in Pre-Law – **Bachelor of Arts**
- Integrated Studies - **Bachelor of Arts**
- Integrated Studies - **Bachelor of Science**
- Law Enforcement - **Bachelor of Public Administration**
- Management - **Bachelor of Applied Science**
- Nursing - **Bachelor of Science**
- Occupational Science - **Bachelor of Science**
- Psychology - **Bachelor of Arts**
- Psychology - **Bachelor of Science**
- Secondary Education with a Concentration in Biology – **Bachelor of Science**

- Secondary Education with a Concentration in English – **Bachelor of Arts**
- Secondary Education with a Concentration in Environmental & Resource Science – **Bachelor of Science**
- Secondary Education with a Concentration in History – **Bachelor of Arts**
- Secondary Education with a Concentration in Mathematics – **Bachelor of Science**
- Speech Pathology - **Bachelor of Arts**
- Visual Media with an emphasis in Interactive Media- **Bachelor of Science**

Minors Offered

- Biology
- Business
- Communication
- Counseling
 - Addiction Treatment and Prevention
- Elementary Education
- English
- Environmental and Resource Science
- Ethnic Studies
- Gerontology
- History
- Law Enforcement
- Mathematics
- Psychology
- Secondary Education
- Sociology
- Visual Media

Educational Outcomes

Nevada State College has established an ability-based assessment program which identifies certain educational outcomes that students will achieve through their college career here. The three General Education outcomes are Critical Thinking, Effective Citizenship and Communication as describe below:

Communication Outcomes

Level 1: Clarity

- State position orally and in written form
- Include the main idea(s) and purpose
- Write multiple drafts

Level 2: Structure

- Develop a structured argument
- Substantiate argument with supporting research
- Establish clear transitions between introduction, ideas, and conclusion
- Make revisions

Level 3: Tone and Audience

- Adopt appropriate voice, tone, and level of formality for intended audience
- Ensure unity, clarity, and coherence in paragraphs
- Anticipate counter-arguments
- Accept and profit from criticism

Level 4: Persuasion

- Employ emotional and rational persuasion
- Incorporate a variety of technologies
- Explore novel means of presentation
- Understand the social impact of communication
- Critique own work

Critical Thinking Outcomes

Level 1: Self-Awareness

- Discover own personal perspective
- Ask pertinent questions
- Understand the difference between facts and opinions
- Evaluate own personal perspective

Level 2: Comprehension

- Accurately summarize information

- Identify central points in an argument
- Explore other perspectives
- Draw conclusions from inferences

Level 3: Analysis

- Evaluate the source, context, and credibility of information
- Defend against logical fallacies
- Address other perspectives
- Develop rational arguments

Level 4: Application

- Articulate problems clearly
- Use reason and evidence to generate multiple possible solutions
- Evaluate the quality of solutions
- Implement the best solution(s)

Effective Citizenship Outcomes

Level 1: Social Responsibility

- Recognize your cultural values, assumptions and knowledge
- Demonstrate socially responsible behavior

Level 2: Community Involvement

- Become involved in community concerns
- Learn through community involvement and service

Level 3: Political Literacy

- Demonstrate an understanding of the problems and practices of democracy
- Understand the influences and implications of diversity
- Recognize the interconnectedness among groups, communities and regions

Level 4: Apply Citizenship Skills and Knowledge

- Develop skills of inquiry, communication, participation and responsible action
- Draw on varied perspectives and personal reflection in becoming an informed and interested citizen
- Create links between class-related academic knowledge and active practice in the broader community

College Core Curriculum

Students make a choice of courses from the Core Curriculum Requirements noted below. They must take the following number of credits from each of the Core areas.

Requirements and the Number of Credits

English	3-8
Study & Technology Skills	0-2
Mathematics	3-5
Natural Sciences.....	7-12
Social Sciences	3
Fine Arts	3
Humanities.....	6
Constitution.....	3-6
Cultural Diversity.....	3
Total	31-48

English (3-8 credits required)

An English placement exam is given to students with an Enhanced ACT score of 1-20 in English or a Re-centered SAT score of 200-500 in Verbal, or to students who have not taken the ACT or SAT. Ratings less than 2 on the English placement exam are referred to a community college (ratings are from 1-4). NSC offers English 100 (5 credits) in lieu of remedial English.

COURSE	Enhanced ACT English	Re-centered SAT Verbal
ENG 100	1-20	400-500
ENG 101	21-29	510-670
ENG 102	30-36	680-800

Students who complete ENG 102 will satisfy the Core Curriculum Requirement. Normally, students take ENG 101 during their first semester at the college and ENG 102 during the second semester. Students needing extra assistance in English writing skills will take ENG 100, a 5-credit course offering more instruction and practice than ENG 101. A student who successfully completes (with a C or higher grade) ENG 100 can move on to ENG 102.

1. ENG 100 – Composition I Enhanced.5
or
ENG 101 – Composition I 3
2. ENG 102 – Composition II 3

Study & Technology Skills (0-2 credits required)

Accompanying the student's Core Curriculum Courses are two credits of course work that will teach time and stress management skills, study skills, and technological skills that will be used in subsequent and concurrent courses, such as e-mail, spreadsheet, and presentation software. Students will also be introduced to student support services (e.g. advising, financial aid) at Nevada State College, and our program in assessment of ability-based learning outcomes. Transfer students with 30 or more transferrable college credits will be able to waive the Study and Technology Core Requirement. Transfer students who transfer less than 30 credits will be required to take both CEP 121 and CEP 122 or CEP 123.

- o CEP 121 – Introduction to the College Experience..... 1
- AND**
- o CEP 122 – Enhancing Academic Success 1
- or**
- o CEP 123 – College and Career Success 2

Mathematics (3-5 credits required)

The Mathematics diagnostic test administered to students has been created by NSC Math professors and has proven to be a proficient diagnostic tool. There are two Math diagnostic tests. If a student scores greater than 17 on the first diagnostic test, the second diagnostic test results will factor into the student's placement. Students who have taken the ACT or SAT will not need to take the NSC Math Diagnostic Test.

COURSE	Enhanced ACT Math	Re-Centered SAT Math	NSC Math Placement Test
MATH 093*	17 or below	400 or below	9 or below
MATH 097*	17 to 20	400-500	10-17
MATH 120	21	510	
MATH 124	22	520	
MATH 128	25-27	560-610	
MATH 181	28 or above	630 or above	

- MATH 120 – Fundamentals of College Mathematics3
- MATH 124 – College Algebra.....3
- MATH 128 – Pre-Calculus & Trigonometry.....5
- MATH 181 – Calculus I.....4
- MATH 182 – Calculus II.....4

*NOTE: Courses below the 100 level do not count toward a student's Grade Point Average.

Natural Sciences (7-12 credits required)

Students need to take two science courses, at least one of which must include an associated laboratory course. An asterisk (*) indicates a course that may be taken for laboratory credit. Students must complete any mathematical prerequisites prior to enrolling in natural science courses.

- AST 103 – Introductory Astronomy: The Solar System3
 - Must be taken with AST 105 to fulfill laboratory requirement.
- AST 104 – Introductory Astronomy: Stars & Galaxies3
 - Must be taken with AST 105 to fulfill laboratory requirement.
- AST 105 – Introductory Astronomy: Stars & Galaxies Lab*1
- BIOL 101 – Biology for Non-Majors*4
- BIOL 189 – Fundamentals of Life Science*4
- CHEM 105 – Chemistry, Man, & Society3
- CHEM 110 – Chemistry for Health Sciences I*4
- CHEM 111 – Chemistry for Health Sciences II*4
- CHEM 121 – General Chemistry I*4
- CHEM 122 – General Chemistry II*4
- ENV 101 – Introduction to Environmental Sciences3
- GEOG 117 – Introduction to Meteorology3
- GEOL 100 – Introduction to Geology3
- GEOL 101 – Geology: Exploring Planet Earth*4
- GEOL 102 – Earth & Life Through Time*4
- PHYS 151 – General Physics I*4
- PHYS 152 – General Physics II* ...4

Social Science (3 credits required)

- ANTH 101 – Introduction to Cultural Anthropology..... 3
- COM 216 – Survey of Communication Studies 3
- COU 300 – Introduction to Human Services & Counseling 3
- ECON 103 – Principles of Macroeconomics 3
- PSC 210 – American Public Policy 3
- PSC 211 – Introduction to Comparative Politics 3
- PSC 231 – Introduction to International Relations 3
- PSY 101 – General Psychology.... 3
- PSY 460 – Social Psychology..... 3
- SOC 101 – Principles of Sociology 3
- WMST 101 – Introduction to Women's Studies 3

Fine Arts (3 credits required)

- ART 160 – Art Appreciation 3
- ART 260 – Survey of Art History I. 3
- ART 261 – Survey of Art History II 3
- ART 265 – Introduction to Contemporary Art..... 3
- ART 475 – History of Photography 3
- FIS 100 – Introduction to Film... .. 3
- FIS 110 – Language of Film..... 3
- MUS 121 – Music Appreciation.... 3
- MUS 122 – Survey of Jazz 3
- MUS 128 – Masterworks of Music 3
- MUS 134 – Jazz Appreciation..... 3
- THTR 100 – Introduction to the Theater 3

Humanities (6 credits required)

- CH 201 – Ancient and Medieval Cultures..... 3
- CH 202 – The Modern World 3
- COM 101 – Fundamentals of Speech Communication 3
- COM 250 – News Gathering and Writing 3
- ETS 101 – Intro to Ethnic Studies. 3
- Any Literature Course ENG 231 or higher 3

- Any Philosophy Course (other than 102, 105, 109)3
- Any History Course.....3
- Foreign Language Course 111 or above 3-4
- AM 145 – American Sign Language I.....4
- AM 146 – American Sign Language II.....4
- AM 147 – American Sign Language III.....4
- AM 148 – American Sign Language IV4

Constitution (3-6 credits required)

- CH 203 – American Experience and Constitutional Change3
- PSC 101 (from an NSHE institution)4
- PSC 101 (equivalent from out-of-state) **AND** PSC 1004
- PSC 101 (equivalent from out-of-state) **AND** HIST 217.....6
- HIST 101 **AND** HIST 102 (HIST 102 must be taken at an NSHE institution excluding UNR)6
- HIST 101 **AND** PSC 1004
- HIST 101 **AND** HIST 2176

Cultural Diversity (3 credits required)

The Cultural Diversity requirement aims to engender understanding, appreciation, and insight into different, non-mainstream American or non-Western cultures. It also helps provide different lenses and perspectives through which to view cultural constructs such as class, ethnicity, gender, religion, and sexual orientation.

Any of the following courses will fulfill the requirement:

- EDUC 495 – Education Topics: Children’s Literature and Latino/a Authors3
- ENG 231 – World Literature I3
- ENG 232 – World Literature II3
- ENG 290 – Introduction to African-American Literature3
- ENG 292 – Introduction to Chicano Literature.....3

- ENG 427A – Women and Literature 3
- ENG 481A – Comparative Literature 3
- ENG 481B – Modern Comparative Literature 3
- ENG 485 – Topics in Comparative Literature 3
- ENG 485A – Asian Literature..... 3
- ENG 490 – Asian-American Literature 3
- ENG 490A – Gender and Sexual Identity in Literature..... 3
- ENG 494A – Native American Literature 3
- ENG 495C – African-American Literature 3
- ENG 496A – Themes in Modern Chicano Literature..... 3
- ENG 497A – Topics in Multicultural Literature 3
- ETS 101 – Intro to Ethnic Studies. 3
- ETS 302 – Theories and Methods in Ethnic Studies 3
- ETS 375 – U.S. Latino/a - Chicano/a Experience 3
- ETS 435 – Asian-American Identities in Comparative Context. 3
- ETS 488 – Outlaw Genres: U.S. Third World Women’s Autobiography 3
- HIST 320 – Hispanic Culture In the U.S 3
- HIST 418 – History of the United States and American Indian Relations 3
- HIST 424 – Role of Religion in American Culture 3
- HIST 432 – History of Women in the United States..... 3
- HIST 433 – African-American History 3
- HIST 436 – Nazi Holocaust American Perspective 3
- HIST 444 – Latinos in the American West..... 3
- HIST 449 – History of Japan..... 3
- HIST 450 – Modern Chinese History 3
- HIST 470 – History of Mexico 3
- HIST 478 – Middle Eastern Studies 3
- NURS 310 – Cultural Issues in Health Care..... 3
- SOC 102 – Contemporary Social Issues..... 3

- SOC 429 – Globalization:
Economic, Political, & Cultural
Perspectives3
- SOC 449 – Sex & Social
Arrangements3
- SOC 453 – Gender & Society.....3
- SOC 469 – Crossing
Borders/Global Migrations3
- SOC 471 – Racial & Ethnic Conflict
in the United States3
- WMST 101 – Introduction to
Women's Studies.....3

SCHOOL OF EDUCATION

Bachelor of Science in Business Administration

Mission Statement

The objective of the baccalaureate degree in Business is to provide students with the knowledge and analytical skills necessary to succeed in entry-level professional positions in their chosen fields. The program is designed to prepare students for advancement by providing breadth of knowledge in economics and business principles, training in communication skills, and a solid foundation in the sciences and liberal arts.

This degree program is designed to prepare students to be successful in both private and public sector organizations throughout the state, region, and nation. These organizations will be characterized by high rates of technological change, increasing levels of cultural diversity and globalization of markets. It is essential that students not only acquire expertise but the broad critical thinking skills that enable our businesses and organizations to be responsibly and efficiently served in a changing world.

NOTE: Transfer credits toward upper-division business requirements and toward IS 101 are considered only for those courses completed within the seven-year period prior to admission to the business program. Grades below a "C-" carry no credit towards major requirements.

Learning Outcomes

NSC business students develop skills and aptitudes in the following areas:

- Standard 1: Ethical and legal responsibilities in organizations and society
- Standard 2: Financial theories, analysis, reporting, and markets
- Standard 3: Creation of value through the integrated production and distribution of goods, services, and information

- Standard 4: Group and individual dynamics in organizations
- Standard 5: Statistical data analysis and management science as they support decision-making processes through an organization
- Standard 6: Information technologies as they influence the structure and processes of organizations and economics, and as they influence the roles and techniques of management
- Standard 7: Domestic and global economic environment of organizations
- Standard 8: Other management-specific knowledge and abilities as identified by the school.

Curriculum

- I) College Core Curriculum34-45
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) - *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (6 credits)
 - 1) MATH 124 – College Algebra 3
 - 2) MATH 132 – Finite Mathematics 3
 - D) Natural Sciences (7-8 credits) - *Refer to the Natural Sciences section of the Core Curriculum*
 - E) Social Sciences (3 credits) - *Refer to the Social Sciences section of the Core Curriculum*
 - F) Fine Arts (3 credits) - *Refer to the Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits) - *Refer to the Humanities section of the Core Curriculum*
 - H) Constitution (3-6 credits) - *Refer to the Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) - *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Additional College Requirements ..36
 - A) Social Science Requirements (6 credits) - *Refer to the Social*

	<i>Sciences section of the Core Curriculum</i>	
B)	Communications (9 credits)	
1)	COM 101 – Fundamentals of Speech Communication ...	3
2)	COM 102 – Interpersonal Communication	3
3)	ENG 407A – Fundamentals of Business Writing	3
C)	Pre-Business Core (21 credits)	
1)	ACC 201 – Financial Accounting	3
2)	ACC 202 – Managerial Accounting	3
3)	BUS 101 – Introduction to Business.....	3
4)	ECON 102 – Principles of Microeconomics	3
5)	ECON 103 – Principles of Macroeconomics.....	3
6)	ECON 261 – Principles of Statistics.....	3
7)	IS 101 – Introduction to Information Systems	3
II)	Major Requirements.....	44
A)	BLW 302 – Legal Environment	3
B)	BUS 395 – Current Issues in Business	2
C)	ECON 365 – Labor and the Economy.....	3
D)	FIN 301 – Principles of Managerial Finance	3
E)	IS 301 – Management Information Systems	3
F)	MGT 301 – Principles of Management and Organizational Behavior.....	3
G)	MGT 367 – Human Resource Management.....	3
H)	MGT 391 – Quantitative Analysis	3
I)	MGT 415 – Business and Society	3
J)	MGT 480 – International Management.....	3
K)	MGT 492 – Advanced Organizational Behavior	3
L)	MGT 494 – Seminar in Management	3
M)	MKT 301 – Marketing Management	3
N)	SCM 352 – Operations Management.....	3
O)	Business Capstone Course	
1)	Select one course from:	

- BUS 496 – Strategic Management and Policy
- BUS 497 – New Venture Creation and Strategy
- BUS 498 – Global Business Strategy.....

Summary of credit requirements for the Bachelor of Science in Business Administration

- College Core Curriculum	34-45
- Additional College Requirements	36
- Major Core Requirements	44
- Electives	0-10
Total Credits	124

Bachelor of Applied Science in Management

Program Completion Requirements

1. Completion of an AAS degree at an accredited community college.
2. A minimum of 124 credits must be earned with 36 or more credits in courses numbered 300 or above. A minimum of 32 credits must be completed in Nevada State College upper division courses. 62 of the 124 credits must be earned at four-year colleges or universities.

Curriculum

- I) Completion of an AAS Degree (at least 60 credits)
- II) College Core Curriculum up to 25 credits**
 - A) English (3 credits)
 - 1) ENG 102 – Composition II
 - B) Mathematics (3 credits)
 - 1) MATH 124 - College Algebra
 - C) Natural Sciences (4 credits) – *Refer to the Natural Sciences section of the Core Curriculum*
 - D) Social Sciences (3 credits) – *Refer to the Social Sciences*
 - E) Fine Arts (3 credits) - *Refer to the Fine Arts section of the Core Curriculum*

- F) Humanities (6 credits) - *Refer to the Humanities section of the Core Curriculum*
- G) Cultural Diversity (3 credits) - *Refer to the Cultural Diversity section of the Core Curriculum*

III) **Applied Science Management Core Curriculum (21credits)**

- A) ECON 261 – Statistical Methods 3
- B) ENG 407A – Fundamentals of Business Writing 3
- OR**
- ENG 407B – Fundamentals of Technical Writing 3
- C) FIN 301 – Managerial Finance 3
- D) MGT 367 – Human Resource Management 3
- E) MKT 301 – Marketing Management 3
- F) IS 301 – Management Information Systems 3
- G) PHIL 248 Professional Ethics. 3

IV) **Minor Area of Study**

*Students will choose at least 12 upper division credits in a minor area of study. All minor areas of study must be approved by the student's advisor.

Summary of credit requirements for the Bachelor of Applied Science in Management

AAS Degree	At least 60 credits**
Core Curriculum.....	up to 25 credits**
Pre-requisites (if needed)	up to 12 credits**
Applied Science Core Curriculum.....	21
Minor Area of Study	12
Electives (if needed to bring total credits)	
Total Credits	124

Education

Mission Statement

The mission of Nevada State College School of Education is to prepare highly qualified educators who will respond to the needs of all learners and educate students to reach their highest potential.

The faculty of the School of Education adheres to the NSC Core Values:

- **Innovation:** We are visionaries and risk-takers.
- **Teaching Excellence:** We are a collaborative team, educational advocates, scholars and leaders who put students first.
- **Economic Development:** We are educational recruiters, community partners and fundraisers.
- **Assessment:** We are researchers who incorporate professional standards and best practices in our courses and who continually reflect and assess our programs.
- **Customer Service:** We are advisors and mentors to the community; and
- **Heritage:** We are committed to diversity, equitable practices and social justice.

Learning Outcomes

The program offered by the Teacher Preparation Program is standards-based. The standards set forth by the National Council for Accreditation of Teacher Education (NCATE) guide the development and evaluation of the programs and related activities of the Teacher Preparation Program. The standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS) are integrated into the program's framework. The framework is the benchmark by which student performance competencies and the effectiveness of all school programs and activities are assessed.

The framework is composed of four research-based domains:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Classroom Environment
- **Domain 3:** Instruction
- **Domain 4:** Professional Responsibilities

The elements and rubrics for the components of each domain have been integrated into the progress gates through which students must pass in order to continue moving forward in the Education Program. The progress gates are:

GATE ONE:

Before registration for initial (300 level) education courses, the student must have:

- General admission into Nevada State College;
- A resume;
- A 500-word typed essay entitled: "Why I Want to Become a Teacher";
- An official transcript of all college course work;
- Proof of knowledge of competency in core subjects, including writing and technology;
- Passing score on the Pre-Professional Skills Tests (PPST or Praxis I);
- Clear FBI fingerprinting check;
- Clear Tuberculin (TB) test;
- Minimum resident GPA of 2.5 or better.

GATE TWO:

Before acceptance into the internship the student must have:

- Minimum resident GPA of 2.5 or better
- A passing score on the Praxis II subject area and pedagogy tests;

GATE THREE

Before successful completion of the internship, the students must:

- **Tier 1:** Using the framework rubrics, the student will continually self assess and reflect upon his/her present level of effectiveness as a teacher and the growth areas which he/she must focus upon and seek assistance if necessary.
- **Tier 2:** Using the student's self assessment and the cooperating teacher's and college supervisor's observation notes, (which are based upon the framework rubrics), the intern, cooperating teacher and the college supervisor will regularly review the intern's progress and plan for his/her growth in effectiveness.
- **Tier 3:** The cooperating teacher and the college supervisor will review the student's progress in becoming an effective teacher and assign a final grade for the internship experience. The final assessment will be used by the Program and receiving school district (CCSD, etc.), as a starting point for planning for the new teacher's special induction and staff development needs.

- **Tier 4:** An assessment of the student portfolio, which will be a structured collection of the student's progress, achievements, contributions, and efforts that is selective, reflective, and collaborative and demonstrates accomplishments through the education courses leading up to the internship or internship experience;

GATE FOUR

Program Completion Requirements:

- Completion of a minimum of 128 credits;
- The minimum resident GPA required for the degree is 2.5;
- Completion of major requirements for secondary school teachers;
- Certification of no less than basic performance across all domains by student's presentation of portfolio to college-wide review board;
- Recommendation of Teacher Preparation Program faculty to the College President.

Transfer Policy

1. Any candidate for student teaching, who has transferred to NSC must:

- fulfill all specific requirements
- have completed at least 15 hours of education coursework at NSC prior to being allowed to student teach.
- Additional courses, as determined by the advisor or the Department Chair, may be required of the student.

2. Any teacher education course that counts towards a degree in education (any degree that requires a teaching license) at Nevada State College may not be older than 5 years **at the time of admission to the program**. This may be course work that a student transfers from another college or course work previously taken at NSC followed by a break in enrollment. The five-year rule does **NOT** apply to the time of graduation and subsequent teacher licensure.

NOTE: Grades below a "C-" carry no credit towards major requirements.

Bachelor of Arts in Elementary Education

Curriculum

I) College Core Curriculum.....	31-43
A) English (3-8 credits) – <i>Refer to the English section of the Core Curriculum</i>	
B) Study and Technology Skills (0-2 credits) - <i>Refer to the Study and Technology Skills section of the Core Curriculum</i>	
C) Mathematics (3-5 credits) - <i>Refer to the Mathematics section of the Core Curriculum</i>	
D) Natural Sciences (7 credits)	
1) Any Biology course with a lab	4
2) AST 103 – Introductory Astronomy: The Solar System	3
E) Social Sciences (3 credits)	
1) PSY 101 – General Psychology	3
F) Fine Arts (3 credits) - <i>Refer to the Fine Arts section of the Core Curriculum</i>	
G) Humanities (6 credits)	
1) COM 101 – Fundamentals of Speech Communication...	3
2) <i>Refer to the Humanities section of the Core Curriculum</i>	
H) Constitution (3-6 credits) - <i>Refer to the Constitution section of the Core Curriculum</i>	
I) Cultural Diversity (3 credits) - <i>Refer to the Cultural Diversity section of the Core Curriculum</i>	
II) Additional major requirements	12
A) MATH 122 - Number Concepts for Elementary School Teachers .	3
B) MATH 123 - Statistical and Geometrical Concepts for Elementary School Teachers .	3
C) PSY 307 - Principles of Educational Psychology	3
D) PSY 430 - Developmental Psychology: Infancy and Childhood	3
III) Major Requirements.....	74
A) EDEL 433- Teaching Elementary School Mathematics	3
B) EDEL 441- Standards-based Curriculum-Elementary Science (Physics emphasis)	3

C) EDEL 443- Teaching Elementary School Science	3
D) EDEL 443P- Teaching Elementary School Science Practicum (Physics emphasis).....	1
E) EDEL 443P- Teaching Elementary School Science Practicum (Earth Science emphasis).....	1
F) EDEL 445- Curriculum Development Elementary School Science (Earth Science emphasis)	3
G) EDEL 453- Teaching Elementary School Social Science	3
H) EDEL 483- Elementary Supervised Student Teaching.....	12
I) EDRL 407- Teaching Literature	3
J) EDRL 427- Teaching Writing across School Curriculum	3
K) EDRL 442- Literacy Instruction I	3
L) EDRL 443- Literacy Instruction II	3
M) EDRL 451- Content Area Literacy	3
N) EDRL 461- Diagnostic Assessment and Instruction Literacy.....	3
O) EDRL 471- Language Acquisition, Development and Learning.....	3
P) EDRL 474- Methods for English Language Learners.....	3
Q) EDRL 475- Assessment and Evaluation English Language Learners.....	3
R) EDRL 477- Curriculum Development English Language Learners.....	3
S) EDU 203- Introduction to Special Education	3
T) EDU 206 - Classroom Learning Environments	3
U) EDU 214 – Preparing Teachers To Use Technology	3
V) EDU 250- Foundations of Education	3
W) EL 401- Law and Ethics for Educators.....	3

Summary of credit requirements for the Bachelor of Arts in Elementary Education

- College Core Curriculum	31-43
- Additional Major Requirements	12
- Major Core Requirements	74
- Electives	0-11
Total Credits	128

Bachelor of Arts in Elementary Education with a Concentration in Bilingual Education

Curriculum

I) College Core Curriculum.....	31-43
A) English (3-8 credits) – <i>Refer to the English section of the Core Curriculum</i>	
B) Study and Technology Skills (0-2 credits) - <i>Refer to the Study and Technology Skills section of the Core Curriculum</i>	
C) Mathematics (3-5 credits) - <i>Refer to the Mathematics section of the Core Curriculum</i>	
D) Natural Sciences (7 credits)	
1) Any Biology course with a lab	4
2) AST 103 – Introductory Astronomy: The Solar System	3
E) Social Sciences (3 credits)	
1) PSY 101 – General Psychology	3
F) Fine Arts (3 credits) - <i>Refer to the Fine Arts section of the Core Curriculum</i>	
G) Humanities (6 credits)	
1) COM 101 – Fundamentals of Speech Communication...	3
2) <i>Refer to the Humanities section of the Core Curriculum</i>	
H) Constitution (3-6 credits) - <i>Refer to the Constitution section of the Core Curriculum</i>	
I) Cultural Diversity (3 credits) - <i>Refer to the Cultural Diversity section of the Core Curriculum</i>	
II) Additional major requirements	12
A) MATH 122 - Number Concepts for Elementary School Teachers .	3
B) MATH 123 - Statistical and Geometrical Concepts for Elementary School Teachers .	3
C) PSY 307 - Principles of Educational Psychology	3
D) PSY 430 - Developmental Psychology: Infancy and Childhood	3
III) Major Requirements.....	71
A) EDEL 433 - Teaching Elementary School Mathematics	3
B) EDEL 441 - Standards-based Curriculum-Elementary Science (Physics emphasis).....	3
C) EDEL 443 - Teaching Elementary School Science	3
D) EDEL 443P- Teaching Elementary School Science Practicum (Physics emphasis).....	1
E) EDEL 443P- Teaching Elementary School Science Practicum (Earth Science emphasis).....	1
F) EDEL 445 - Curriculum Development Elementary School Science (Earth Science emphasis)	3
G) EDEL 453 - Teaching Elementary School Social Science	3
H) EDEL 483- Elementary Supervised Student Teaching.....	12
I) EDRL 407- Teaching Literature	3
J) EDRL 427- Teaching Writing Across School Curriculum	3
K) EDRL 442- Literacy Instruction I	3
L) EDRL 451- Content Area Literacy	3
M) EDRL 461- Diagnostic Assessment and Instruction Literacy.....	3
N) EDRL 471- Language Acquisition, Development and Learning.....	3
O) EDRL 483- Methods in Bilingual Education	3
P) EDRL 485- Assessment and Evaluation Bilingual Education	3
Q) EDRL 487- Curriculum Development Bilingual Education	3
R) EDU 203- Introduction to Special Education	3
S) EDU 206 - Classroom Learning Environments	3
T) EDU 214 – Preparing Teachers To Use Technology	3
U) EDU 250- Foundations of Education	3
V) EL 401- Law and Ethics for Educators.....	3
Summary of credit requirements for the Bachelor of Arts in Elementary Education with a Concentration in Bilingual Education	
- College Core Curriculum	31-43
- Additional Major Requirements	12
- Major Core Requirements	71
- Electives	2-14
Total Credits	128

Bachelor of Arts in Elementary Education with a Concentration in Special Education

Curriculum

- | | |
|---|--|
| I) College Core Curriculum..... 31-43 | B) EDEL 441- Standards-based Curriculum-Elementary Science (Physics emphasis)..... 3 |
| A) English (3-8 credits) – <i>Refer to the English section of the Core Curriculum</i> | C) EDEL 443- Teaching Elementary School Science 3 |
| B) Study and Technology Skills (0-2 credits) - <i>Refer to the Study and Technology Skills section of the Core Curriculum</i> | D) EDEL 443P- Teaching Elementary School Science Practicum (Physics emphasis)..... 1 |
| C) Mathematics (3-5 credits) - <i>Refer to the Mathematics section of the Core Curriculum</i> | E) EDEL 443P- Teaching Elementary School Science Practicum (Earth Science emphasis)..... 1 |
| D) Natural Sciences (7 credits) | F) EDEL 445- Curriculum Development Elementary School Science (Earth Science emphasis) 4 |
| 1) Any Biology course with a lab 4 | G) EDEL 453- Teaching Elementary School Social Science 3 |
| 2) AST 103 – Introductory Astronomy: The Solar System 3 | H) EDEL 483- Elementary Supervised Student Teaching..... 12 |
| E) Social Sciences (3 credits) | I) EDRL 407- Teaching Literature 3 |
| 1) PSY 101 – General Psychology 3 | J) EDRL 442- Literacy Instruction I 3 |
| F) Fine Arts (3 credits) - <i>Refer to the Fine Arts section of the Core Curriculum</i> | K) EDRL 443- Literacy Instruction II 3 |
| G) Humanities (6 credits) | L) EDRL 451- Content Area Literacy 3 |
| 1) COM 101 – Fundamentals of Speech Communication... 3 | M) EDRL 461- Diagnostic Assessment and Instruction Literacy..... 3 |
| 2) <i>Refer to the Humanities section of the Core Curriculum</i> | N) EDRL 471- Language Acquisition, Development and Learning..... 3 |
| H) Constitution (3-6 credits) - <i>Refer to the Constitution section of the Core Curriculum</i> | O) EDSP 414- Career Education for Students with Disabilities 3 |
| I) Cultural Diversity (3 credits) - <i>Refer to the Cultural Diversity section of the Core Curriculum</i> | P) EDSP 432- Serving Individuals with Disabilities and Their Families 3 |
| II) Additional major requirements 12 | Q) EDSP 443- Special Education Curriculum: General Method... 3 |
| A) MATH 122 - Number Concepts for Elementary School Teachers . 3 | R) EDSP 452- Assessment for Special Education Teachers..... 3 |
| B) MATH 123 - Statistical and Geometrical Concepts for Elementary School Teachers . 3 | S) EDSP 453- Behavior Management Techniques for Students with Disabilities..... 3 |
| C) PSY 307 - Principles of Educational Psychology 3 | T) EDU 203- Introduction to Special Education 3 |
| D) PSY 430 - Developmental Psychology: Infancy and Childhood 3 | U) EDU 206 - Classroom Learning Environments 3 |
| III) Major Requirements..... 77 | V) EDU 214 – Preparing Teachers To Use Technology 3 |
| A) EDEL 433- Teaching Elementary School Mathematics 3 | W) EDU 250- Foundations of Educations 3 |
| | X) EL 401- Law and Ethics for Educators..... 3 |

Summary of credit requirements for the Bachelor of Arts in Elementary Education with a Concentration in Special Education

- College Core Curriculum 31-43
- Additional Major Requirements 12

- Major Core Requirements	77
- Electives	0-8
Total Credits	128

Bachelor of Science in Education of Deaf & Hard of Hearing

A Bachelor of Science in Education of Deaf and Hard of Hearing at Nevada State College affords students the opportunity to develop insight and genuine appreciation for culture, contributions, and contemporary issues of individuals who are deaf or hard of hearing. This program offers a full range of courses detailing the history, education, literature, culture, and language of individuals who are deaf or hard of hearing. Students will explore the issues and practices surrounding Total Communication. Competence in American Sign Language (ASL) will be required of all students graduating from the program. A bilingual/bicultural philosophy is applied in preparation of personnel to work with individuals who are deaf or hard of hearing.

The Bachelor of Science in Education of Deaf and Hard of Hearing is primarily designed to prepare students to be teachers of students, ages 3-21, who are deaf or hard of hearing. Students graduating with a Bachelor of Science from Nevada State College in Education of Deaf and Hard of Hearing will have received extensive exposure and preparation to teach general education curriculum to students who are deaf or hard of hearing.

Curriculum

I) College Core Curriculum.....	31-43
A) English (3-8 credits) – <i>Refer to the English section of the Core Curriculum</i>	
B) Study and Technology Skills (0-2 credits) - <i>Refer to the Study and Technology Skills section of the Core Curriculum</i>	
C) Mathematics (3-5 credits) - <i>Refer to the Mathematics section of the Core Curriculum</i>	
D) Natural Sciences (7 credits)	
1) Any Biology course with a lab	4

2) AST 103 – Introductory Astronomy: The Solar System	3
E) Social Sciences (3 credits)	
1) PSY 101 – General Psychology	3
F) Fine Arts (3 credits) - <i>Refer to the Fine Arts section of the Core Curriculum</i>	
G) Humanities (6 credits)	
1) COM 101 – Fundamentals of Speech Communication ...	3
2) <i>Refer to the Humanities section of the Core Curriculum</i>	
H) Constitution (3-6 credits) - <i>Refer to the Constitution section of the Core Curriculum</i>	
I) Cultural Diversity (3 credits) - <i>Refer to the Cultural Diversity section of the Core Curriculum</i>	
II) Major Requirements (88 credits)	
A) AM 145 - American Sign Language I	4
B) AM 146 - American Sign Language II	4
C) AM 147 - American Sign Language III	4
D) AM 148 - American Sign Language IV.....	4
E) EDU 203 - Introduction to Special Education	3
F) EDHH 300 - Teaching Mathematics to the Deaf & Hard of Hearing Student I.....	3
G) EDHH 301 - Teaching Mathematics to the Deaf & Hard of Hearing Student II.....	3
H) EDHH 302 - Teaching Mathematics to the Deaf & Hard of Hearing Student III.....	3
I) EDHH 303 - Teaching Mathematics to the Deaf & Hard of Hearing Student IV	3
J) EDHH 304 - Classroom Management for Deaf & Hard of Hearing	3
K) EDHH 305 - American Deaf Culture	3
L) EDHH 400 - Literacy Instruction for the Deaf & Hard of Hearing I ..	3
M) EDHH 401 - Literacy Instruction for the Deaf & Hard of Hearing II .	3
N) EDHH 402 - Literacy Instruction for the Deaf & Hard of Hearing III	3
O) EDHH 403 - Literacy Instruction for the Deaf & Hard of Hearing IV	3

P) EDHH 404 - Technology in Classroom with Students who are Deaf & Hard of Hearing	3
Q) EDHH 405 - Teaching Science for Students who are Deaf & Hard of Hearing	3
R) EDHH 406 - Teaching Social Sciences for Students who are Deaf & Hard of Hearing	3
S) EDHH 407 - Simultaneous Communication	3
T) EDHH 408 - Special Topics	3
U) EDHH 483 - Supervised Student Teaching	12
V) EL 401- Law and Ethics for Educators	3
W) PSY 307 - Principles of Educational Psychology	3
X) PSY 430 - Developmental Psychology: Infancy to Childhood	3
Y) SPA 362 - Introduction to Audiology	3

Summary of credit requirements for the Bachelor of Science in Education in Deaf & Hard of Hearing

- College Core Curriculum	31-43
- Major Core Requirements	88
- Electives	0-9
Total Credits	128

Bachelor of Science in Secondary Education with a Concentration in Biology

Curriculum

I) College Core Curriculum	33-44
A) English (3-8 credits) – <i>Refer to the English section of the Core Curriculum</i>	
B) Study and Technology Skills (0-2 credits) - <i>Refer to the Study and Technology Skills section of the Core Curriculum</i>	
C) Mathematics (4-5 credits)	
1) MATH 128 – Pre-calculus & Trigonometry	5
or higher (MATH 181 recommended)	
D) Natural Sciences (8 credits)	
1) CHEM 121 – General Chemistry I	4
2) CHEM 122 – General Chemistry II	4
E) Social Sciences (3 credits)	

1) PSY 101 – General Psychology	3
F) Fine Arts (3 credits) - <i>Refer to the Fine Arts section of the Core Curriculum</i>	
G) Humanities (6 credits) - <i>Refer to the Humanities section of the Core Curriculum</i>	
H) Constitution (3-6 credits) - <i>Refer to the Constitution section of the Core Curriculum</i>	
I) Cultural Diversity (3 credits) - <i>Refer to the Cultural Diversity section of the Core Curriculum</i>	
II) Major Requirements	85
A) Biology Courses (22 credits)	
2) BIOL 196 – Principles of Modern Biology I	4
3) BIOL 197 - Principles of Modern Biology II	4
4) BIOL 251 – General Microbiology	4
5) BIOL 300 - Principles of Genetics	4
6) BIOL 405 - Molecular Biology	3
7) BIOL 415 – Evolution	3
B) Related Math/Science Requirements (21 credits)	
1) CHEM 241 – Organic Chemistry I	4
2) CHEM 474 - Biochemistry I	3
3) CHEM 475 - Biochemistry II	3
4) PHYS 151 - General Physics I	4
5) PHYS 152 - General Physics II	4
6) STAT 391 - Applied Statistics for Biological Sciences	3
C) Secondary Education Courses (42 credits)	
1) EDRL 427 -Teaching Writing across School Curriculum	3
2) EDRL 471 - Language Acquisition, Development and Learning	3
3) EDSC 321 - Secondary Pedagogy I	3
4) EDSC 403- Teaching Methods Secondary (specific subject area)	3
5) EDSC 404 - Secondary Pedagogy II	3
6) EDSC 483 – Secondary Supervised Teaching Internship	12

7) EDSP 411 - Students with Disabilities in General Education Settings	3
8) EDU 250 – Foundations of Education	3
9) EL 401 - Law & Ethics for Educators	3
10) PSY 307 - Principles of Educational Psychology ...	3
11) PSY 434 - Developmental Psychology: Adolescence to Adulthood	3
Summary of credit requirements for the Bachelor of Science in Secondary Education with a concentration in Biology	
- College Core Curriculum	33-44
- Major Core Requirements	85
- Electives	0-10
- Total Credits	128

Bachelor of Arts Secondary Education with a Concentration in English

Curriculum

I) College Core Curriculum.....	31-44
A) English (3-8 credits) – <i>Refer to the English section of the Core Curriculum</i>	
B) Study and Technology Skills (0-2 credits) - <i>Refer to the Study and Technology Skills section of the Core Curriculum</i>	
C) Mathematics (3-5 credits) - <i>Refer to the Mathematics section of the Core Curriculum</i>	
D) Natural Sciences (7-8 credits) - <i>Refer to the Natural Sciences section of the Core Curriculum</i>	
E) Social Sciences (3 credits)	
1) PSY 101 – General Psychology	3
F) Fine Arts (3 credits) - <i>Refer to the Fine Arts section of the Core Curriculum</i>	
G) Humanities (6 credits) - <i>Refer to the Humanities section of the Core Curriculum</i>	
H) Constitution (3-6 credits) - <i>Refer to the Constitution section of the Core Curriculum</i>	
I) Cultural Diversity (3 credits) - <i>Refer to the Cultural Diversity section of the Core Curriculum</i>	

II) Additional College Requirements..	3
A) COM 101 - Fundamentals of Speech Communication.....	3
III) Major Requirements	84
A) Required Classes (6 credits)	
1) ENG 298 - Writing about Literature.....	3
2) ENG 303 - Introduction to Literary Theory and Criticism.....	3
B) Additional English Requirements (12 credits)	
1) COM 250 – News Gathering and Writing I.....	3
2) ENG 211- Introduction to Linguistics.....	3
3) ENG 411B – Principles of Modern Grammar.....	3
4) Choose one of the following courses (Note: No courses taken for this requirement can count towards the requirements for C below):	
a)ENG 231- World Literature I.....	3
b)ENG 232- World Literature II.....	3
c)ENG 235 - Survey of English Literature I.....	3
d)ENG 236 - Survey of English Literature II.....	3
e)ENG 241 - Survey of American Literature I.....	3
f) ENG 242 - Survey of American Literature II.....	3
g)ENG 449A: British Literature I.....	3
h)ENG 449B: British Literature II.....	3
i) ENG 451A: American Literature.....	3
j) ENG 451B: American Literature II.....	3
C) 24 credits total must be completed in English requirements, at least 21 of which must be from 300 or 400 level courses. A maximum of 3 credits can be from 200-level courses. A class can only count towards one group, even if it appears in more than one group below.	
From these 24 credits, student must take:	

- At least 6 credits from Group 1: British and Celtic or Irish Literature
 - At least 6 credits from Group 2: American Literature
 - At least 6 credits from Group 3: Cultural and Ethnic Studies
 - At least 3 credits from Group 4: World and Comparative Literature
- 1) Group 1: British and Celtic or Irish Literature
 - ENG 235 – Survey of English Literature I
 - ENG 236 – Survey of English Literature II
 - ENG 271 – Introduction to Shakespeare
 - ENG 430A - Major Figures in British Literature
 - ENG 432A - Chaucer
 - ENG 434A - Shakespeare: Tragedies
 - ENG 434B - Shakespeare: Comedies and Histories
 - ENG 440A - Medieval English Literature
 - ENG 444A - The Romantic Movement
 - ENG 445A - The Victorian Period
 - ENG 447A - Contemporary British Literature
 - ENG 449A - British Literature I
 - ENG 449B - British Literature II
 - 2) Group 2: American Literature
 - ENG 241 – Survey of American Literature I
 - ENG 242 – Survey of American Literature II
 - ENG 290 – Introduction to African-American Literature
 - ENG 292 – Introduction to Chicano Literature
 - ENG 436A - Major Figures in American Literature
 - ENG 450A - Studies in 20th Century Literature
 - ENG 451A - American Literature I
 - ENG 451B - American Literature II
 - ENG 462C - Modern American Poetry
 - ENG 467B - Modern American Drama
 - ENG 473C - The Contemporary American Novel
 - ENG 490 – Asian-American Literature
 - ENG 494A - Native American Literature
 - ENG 495C - African-American Literature
 - ENG 496A - Themes in Modern Chicano Literature
 - 3) Group 3: Cultural and Ethnic Studies
 - ENG 290 – Introduction to African-American Literature
 - ENG 292 – Introduction to Chicano Literature
 - ENG 427A - Women and Literature
 - ENG 476B - History of the American Film
 - ENG 477A - Film and Literature
 - ENG 477C - Genre Studies in Film
 - ENG 488 – Outlaw Genres
 - ENG 490 – Asian-American Literature
 - ENG 490A - Gender and Sexual Identity in Literature
 - ENG 494A - Native American Literature
 - ENG 495C - African-American Literature
 - ENG 496A - Themes in Modern Chicano Literature
 - ENG 497A – Topics in Multicultural Literature
 - 4) Group 4: World and Comparative Literature
 - ENG 231 – World Literature I
 - ENG 232 – World Literature II
 - ENG 481A - Comparative Literature
 - ENG 481B - Modern Comparative Literature
 - ENG 484A - The Bible as Literature

- ENG 485 - Topics in Comparative Literature
- D) Secondary Education Courses (42 credits)
 - 1) EDRL 427 -Teaching Writing across School Curriculum 3
 - 2) EDRL 471 - Language Acquisition, Development and Learning 3
 - 3) EDSC 321 - Secondary Pedagogy I 3
 - 4) EDSC 403- Teaching Methods Secondary (specific subject area) 3
 - 5) EDSC 404 - Secondary Pedagogy II 3
 - 6) EDSC 483 – Secondary Supervised Teaching Internship 12
 - 7) EDSP 411 - Students with Disabilities in General Education Settings 3
 - 8) EDU 250 – Foundations of Education 3
 - 9) EL 401 - Law & Ethics for Educators 3
 - 10) PSY 307 - Principles of Educational Psychology ... 3
 - 11) PSY 434 - Developmental Psychology: Adolescence to Adulthood 3

Summary of credit requirements for the Bachelor of Arts in Secondary Education with a concentration in English

- College Core Curriculum	31-44
- Additional College Requirements....	3
- Major Core Requirements	84
- Electives	0-10
Total Credits	128

Bachelor of Science in Secondary Education with a Concentration in Environmental & Resource Science

Curriculum

- I) College Core Curriculum..... 33-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*

- B) Study and Technology Skills (0-2 credits) - *Refer to the Study and Technology Skills section of the Core Curriculum*
- C) Mathematics (4-5 credits)
 - 1) MATH 128 – Pre-calculus & Trigonometry 5
or higher (MATH 181 recommended)
- D) Natural Sciences (8 credits)
 - 1) CHEM 121 – General Chemistry I 4
 - 2) CHEM 122 – General Chemistry II 4
- E) Social Sciences (3 credits)
 - 1) PSY 101 – General Psychology 3
- F) Fine Arts (3 credits) - *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) - *Refer to the Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) - *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) - *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements 89-91
 - A) Environmental & Resource Science Courses (47-49 credits)
 - 1) BIOL 122 – Desert Plants 3
 - 2) BIOL 196 – Principles of Modern Biology I 4
 - 3) BIOL 197 – Principles of Modern Biology II 4
 - 4) BIOL 305 – Introduction to Conservation Biology 3
 - 5) BIOL 341 – Principles of Ecology..... 3
 - 6) ENV 101 – Introduction to Environmental Sciences... 3
 - 7) GEOG 117 – Introduction to Meteorology..... 3
 - 8) GEOL 101 – Geology: Exploring Planet Earth..... 4
 - 9) NRES 210 – Environmental Pollution..... 3
 - 10) NRES 304 – Principles of Hydrology 3
 - 11) NRES 322 – Soils..... 3
 - 12) NRES 416 – Internship..... 1-3
 - 13) NRES 467 – Regional and Global Issues in Environmental Science..... 3

14) PHYS 151 – General Physics I	4
15) STAT 391 – Statistics for Biological Sciences	3
B) Secondary Education Courses (42 credits)	
1) EDRL 427 -Teaching Writing across School Curriculum	3
2) EDRL 471 - Language Acquisition, Development and Learning	3
3) EDSC 321 - Secondary Pedagogy I	3
4) EDSC 403- Teaching Methods Secondary (specific subject area)	3
5) EDSC 404 - Secondary Pedagogy II	3
6) EDSC 483 – Secondary Supervised Teaching Internship	12
7) EDSP 411 - Students with Disabilities in General Education Settings	3
8) EDU 250 – Foundations of Education	3
9) EL 401 - Law & Ethics for Educators	3
10) PSY 307 - Principles of Educational Psychology ...	3
11) PSY 434 - Developmental Psychology: Adolescence to Adulthood	3
Summary of credit requirements for the Bachelor of Science in Secondary Education with a Concentration in Environmental & Resource Science	
- College Core Curriculum	33-44
- Major Requirements	89-91
- Electives	0-6
Total Credits	128

Bachelor of Arts in Secondary Education with a Concentration in History Curriculum

- I) College Core Curriculum..... 31-44
- A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
- B) Study and Technology Skills (0-2 credits) - *Refer to the Study and*

- Technology Skills section of the Core Curriculum*
- C) Mathematics (3-5 credits) - *Refer to the Mathematics section of the Core Curriculum*
- D) Natural Sciences (7-8 credits) - *Refer to the Natural Sciences section of the Core Curriculum*
- E) Social Sciences (3 credits)
- 1) PSY 101 – General Psychology
- 3
- F) Fine Arts (3 credits) - *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) - *Refer to the Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) - *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) - *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Additional College Requirements..9
- A) Social Sciences (6 credits)
Secondary education students must take a course in ECON and PSC.
- B) Natural Science (3 credits)
Secondary education students must take a course in GEOG.
- III) Major Requirements78
- A) Required Courses (12 credits)
- 1) HIST 101 - U.S. History to 1865
- 3
- 2) HIST 102 - U.S. History 1865 to present
- 3
- 3) HIST 251 - Historical Investigation
- 3
- 4) HIST 499 - Senior Seminar in History
- 3
- B) Additional History requirement (24 credits)
- 1) At least eighteen (18) credits total must be at the 300-level or above. Course must be approved by the history advisor
- 2) From these 24 credits, at least nine (9) must be selected from courses that fulfill either of the following requirements:
- a) primarily emphasize cultural and social diversity within the United States (e.g.

- Latinos in the American West, African American History, US Women's History, etc.)
- b) primarily focus on non-European and non-American history (e.g. African, Asian, Middle Eastern, or Latin American history)
- C) Secondary Education Courses (42 credits)
- 1) EDRL 427 -Teaching Writing across School Curriculum 3
 - 2) EDRL 471 - Language Acquisition, Development and Learning 3
 - 3) EDSC 321 - Secondary Pedagogy I 3
 - 4) EDSC 403- Teaching Methods Secondary (specific subject area) 3
 - 5) EDSC 404 - Secondary Pedagogy II 3
 - 6) EDSC 483 – Secondary Supervised Teaching Internship 12
 - 7) EDSP 411 - Students with Disabilities in General Education Settings 3
 - 8) EDU 250 – Foundations of Education 3
 - 9) EL 401 - Law & Ethics for Educators 3
 - 10) PSY 307 - Principles of Educational Psychology... 3
 - 11) PSY 434 - Developmental Psychology: Adolescence to Adulthood 3

Summary of credit requirements for the Bachelor of Arts in Secondary Education with a concentration in History

College Core Curriculum	31-44
Additional College Requirements	9
Major Requirements	78
Electives	0-10
Total Credits.....	128

Bachelor of Science in Secondary Education with a Concentration in Mathematics

Mission Statement

The Mathematics Program at Nevada State College is committed to a curriculum consistent with the mission of the college. We strive for excellence in mathematics education and inquiry. We provide a supportive learning environment that educates students with diverse backgrounds. We seek to prepare students for a life of continued learning and commitment to the well-being of the community.

Learning Outcomes

CRITICAL THINKING

- Demonstrate adeptness in abstraction, rigor, and logical thinking.
- Use the methodology of mathematics to define and solve problems independently and collaboratively.
- Use appropriate technologies to conduct investigations, make conjectures, and solve problems.

COMMUNICATION

- Communicate effectively using the language, concepts, and models of mathematics.

EFFECTIVE CITIZENSHIP

- Develop a spirit of innovation and continual improvement, and a commitment to the well-being of the community.

Curriculum

- I) College Core Curriculum31-44
- A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) - *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits) - *Refer to the Mathematics section of the Core Curriculum*

D) Natural Sciences (7-8 credits) - <i>Refer to the Natural Sciences section of the Core Curriculum</i>	
E) Social Sciences (3 credits)	
1) PSY 101 – General Psychology	3
F) Fine Arts (3 credits) - <i>Refer to the Fine Arts section of the Core Curriculum</i>	
G) Humanities (6 credits) - <i>Refer to the Humanities section of the Core Curriculum</i>	
H) Constitution (3-6 credits) - <i>Refer to the Constitution section of the Core Curriculum</i>	
I) Cultural Diversity (3 credits) - <i>Refer to the Cultural Diversity section of the Core Curriculum</i>	
II) Additional College Requirements... 6-8	
A) Two additional science courses that may include computer science, other than CS 135	
III) Major Requirements 81	
A) Mathematics/Science Requirements (39 credits)	
1) MATH 181 – Calculus I 4	
2) MATH 182 – Calculus II .. 4	
3) MATH 283 – Calculus III .. 4	
4) MATH 310 – Introduction to Analysis I.....3	
5) MATH 314 – Studies in the History of Mathematics.....3	
6) MATH 330 – Linear Algebra I 3	
7) MATH 331 – Groups, Rings, and Fields..... 3	
8) MATH 352 – Probability and Statistics..... 3	
9) MATH 373 – Theory of Positive Integers 3	
10) MATH 381 – Discrete Mathematics..... 3	
11) MATH 475 – Euclidean and Non-Euclidean Geometry. 3	
12) Additional Mathematics courses. <i>Choose one:</i>	
• CS 135 – Computer Science 3	
or	
• Any Math course 300 or above 3	
B) Secondary Education Concentration (42 credits)	
1) EDRL 427 -Teaching Writing across School Curriculum.3	

2) EDRL 471 - Language Acquisition, Development and Learning 3	
3) EDSC 321 - Secondary Pedagogy I 3	
4) EDSC 403- Teaching Methods Secondary (specific subject area) 3	
5) EDSC 404 - Secondary Pedagogy II 3	
6) EDSC 483 – Secondary Supervised Teaching Internship 12	
7) EDSP 411 - Students with Disabilities in General Education Settings 3	
8) EDU 250 – Foundations of Education 3	
9) EL 401 - Law & Ethics for Educators 3	
10) PSY 307 - Principles of Educational Psychology ... 3	
11) PSY 434 - Developmental Psychology: Adolescence to Adulthood 3	

Summary of credit requirements for the Bachelor of Science in Secondary Education with a concentration in Mathematics	
College Core Curriculum 31-44	
Additional College Requirements 6-8	
Major Requirements..... 81	
Electives..... 0-10	
Total Credits 128	

Bachelor of Arts in Speech Pathology

Mission Statement

The Bachelor of Arts in Speech Pathology has been designed to prepare students to apply for a teaching endorsement in Nevada to work with the school-age population. Instructional emphasis will be placed on the disorders, assessment and intervention most appropriate for individuals grades K-12. The American Speech and Hearing Association's (ASHA) credentialing requirements for Speech Language Pathology have been used as a conceptual framework upon which to base the Bachelor of Arts course of study. By so doing, the course of study will be held to a higher

standard that provides the necessary foundation for students to proceed to graduate study, should they choose to do so.

The Knowledge and Skills Acquisition (KASA) standards are used to summarize a student's acquisition of the knowledge and skills delineated in the Standards for Certificate of Clinical Competence (modified to assess skills and knowledge addressed at the undergraduate level). Key performances will be identified in syllabi, indicating the activity/performance/and/or assessment addressing these particular standards as well as the Learning Outcomes of Nevada State College.

Learning Outcomes

1. Demonstrates skill in oral communication
2. Demonstrates skill in written communication
3. Demonstrates a knowledge base in normal communication and disorders across the life span
4. Demonstrates effective problem solving and critical thinking
5. Demonstrates knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases
6. Demonstrates beginning level of assessment skills for individuals with communication disorders
7. Demonstrates an understanding of the changing models of service delivery and their effects on speech-language/audiology therapy management
8. Demonstrates professional behavior based on the ethics and standards of the speech-language pathology and audiology professions
9. Demonstrates flexible service delivery (at the beginning level) in a diverse, multicultural society

Curriculum

- I) Core Curriculum 31-44
 - A) English (3-8 credits) - *Refer to the English section of the Core Curriculum*

- B) Study and Technology Skills (0-2 credits) - *Refer to the Study & Technology Skills section of the Core Curriculum*
- C) Mathematics (3-5 credits) - *Refer to the Mathematics section of the Core Curriculum*
- D) Natural Sciences (7-8 credits)
 - 1) One Biological and one Physical Science; at least one course taken with an associated lab
- E) Social Sciences (3 credits)
 - 1) PSY 101 – General Psychology 3
- F) Fine Arts (3 credits) - *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) - *Refer to the Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) - *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) - *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements 86-87
 - 1) AM 145 – American Sign Language I 4
 - 2) AM 146 – American Sign Language II 4
 - 3) COM 434 – Conflict Management & Negotiation 3
 - 4) EDU 203 – Introduction to Special Education 3
 - 5) EDU 214 – Preparing Teachers To Use Technology 3
 - 6) EDSP 414 – Career Education for Students with Disabilities 3
 - 7) EDSP 432 – Serving Individuals with Disabilities and Their Families 3
 - 8) EL 401 – Law and Ethics for Educators 3
 - 9) ENG 211- Introduction to Linguistics 3
 - 10) PSY 210 – Statistical Methods 3
 - 11) PSY 307 – Principles of Educational Psychology ... 3
 - 12) PSY 430 – Developmental Psychology: Infancy and Childhood 3
 - 13) SPA 301 – Survey of Speech Pathology 3

- 14) SPA 320 – Introduction to Phonetics 3
- 15) SPA 330 – Communication Science 3
- 16) SPA 340 – Normal Development and Disorders of Speech and Language 3
- 17) SPA 345 –Seminar in Clinical Procedure..... 2
- 18) SPA 362 – Introduction to Audiology 3
- 19) SPA 364 – Articulation Disorders 3
- 20) SPA 365 – Advanced Audiological Assessment . 3
- 21) SPA 370 – Methods of Clinical Management 3
- 22) SPA 400 – Assessment of Communication Disorders 3
- 23) SPA 401 – Fluency Disorders 3
- 24) SPA 439 – Neurology and Speech Pathology 3
- 25) SPA 441 – Clinical Practicum 6
- 26) SPA 464 – Audiological Practicum 1-2
- 27) SPA 466 – Rehabilitation for Hearing Handicapped 3
- 28) SPA 467 – Language Disorders 3

Summary of credit requirements for the Bachelor of Arts in Speech

Pathology

College Core Curriculum	31-44
Major Requirements	86-87
Electives	0-11
Total Credits	128

Speech Pathology Post-Baccalaureate Endorsement

The School of Education Speech Pathology Post-Baccalaureate Endorsement Program provides the opportunity for students with a Bachelors Degree to earn credits towards a Nevada teaching endorsement to teach pupils who have speech and language impairments. The program consists of 13, three-credit classes (plus a two credit seminar and six-credit practicum) which will extend over two and one-half years and will enable you to apply for a Nevada Teaching Endorsement in Speech Pathology. This endorsement is limited to the public school systems in the state of Nevada.

EACH PROGRAM BEGINS IN THE FALL AND COURSES MUST BE TAKEN IN THE FOLLOWING SEQUENCE:

FALL I:

- 1) SPA 301 - Survey of Speech Pathology 3
- 2) SPA 320 - Introduction to Phonetics 3
- 3) SPA 362 - Introduction to Audiology 3

SPRING I

- 4) SPA 330 - Communication Science 3
- 5) SPA 340 - Normal Development and Disorders of Speech and Language 3

SUMMER I

- 6) EDU 203 - Introduction to Special Education 3
- 7) SPA 364 - Articulation and Voice Disorders 3
- 8) SPA 401 - Fluency Disorders 3

FALL II

- 9) SPA 439 - Neurology and Speech Pathology 3
- 10) SPA 467 - Language Disorders .. 3

SPRING II

- 11) EDSP 432 - Serving Individuals with Disabilities and Their Families 3
- 12) SPA 365 - Advanced Audiological Assessment..... 3
- 13) SPA 400 - Assessment of Communication Disorders..... 3

SUMMER II

- 14) SPA 345 - Seminar in Clinical Procedure..... 2
- 15) SPA 441 - Clinical Practicum 6

MINORS

Minor in Business

- 1) ACC 201 – Financial Accounting..... 3
- 2) BUS 101 – Introduction to Business 3
- 3) ECON 103 – Principles of Macroeconomics 3
- 4) MGT 301 – Principles of Management & Organizational Behavior 3
- 5) MKT 301 – Marketing Management 3
- 6) Select one of the following:
 - o BLW 302 – Legal Environment ... 3
 - o MGT 492 – Advanced Organizational Behavior 3

Minor in Elementary Education

- 1) EDEL 433- Teaching Elementary School Mathematics 3
- 2) EDRL 442- Literacy Instruction I 3
- 3) EDU 203- Introduction to Special Education..... 3

- 4) EDU 206 - Classroom Learning Environments 3
- 5) EDU 250- Foundations of Education 3
- 6) PSY 307- Principles of Educational Psychology 3

Minor in Secondary Education

- 1) EDRL 427- Teaching Writing across School Curriculum 3
- 2) EDSC 321- Secondary Pedagogy I. 3
- 3) EDSC 404- Secondary Pedagogy II 3
- 4) EDSP 411- Students with Disabilities in General Education Settings 3
- 5) EDU 250- Foundations of Education 3
- 6) PSY 307- Principles of Educational Psychology 3

COURSE DESCRIPTIONS

Accounting

ACC 201

FINANCIAL ACCOUNTING (3+0) 3 credits
Purpose and nature of accounting, measuring business income, accounting principles, assets and equity accounting for external financial reporting. Pre-requisite(s): MATH 124

ACC 202

MANAGERIAL ACCOUNTING (3+0) 3 credits
Forms of business organization; cost concepts and decision making; break-even analysis, fixed and variable costs, budgeting for internal reporting. Pre-requisite(s): ACC 201.

ACC 490

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits.

Business

BUS 101

INTRODUCTION TO BUSINESS (3+0) 3 credits
Emphasis on basic business and economic terminology and concepts for students seeking an introduction to the business world and business school programs.

BUS 320

INTRODUCTION to E BUSINESS (3+0) 3 credits
Introduction to Internet business use. Internet leadership and change management skills, eBusiness framework, basic technologies, strategy, capital infrastructure, and public policy.

BUS 395

CURRENT ISSUES IN BUSINESS (2+0) 2 credits
Issues discussed in the popular business press. Emphasis on current events and issues in business. Pre-requisite(s): Admission to a business major or junior standing, MKT 301, MGT 301, FIN 301.

BUS 496

STRATEGIC MANAGEMENT AND POLICY (3+0) 3 credits
Formulation, implementation and evaluation of management strategies for achieving organizational objectives. Integrated coverage of: mission and objectives definition; analysis of external and internal environments including ethics, social responsibilities, and international considerations and strategic decision making. Pre-requisite(s): FIN 301, MGT 301, IS 301, MKT 301, and last semester senior.

BUS 497

NEW VENTURE CREATION AND STRATEGY (3+0) 3 credits
Business tools and skills necessary to successfully start and operate a business. Focus on evaluation of new ventures, financial considerations, personnel issues, business operations, and legal considerations. Development of a business plan. Pre-requisite(s): FIN 301, MGT 301, IS 301, MKT 301 and last semester senior.

BUS 498

GLOBAL BUSINESS STRATEGY (3+0) 3 credits
Integrated coverage of management strategies relating to international businesses. Special topics include: mission and objective, analysis of external and internal environments, ethics, strategic decision making and International diversification. Pre-requisite(s): FIN 301, MGT 301, IS 301, MKT 301, and last semester senior.

Business Law

BLW 302

LEGAL ENVIRONMENT (3+0) 3 credits
Nature and function of law; legal system; constitutional law; administrative law; antitrust; consumer protection; torts; product liability. Pre-requisite(s): Junior standing

Economics

ECON 102

PRINCIPLES OF MICROECONOMICS (3+0) 3 credits
Introduction to the theory of relative prices; the allocation of productive resources among alternative uses in the production of national output and its distribution; taxation, government borrowing and indebtedness and fiscal policy are considered.

ECON 103

PRINCIPLES OF MACROECONOMICS (3+0) 3 credits
Introduction to the determination of levels of national income, employment and prices and the basic causes of fluctuations of these levels.

ECON 261

PRINCIPLES OF STATISTICS I (3+0) 3 credits
Probability and major probability distributions; sampling theory; descriptive statistics; measures of central tendency and dispersion; index figures; time series. Pre-requisite(s): IS 101, Math Core requirement.

ECON 262

PRINCIPLES OF STATISTICS II (3+0) 3 credits
Statistical inference, estimation, hypothesis testing; simple linear regression and correlations; analysis of the variance. Pre-requisite(s): ECON 261.

ECON 365

LABOR AND THE ECONOMY (3+0) 3 credits
Labor union history and organization; labor market analysis of wages, hours, employment and working conditions; collective bargaining and labor legislation. Pre-requisite(s): Junior standing, ECON 102.

ECON 490

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits

Education

EDU 203

INTRODUCTION TO SPECIAL EDUCATION (3+0) 3 credits
Survey of the various types of exceptionalities. Emphasis on etiology, physical, and educational characteristics. Field Experience hours required. Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Speech Pathology majors.)

EDU 206

CLASSROOM LEARNING ENVIRONMENTS (3+0) 3 credits
Function and analysis of elementary school classrooms, daily activities and methods of behavior management. Field Experience hours required. Pre-requisite(s): EDU 250.

EDU 214

PREPARING TEACHERS TO USE TECHNOLOGY (3+0) 3 credits
The theoretical relationship between technology and equity provide the foundation for the course. It is designed for teachers seeking practical knowledge on how to operate and utilize technology applications in the classroom for teaching and learning. Students create electronic graphic organizers, PowerPoint presentations, Webquests, and utilize other web-based teaching resources. Requirements and skills need for the school's electronic portfolio are also addressed in this course. Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Speech Pathology majors.)

EDU 250

FOUNDATIONS OF EDUCATION (3+0) 3 credits
A foundations course in education and introduction to the philosophy, history, and sociology of modern education. Emphasis is placed on current trends in education. Field Experience hours required.

EDUC 495

EDUCATION TOPICS: SUBTITLE VARIES 1 to 3 credits
Specialized instruction designed to develop

breadth of understanding in current curriculum and instruction topics for elementary, secondary and special education teachers. Maximum of 12 credits.

EDUC 492

EDUCATION INDEPENDENT STUDY 1 to 3 credits

Action or library research in an appropriate area of curriculum, teaching, and learning. Maximum of 6 credits. Pre-requisite(s): Admission to the Teacher Preparation Program and permission of instructor.

EDUC 497

EDUCATION WORKSHOP/PROJECT: SUBTITLE VARIES 1 to 3 credits

Emerging problems in curriculum, teaching, and learning. Maximum of 12 credits.

Education - Elementary

EDEL 433

TEACHING ELEMENTARY SCHOOL MATHEMATICS (3+0) 3 credits

Mathematical and psychological bases for scope, sequence and appropriate instructional strategies in elementary and middle school mathematics. Field Experience hours required. Pre-requisite(s): MATH 123 and admission to the Teacher Preparation Program.

EDEL 441

STANDARDS-BASED CURRICULUM-ELEMENTARY SCIENCE (PHYSICS EMPHASIS) (3+0) 3 credits

Materials, procedures, classical techniques in the teaching of Physics to children K-8. Field Experience hours required. Does not satisfy the Natural Science Core Curriculum requirement. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDEL 443

TEACHING ELEMENTARY SCHOOL SCIENCE (3+0) 3 credits

Materials, procedures, classical techniques in the teaching of science to children K-8. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDEL 443P

TEACHING ELEMENTARY SCHOOL SCIENCE PRACTICUM (PHYSICS EMPHASIS) 1 credit

Co-Requisite(s): EDEL 441

(Does not satisfy the Natural Science Core Curriculum requirement.)

EDEL 443P

TEACHING ELEMENTARY SCHOOL SCIENCE PRACTICUM (EARTH SCIENCE EMPHASIS) 1 credit

Co-Requisite(s): EDEL 445

(Does not satisfy the Natural Science Core Curriculum requirement.)

EDEL 445

CURRICULUM DEVELOPMENT ELEMENTARY SCHOOL SCIENCE (EARTH SCIENCE EMPHASIS) (3+0) 3 credits

Materials, procedures, classical techniques in the teaching of Earth Science to children K-8. Field Experience hours required. Does not satisfy the Natural Science Core Curriculum requirement.

Pre-requisite(s): Admission to the Teacher Preparation Program.

EDEL 453

TEACHING ELEMENTARY SCHOOL SOCIAL SCIENCE (3+0) 3 credits

Teaching content and processes for social studies in elementary school classrooms. Development of instructional materials and techniques. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program; completion of PSY 101, COM 101 and humanities requirements.

EDEL 483

ELEMENTARY SUPERVISED STUDENT TEACHING (12 credits) S/U only

Special Instruction Fee. Pre-requisite(s): Formal application and acceptance.

Maximum of 12 credits Pre-requisite(s): Completion of ALL core and education courses. Passing score on PPST or Praxis I test. Due to the nature of this course, participants will not be allowed to register for any additional courses the semester they are enrolled in student teaching without direct approval of the Dean of the School of Education.

Education - Deaf and Hard of Hearing

EDHH 300

TEACHING MATHEMATICS TO THE DEAF AND HARD OF HEARING STUDENT I (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-based design for instruction in mathematics, K-2 including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 301

TEACHING MATHEMATICS TO THE DEAF AND HARD OF HEARING STUDENT II (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-based design for instruction in mathematics, 3-5 including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program, EDHH 300.

EDHH 302

TEACHING MATHEMATICS TO THE DEAF AND HARD OF HEARING STUDENT III (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-based design for instruction in mathematics, 6-8 including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program, EDHH 301.

EDHH 303

TEACHING MATHEMATICS TO THE DEAF AND HARD OF HEARING STUDENT IV (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-based design for instruction in mathematics, 9-12 including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program, EDHH 302.

EDHH 304

CLASSROOM MANAGEMENT FOR THE DEAF AND HARD OF HEARING (3+0) 3 credits

Introduction to management of the elementary classroom by surveying literature in supervising psychosocial environment, physical environment, curriculum implementation, fundamentals of classroom control, discipline, and monitoring of student learning. Special emphasis will be given to the organization of the classroom to accommodate needs and behaviors of students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 305

AMERICAN DEAF CULTURE (3+0) 3 credits

Discussion of various aspects of American Deaf Culture including the characteristics of deafness, deaf people, the deaf community as defined by Audiological and/or cultural means and culture as reflected in the arts and language of Deaf people.

EDHH 400

LITERACY INSTRUCTION FOR THE DEAF AND HARD OF HEARING I (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-based design for instruction in Reading/Language Arts instruction, K-2, including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 401

LITERACY INSTRUCTION FOR THE DEAF AND HARD OF HEARING II (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-based design for instruction in Reading/Language Arts instruction, 3-5, including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program, EDHH 400.

EDHH 402

LITERACY INSTRUCTION FOR THE DEAF AND HARD OF HEARING III (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-

based design for instruction in Reading/Language Arts instruction, 6-8, including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program, EDHH 401.

EDHH 403

LITERACY INSTRUCTION FOR THE DEAF AND HARD OF HEARING IV (3+0) 3 credits

This course emphasizes content and pedagogical knowledge with a standards-based design for instruction in Reading/Language Arts instruction, 9-12, including accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program, EDHH 402.

EDHH 404

TECHNOLOGY IN CLASSROOM WITH STUDENTS WHO ARE DEAF AND HARD OF HEARING (3+0) 3 credits

Uses of microcomputers in operation, word processing and LOGO applicable to classroom for teachers to operate and utilize microcomputers in education. Special emphasis will be given to adaptations of technology required for students who are deaf and hard of hearing to be successful. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 405

TEACHING SCIENCE FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING (3+0) 3 credits

Materials, procedures, classical techniques in the teaching of science to children K-8, including curricular accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 406

TEACHING SOCIAL SCIENCES FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING (3+0) 3 credits

Teaching content and processes for social studies in elementary school classrooms. Development of instructional materials and techniques, including curricular

accommodations or modifications necessary for students who are deaf and hard of hearing. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 407

SIMULTANEOUS COMMUNICATION (3+0) 3 credits

Also known as sim-con or total communication, this course will explore the methodologies used for instruction (SEE vASL) and the controversies surrounding its advantages and disadvantages. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 408

SPECIAL TOPICS (3+0) 3 credits

Specialized instruction designed to develop breadth of understanding in current curriculum and instruction topics for deaf and hard of hearing teachers.

EDHH 483

SUPERVISED STUDENT TEACHING (12+0) 12 credits *S/U only*

Special Instruction Fee. Pre-Requisite: Formal application and acceptance. Completion of ALL core and education courses. Passing score on PPST or Praxis I test. Due to the nature of this course, participating will not be allowed to register for any additional courses the semester they are enrolled in student teaching without direct approval of the Department Dean. Maximum of 12 credits.

Education Reading/Language

EDRL 402

LITERATURE FOR YOUNG ADULTS (3+0) 3 credits

Acquaintance with and critical analysis of children and young adult literature, including Latino/a literature from various cultural perspectives, that prepares teachers to work with pupils in elementary and secondary schools.

EDRL 407

TEACHING LITERATURE (3+0) 3 credits

This course integrates reading, language arts and children's literature for diverse learners. Students will examine children's literature critically by reading outside of class, and reflecting on various issues connected with children's literature: literary

theory, assumptions about the implied reader, the market, ideology, and characteristics of children's literature. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 427

TEACHING WRITING ACROSS SCHOOL CURRICULUM

Focus on writing for learning in all subject areas and at all grade levels. Introduction to current theories and practices in the teaching of writing as well as frequent writing by participants in the course. Field Experience hours required. Pre-requisite(s): Admission into the Teacher Preparation Program, EDRL 442.

(Note: Pre-requisites do not apply to Secondary Education majors.)

EDRL 442

LITERACY INSTRUCTION I

Learning theories and practice relating to reading, writing, oral language and literature for the K-3 grades. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 443

LITERACY INSTRUCTION II

Learning and instruction in reading, writing, oral language and literature for the 4-8 grades. Field Experience hours required. Pre-requisite(s): EDRL 442 and admission to the Teacher Preparation Program.

EDRL 451

CONTENT AREA LITERACY (3+0) 3 credits

This course will integrate content knowledge and literacy development to prepare pre-service teachers to help their students develop deep conceptual knowledge in the content areas through instruction in the habits of reading, writing, talking, listening, and thinking within varied disciplines. Students will read, reason, investigate, speak, and write about the overarching concepts within content areas. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 461

DIAGNOSTIC ASSESSMENT AND INSTRUCTION LITERACY

Apprentice teaching, emphasis on developmental instruction with children who have difficulty learning to read, small group instruction and applications in the classroom. Field Experience hours required. Pre-requisite(s): EDRL 442, Admission to the Teacher Preparation Program. Pre-requisite(s) or Co-requisite: EDRL 443

EDRL 471

LANGUAGE ACQUISITION, DEVELOPMENT AND LEARNING

Contemporary philosophies of second language acquisition, with selected topics related to language use and ideology. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 472

METHODS FOR ELEMENTARY ENGLISH LANGUAGE LEARNERS

Systematic instruction to help ESL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; (3) develop English for extended learning. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 473

METHODS FOR ADOLESCENT & ADULT ENGLISH LANGUAGE LEARNERS (3+0) 3 credits

Overview of methods and materials for ESL instruction in secondary schools/adult language programs. Emphasis on application of national standards for second language instruction. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 474

METHODS FOR ENGLISH LANGUAGE LEARNERS (3+0) 3 credits

Introduction to English as a Second Language (ESL) methods, strategies, and instruction, including topics for teaching and accommodating English Language Learners (ELLs) with and without special needs in inclusive classrooms. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 475**ASSESSMENT AND EVALUATION
ENGLISH LANGUAGE LEARNERS (3+0) 3 credits**

This course will have two primary functions. The first is to consider practical applications of Language Acquisition Theory as they relate to informal evaluations and formal assessment of Limited English Proficient students; models for language acquisition by Jim Cummins and Stephen Krashen will be presented as a format to explore student progress and teacher practices. The class will analyze evaluation methods and assessment tools to identify, place, and qualify students relevant to local, state, and federal laws and guidelines, including, the No Child Left Behind requirements. The second emphasis of this course is to provide a framework of local, state, and federal laws and guidelines to evaluate ESL programs. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 477**CURRICULUM DEVELOPMENT ENGLISH
LANGUAGE LEARNERS (3+0) 3 credits**

Course will explore first and second language acquisition, English language structure, learning styles, the effects of culture on learning, and ways to make content comprehensible to the ESL students in the general classroom. Curriculum will be analyzed to ensure success for language learners. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 481**SOCIOPOLITICAL CONTEXTS OF
BILINGUALISM (3+0) 3 credits**

In-depth history of developments internationally. Analysis of current theory and research and study of social and pedagogical implications of research and practice. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 483**METHODS IN BILINGUAL EDUCATION
(3+0) 3 credits**

This course will focus upon methods for primary language instruction emphasizing listening, speaking, reading, and writing skills. Field Experience hours required.

Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 485**ASSESSMENT AND EVALUATION
BILINGUAL EDUCATION (3+0) 3 credits**

This course will examine a variety of methods of alternative assessments in both English and Spanish. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDRL 487**CURRICULUM DEVELOPMENT
BILINGUAL EDUCATION (3+0) 3 credits**

This course will focus upon techniques and strategies for language and literacy development as well as the examination and evaluation of bilingual materials. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program

Education - Secondary**EDSC 321****SECONDARY PEDAGOGY I (3+0) 3 credits**

This class involves detailed study of educational theories and their application to the secondary school environment. Development of lesson objectives and overall lesson plans for implementation of the secondary school curriculum is emphasized. Reflection on student classroom experiences is an integral part of class discussions. Field Experience hours required. Pre-requisite(s): EDU 250, Admission to the Teacher Preparation Program, completion of at least half of content major requirements.

EDSC 403**TEACHING METHODS SECONDARY
(SPECIFIC SUBJECT AREA) (3+0) 3 credits**

This course will address instructional approaches and resources for students in secondary settings by content area. Specific methods for engaging students and ensuring acquisition of skills will be reviewed and applied. This course should be taken in the semester prior to student teaching. Field experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDSC 404**SECONDARY PEDAGOGY II** (3+0) 3 credits

Develops prospective teachers' understanding of effective classroom management techniques and management programs. Use of technology in the classroom is emphasized. Includes field experiences in secondary schools. Field Experience hours required. Pre-requisite(s): EDSC 321; Admission to the Teacher Preparation Program

EDSC 483**SECONDARY SUPERVISED TEACHING INTERNSHIP** (12 credits) S/U only

Special instruction fees. Pre-requisite(s): Formal application and acceptance. Maximum of 12 credits. Completing of all core and education courses. Passing score on PPST or Praxis I test. Due to the nature of this course, participants will not be allowed to register for any additional courses the semester they are enrolled in student teaching without direct approval of the Dean of the School of Education.

Education - Special Education**EDSP 402****SPECIAL TOPICS** 1 to 3 credits

Specialized instruction designed to develop breadth of understanding in current curriculum and instruction topics for elementary, secondary and special education teachers. Maximum of 6 credits.

EDSP 411**STUDENTS WITH DISABILITIES IN GENERAL EDUCATION SETTINGS** (3+0) 3 credits

Preparation of teachers to deal with assessment and program development for students with disabilities who are included in general education classrooms. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDSP 414**CAREER EDUCATION FOR STUDENTS WITH DISABILITIES** (3+0) 3 credits

This course will focus on the implementation of transition requirements for secondary level students and techniques to develop career readiness for all grades. Field

Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Speech Pathology majors.)

EDSP 432**SERVING INDIVIDUALS WITH DISABILITIES AND THEIR FAMILIES**

(3+0) 3 credits

Facilitating the interrelationship of varied services for students with disabilities. Focus includes working with parents, professionals, and community services. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Speech Pathology majors.)

EDSP 443**SPECIAL EDUCATION CURRICULUM: GENERAL METHOD** (3+0) 3 credits

Special instructional methods for students with cognitive and behavioral disorders. Includes instruction in IEP goals and objectives. Field Experience hours required. Pre-requisite(s): EDRL 442 or EDRL 443, EDEL 433 and Admission to the Teacher Preparation Program. Co-requisite(s): EDSP 432.

EDSP 452**ASSESSMENT FOR SPECIAL EDUCATION TEACHERS** (3+0) 3 credits

This course will cover techniques for the assessment of students with disabilities in all content areas and performance domains. Techniques in the use of standardized and informal assessments that can be administered by the teacher will be explored. The course will also cover strategies that can be used to integrate assessment into both instruction and the IEP process. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDSP 453**BEHAVIOR MANAGEMENT TECHNIQUES FOR STUDENTS WITH DISABILITIES**

(3+0) 3 credits

This course will focus on skills and techniques necessary for facilitating successful placement of the special education student in the regular classroom setting. Systems for modifying content, response, and timing and for providing

necessary supports for students with disabilities will be explored. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program.

Educational Leadership

EL 401

LAW AND ETHICS FOR EDUCATORS

(3+0) 3 credits

Survey of Federal and State legal and ethical issues impacting teachers. Meets State Teacher Licensure requirements for Nevada School Law and Nevada Constitution. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Speech Pathology majors.)

Finance

FIN 301

PRINCIPLES OF MANAGERIAL FINANCE

(3+0) 3 credits

Finance function within business organizations; tools and techniques of financial management. Topics include financial mathematics; valuation of securities; financial analysis; capital budgeting; concepts of capital structure and dividend policy; and working capital management. Pre-requisite(s): Junior standing, ACC 201, ACC 202 and ECON 261.

FIN 490

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

Information Systems

IS 101

INTRODUCTION TO INFORMATION SYSTEMS (2+2) 3 credits

Introductions to microcomputers, computers in business and microcomputer software tools including word processors, spreadsheets, and database management systems.

IS 201

COMPUTER APPLICATIONS 1-3 credits

Topics include advanced aspects of operating systems, spreadsheets, databases, hardware, and other topics. Three credits maximum. Three credits constitute completion of the course.

IS 301

MANAGEMENT INFORMATION SYSTEMS

(3+0) 3 credits

Introductions to business applications, computers in organizations, systems development theory and practice, application development methodology, changing technology, and concerns about computer security and privacy. Pre-requisite(s): IS 101.

IS 380

OBJECT-ORIENTED PROGRAMMING

USING C++/JAVA (3+0) 3 credits

Introduces concept of object-oriented programming, a structured and powerful programming technique offering advantages over the traditional approach. C++ and Java used as tools to write object-oriented programs effectively. Students write business application programs using C++/Java to solve real-world problems. Pre-requisite(s): Admission to a business major or junior standing, IS 201.

IS 490

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

Management

MGT 301

PRINCIPLES OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (3+0) 3 credits

Fundamentals and principles of management. Administrative policies, objectives, and procedures. Problems of organization control and leadership. Pre-requisite(s): Junior standing, BUS 101.

MGT 367

HUMAN RESOURCE MANAGEMENT

(3+0) 3 credits

Objectives, functions, organization, and philosophy of personnel relations. Special emphasis on employment, training, and labor relations. Pre-requisite(s): Junior standing, MGT 301.

MGT 391

QUANTITATIVE ANALYSIS (3+0) 3 credits

Identification and formulation of decision problems; introduction to the use of quantitative tools in business including linear programming, non-linear programming,

game theory, and similar techniques: construction of quantitative models and their relationship to the use of electronic computers in business decision making. Pre-requisite(s): Junior standing, MATH 132, IS 101.

MGT 415

BUSINESS AND SOCIETY (3+0) 3 credits
Study of the evolution of American business in the context of its changing political and social environment. Analysis of the origins of the American business creed, the concept of social responsibility of business, and the expanding role of the corporation. Pre-requisite(s): Junior standing, MGT 301, BLW 302.

MGT 423/623

ADVANCED TOPICS IN ORGANIZATIONAL AND INTERPERSONAL BEHAVIOR (3+0) 3 credits

Selected behavioral influences affecting decision making, organizational structure, including organizational power and politics, change and development, and/or creativity. Pre-requisite(s): MGT 301.

MGT 480

INTERNATIONAL MANAGEMENT (3+0) 3 credits

Strategy, operations, and external relationships involved in international commerce with emphasis on management of multinational corporations. Pre-requisite(s): Junior standing, MGT 301.

MGT 491

ADVANCED SEMINAR IN MANAGEMENT (3+0) 3 credits

Advanced study of selected topics in Management.

MGT 492

ADVANCED ORGANIZATIONAL MANAGEMENT (3+0) 3 credits

Concepts, theories, and case studies concerning the behavior of people in modern business organizations. Pre-requisite(s): Junior standing, MGT 301.

MGT 494

SEMINAR IN MANAGEMENT (3+0) 3 credits

Analysis of the nature and problems of, and

approaches to, management, planning, organizing and decision making, and controlling through the study of recent relevant literature and selected cases. Pre-requisite(s): Senior standing and MGT 301.

Marketing

MKT 210

MARKETING PRINCIPLES (3+0) 3 credits
Objectives and policies of marketing managers as influenced by marketing institutions, the functions performed and consumer wants and needs in a diverse culture.

MKT 301

MARKETING MANAGEMENT (3+0) 3 credits

Planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Pre-requisite(s): BUS 101.

MKT 380

PRINCIPLES OF INTERNET MARKETING (3+0) 3 credits

Theory and practice of marketing on the Internet. Focuses on role of internet marketing in marketing strategy, internet process, internet mechanics, and internet site construction. Pre-requisite(s): Junior standing, VIS 381.

MKT 490

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits.

Speech Pathology and Audiology

SPA 301

SURVEY OF SPEECH PATHOLOGY (3+0) 3 credits

This course is the introduction to the field of speech-language pathology and human communication disorders. It encompasses a survey of normal speech and language development and disorders. The course also includes discussions concerning public attitudes affecting educational, psycho-social, vocational opportunities, and resources for persons with one or more of the various disorders in communication.

SPA 320**INTRODUCTION TO PHONETICS (3+0) 3 credits**

This course is a study of the principles of the International Phonetic Alphabet. It encompasses transcriptions of spoken language and how these transcriptions are used with speech disorders. Co-requisite: SPA 301.

SPA 330**COMMUNICATION SCIENCE (3+0) 3 credits**

Introduction to the anatomy, physiology and neuromuscular systems pertaining to speech, language, and hearing. The interaction of the respiratory system with phonation and its modification by resonance and articulation will be emphasized. Neural control of speech production and the cerebral organization of language will be discussed.

SPA 340**NORMAL DEVELOPMENT AND DISORDERS OF SPEECH AND LANGUAGE (3+0) 3 credits**

This course presents theories of normal speech and language development, describes stages of acquisition, and introduces basic understandings of oral communicative disorders and linguistic diversity.

SPA 345**SEMINAR IN CLINICAL PROCEDURE (2+0) 2 credits**

This course provides students with a means to organize and manage a school-based speech-language therapy caseload. Students will learn to write reports, schedule students on their caseload, determine eligibility, work with school teams, etc. Pre-requisite(s): SPA 301, SPA 320, SPA 340, SPA 330, SPA 364, and SPA 370*. Co-requisite(s): SPA 441. (*Pre-requisite does not apply for Post Baccalaureate Speech Pathology majors)

SPA 362**INTRODUCTION TO AUDIOLOGY (3+0) 3 credits**

This is an introduction to the disorders of audition, the assessment of auditory function, the anatomy and physiology of

hearing system, aural rehabilitation, and other intervention strategies.

SPA 364**ARTICULATION DISORDERS (3+0) 3 credits**

The causes and characteristics of articulatory and phonological disorders are discussed. Basic assessment and treatment strategies are incorporated as well. Pre-requisite(s): SPA 301, SPA 320, SPA 330, and SPA 340.

SPA 365**ADVANCED AUDIOLOGICAL ASSESSMENT (3+0) 3 credits**

The theory and application of audiological evaluation procedures will be presented. Pre-requisite(s): SPA 362.

SPA 370**METHODS OF CLINICAL MANAGEMENT (3+0) 3 credits**

Therapy and clinical management of problems of disordered speech and language. Includes clinical equipment and materials for use in public school and medical-setting management programs. Pre-requisite(s): SPA 301, SPA 320, SPA 340.

SPA 400**ASSESSMENT OF COMMUNICATION DISORDERS (3+0) 3 credits**

This course will provide the student with knowledge of assessment concepts and procedures in speech and language and ways to develop competencies necessary to conduct such assessments. Pre-requisite(s): SPA 301, SPA 330, SPA 401, SPA 467, SPA 364.

SPA 401**FLUENCY DISORDERS (3+0) 3 credits**

Disorders of speech rhythm and fluency. Emphasis on etiology, diagnosis, and methods of treatment in children and adults. Pre-requisite(s): SPA 301, SPA 330

SPA 439**NEUROLOGY and SPEECH PATHOLOGY (3+0) 3 credits**

Examination of the normal neurological processes and functions of the brain and its relationship to swallowing, speech, language and hearing. Sensory, motor, and cognitive functions emphasized. Pre-requisite(s): ENG

102, MATH 120 or above, Junior Standing, and SPA 330.

SPA 441

CLINICAL PRACTICUM (0+16) 6 credits
S/U only

This course is designed to prepare students in speech-language pathology to plan for and provide appropriate speech and language therapy to children in a school setting. They will conduct assessments and evaluate student performance in a variety of speech and language areas. They will be expected to write lessons plans and Individual Education Programs (IEPs). They will participate in IEP meetings for initial placements and annual reviews for students with speech-language impairments and for students with other disabilities. Gradually, they will assume supervised responsibility of the students on the master clinicians caseload. Special Instruction Fee. Co-requisite(s): SPA 345.

SPA 464

AUDIOLOGICAL PRACTICUM (1+2) 1 or 2 credits

Supervised clinical procedures in descriptive diagnostic hearing examinations. May be repeated. Pre-requisite(s): SPA 362, 365.

SPA 466

REHABILITATION FOR HEARING HANDICAPPED (3+0) 3 credits

Problems of adjustment and language involvement of the hearing handicapped. Use of amplification. Auditory training and speech reading principles. Emphasis on Cochlear implants. Pre-requisite(s): SPA 340, SPA 362, SPA 365, SPA 400.

SPA 467

LANGUAGE DISORDERS (3+0) 3 credits

This course discusses various language disorders. The principles of assessment and remediation of language disorders are introduced. Pre-requisite(s): SPA 320, SPA 340

Supply Chain Management

SCM 352

OPERATIONS MANAGEMENT (3+0) 3 credits

Analytical aids to management decision making. Integrated approaches to decisions involving organizational policies and

principles, production processes, materials, manpower, and/or equipment. When appropriate, computer assistance utilized. Pre-requisite(s): Admission to a business major or junior standing, MGT 301, ECON 261

SCHOOL OF LIBERAL ARTS & SCIENCES

Bachelor of Science in Biology

Mission Statement

The Biology program identifies as its central role to create scientific literacy in addressing biological issues, enhancing opportunities for a diverse student population to enter graduate, professional and entry-level career positions in biology to serve the future needs of local, regional and global interest. The Biology program infrastructure provides ongoing support, guidance and encouragement to our students as they strive to meet personal and professional goals.

Learning Outcomes

Every biology student will be supported in mastering the outcomes below:

- Students will understand how structure-function relationships impact evolution at the molecular, cellular, organismal, and population levels.
- Students will understand how electronegativity influences the properties of life.
- Students will understand how synergy leads to emergent properties of life.

Curriculum

- I) College Core Curriculum 33-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (4-5 credits)
 - 1) MATH 128 – Pre-calculus & Trigonometry 5
or higher (MATH 181 recommended)
 - D) Natural Sciences (8 credits)
 - 1) CHEM 121 – General Chemistry I 4
 - 2) CHEM 122 – General Chemistry II 4

- E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*
- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements 59
 - A) Biology Courses (22 credits)
 - 1) BIOL 196 – Principles of Modern Biology I 4
 - 2) BIOL 197 – Principles of Modern Biology II 4
 - 3) BIOL 251 – General Microbiology 4
 - 4) BIOL 300 – Principles of Genetics 4
 - 5) BIOL 405 – Molecular Biology 3
 - 6) BIOL 415 – Evolution 3
 - B) Related Math/Science Requirements (25 credits)
 - 1) CHEM 241 – Organic Chemistry I 4
 - 2) CHEM 242 – Organic Chemistry II 4
 - 3) CHEM 474 – Biochemistry I 3
 - 4) CHEM 475 – Biochemistry II 3
 - 5) PHYS 151 – General Physics I 4
 - 6) PHYS 152 – General Physics II 4
 - 7) STAT 391 – Applied Statistics for Biological Sciences 3
 - C) 12 credits of upper division biology electives

Summary of credit requirements for the Bachelor of Science in Biology

- College Core Curriculum 33-44
- Major Core Requirements 59
- Electives (at least 16 credits must be upper division) 25-36
- Total Credits 128**

Bachelor of Science in Biology with a Concentration in Graduate School

Curriculum

- I) College Core Curriculum..... 37-47
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (8 credits)
 - 1) MATH 181 – Calculus I 4
 - 2) MATH 182 – Calculus II 4

NOTE: MATH 283 – Calculus III recommended. Students who have taken a more advanced mathematics course than MATH 182 will have fulfilled the Mathematics requirement.
 - D) Natural Sciences (8 credits)
 - 1) CHEM 121 – General Chemistry I 4
 - 2) CHEM 122 – General Chemistry II 4
 - E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*
 - F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
 - H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements..... 59
 - A) Biology Courses (22 credits)
 - 1) BIOL 196 – Principles of Modern Biology I 4
 - 2) BIOL 197 – Principles of Modern Biology II 4
 - 3) BIOL 251 – General Microbiology 4
 - 4) BIOL 300 – Principles of Genetics 4
 - 5) BIOL 405 – Molecular Biology 3
 - 6) BIOL 415 – Evolution 3
 - B) Related Math/Science Requirements (25 credits)

- 1) CHEM 241 – Organic Chemistry I..... 4
- 2) CHEM 242 – Organic Chemistry II..... 4
- 3) CHEM 474 – Biochemistry I 3
- 4) CHEM 475 – Biochemistry II 3
- 5) PHYS 151 – General Physics I 4
- 6) PHYS 152 – General Physics II 4
- 7) STAT 391 – Applied Statistics for Biological Sciences 3
- C) 12 credits of upper division biology electives

Summary of credit requirements for the Bachelor of Science in Biology with a Concentration in Graduate School

- College Core Curriculum 37-47
- Major Core Requirements 59
- Electives (at least 16 credits must be upper division) 22-32

Total Credits 128

Bachelor of Science in Biology with a Concentration in Integrated Health Promotion

Curriculum

- I) College Core Curriculum..... 32-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits)
 - 1) MATH 124 – College Algebra 3
 - D) Natural Sciences (8 credits)
 - 1) CHEM 110 – Chemistry for Health Sciences I 4
 - 2) CHEM 111 – Chemistry for Health Sciences II 4
 - E) Social Sciences (3 credits) - *Refer to the Social Sciences section of the Core Curriculum*

- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements 19
 - A) Biology Courses (12 credits)
 - 1) BIOL 189 – Fundamentals of Life Science 4
 - 2) BIOL 223 – Anatomy & Physiology I 4
 - 3) BIOL 224 – Anatomy & Physiology II 4
 - B) Related Math/Science Requirements (7 credits)
 - 1) PHYS 151 – General Physics I 4
 - 2) STAT 391 – Applied Statistics for Biological Sciences 3
- III) Integrated Health Promotion Concentration (36 credits)
 - A) Concentration Core (24 credits)
 - 1) NUTR 223 – Principles of Nutrition 3
 - 2) NUTR 311 – Nutrition Assessment 4
 - 3) KIN 172 – Foundations of Kinesiology 3
 - 4) KIN 175 – Physical Activity & Health 3
 - 5) KIN 191 – Exercise for the Overweight or Type II Diabetes 1
 - 6) KIN 245 – Anatomical Kinesiology 3
 - 7) KIN 491 – Exercise Physiology 3
 - 8) HE 201 – Foundations of Personal Health and Wellness 4
 - B) Concentration Electives (Select 12 credits from below)
 - 1) NUTR 240 – Introduction to Sports Nutrition 3
 - 2) NUTR 370 – Nutrition in the Life Cycle 3
 - 3) NUTR 407 – Complementary and Integrative MNT 3

- 4) NUTR 408 – Nutrition, Food, & Policy 3
- 5) KIN 490 – Internship in Fitness & Sports Management 3
- 6) HE 405 – Spirituality & Health 3
- 7) HE 421 – Health & Wellness Across the Lifespan 3
- 8) HE 438 – Health Aspects of Gerontology 3

Summary of credit requirements for the Bachelor of Science in Biology with a Concentration in Integrated Health Promotion

- College Core Curriculum	32-44
- Major Core Requirements	19
- Integrated Health Promotion Concentration	36
- Electives (at least 16 credits must be upper division)	29-41
Total Credits	128

Bachelor of Applied Science in Criminal Justice

Program Completion Requirements:

1. Completion of an AAS degree in Criminal Justice, or an equivalent AAS degree in Criminal Justice, from a regionally accredited community college.
2. A minimum of 125 credits must be earned with 36 or more credits in courses numbered 300 or above. A minimum of 32 credits must be completed in Nevada State College upper division courses.

Curriculum

- I) Completion of an AAS Degree (at least 60 credits)
- II) College Core Curriculum (up to 27 credits**)
 - A) English (3 credits)
 - 1) ENG 102 – Composition II .. 3
 - B) Mathematics (5 credits)
 - 1) MATH 128 – Pre-Calculus & Trigonometry 5
 - C) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*

- D) Natural Sciences (4 credits) – *Refer to the Natural Science section of the Core Curriculum*
- E) Social Sciences (3 credits) – *Refer to the Social Science section of the Core Curriculum*
- F) Humanities (6 credits)
- 1) COM 101 – Fundamentals of Speech Communication....3
 - 2) *Refer to the Humanities section of the Core Curriculum.....3*
- G) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- III) Applied Science Management Core Curriculum (21 credits)
- A) ECON 261 – Principles of Statistics I..... 3
- B) ENG 407A – Fundamentals of Business Writing..... 3
- OR**
- ENG 407B – Fundamentals of Technical Writing 3
- C) FIN 301 – Managerial Finance .. 3
- D) MGT 367 – Human Resource Management..... 3
- E) MKT 301 – Marketing Management 3
- F) IS 301 – Management Information Systems..... 3
- G) PHIL 248 – Professional Ethics. 3
- IV) Criminal Justice Major Courses (18 credits)
- A) CRJ 315 – Intelligence Analysis 3
- B) SPAN 321 – Spanish for Law Officers 3
- C) CRJ 325 – Serial Killers and Sexual Predators 3
- D) CRJ 330 – Managing the Terrorist Environments..... 3
- E) CRJ 448 – Police Leadership in Critical Incidents 3
- F) CRJ 458 – Seminar in Emergency Management and Admin. Planning 3

Summary of credit requirements for the Bachelor of Applied Science in Criminal Justice

- AAS Degree.....At least 60 credits**
- Core Curriculum.....up to 27 credits**
- Applied Science Core Curriculum ... 21
- Criminal Justice Major Courses 18
- Electives (if needed to bring total credits to 125)

Total Credits..... 125

Bachelor of Arts in English

Mission Statement

The English program helps develop academic skills for critical thinking, as well as oral and written expression. English majors learn how to analyze and respond to a variety of texts. They also learn how to write in and about various academic disciplines. These skills allow students to broaden their critical and social perspectives as well as their imagination, thereby helping them to succeed in their collegiate and post-collegiate careers.

Learning Outcomes

- Ability to effectively write a thesis driven college essay including form and content as well as successful integration and documentation of outside sources.
- Facility to develop significant interpretations of a wide variety of literary texts and cultural or social issues.
- Increased awareness and insight into human life, cultures, and time periods.
- Mastering language use in order to intelligently convey opinions, interpretations, and ideas.
- An understanding of and ability to apply various and/or specific literary theories and criticism to primary sources as well as to practical, social issues.

Curriculum

- I) College Core Curriculum31-44
- A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
- B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
- C) Mathematics (3-5 credits) – *Refer to the Mathematics section of the Core Curriculum*
- D) Natural Sciences (7-8 credits) – *Refer to the Natural Sciences section of the Core Curriculum*
- E) Social Sciences (3 credits) – *Refer to the Social Science section of the Core Curriculum*

- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements..... 36
- A) Required Classes (6 credits)
- 1) ENG 298 – Writing about Literature 3
- 2) ENG 303 – Introduction to Literary Theory and Criticism 3
- B) 30 credits total must be completed in English requirements, at least 24 of which must be from 300 or 400 level courses. A maximum of six can be from 200-level courses. A class can only count towards one group, even if it appears in more than one group below.
- 1) Group 1: British and Celtic or Irish Literature (at least 6 credits)
- ENG 235 – Survey of English Literature I
 - ENG 236 – Survey of English Literature II
 - ENG 271 – Introduction to Shakespeare
 - ENG 432A – Chaucer
 - ENG 434A – Shakespeare: Tragedies
 - ENG 434B – Shakespeare: Comedies and Histories
 - ENG 440A – Medieval English Literature
 - ENG 444A – The Romantic Movement
 - ENG 445A – The Victorian Period
 - ENG 446A – Modern British Literature
 - ENG 447A – Contemporary British Literature
 - ENG 449A – British Literature I
 - ENG 449B – British Literature II
- 2) Group 2: American Literature (at least 6 credits)
- ENG 241 – Survey of American Literature I
 - ENG 242 – Survey of American Literature II
 - ENG 290 – Introduction to African-American Literature
 - ENG 292 – Introduction to Chicano Literature
 - ENG 436A – Major Figures in American Literature
 - ENG 450A – Studies in 20th Century Literature
 - ENG 451A – American Literature I
 - ENG 451B – American Literature II
 - ENG 462C – Modern American Poetry
 - ENG 467B – Modern American Drama
 - ENG 473C – The Contemporary American Novel
 - ENG 490 – Asian-American Literature
 - ENG 494A – Native American Literature
 - ENG 495C – African-American Literature
 - ENG 496A – Themes in Modern Chicano Literature
- 3) Group 3: Cultural and Ethnic Studies (at least 6 credits)
- ENG 290 – Introduction to African-American Literature
 - ENG 292 – Introduction to Chicano Literature
 - ENG 427A – Women and Literature
 - ENG 476B – History of the American Film
 - ENG 477A – Film and Literature
 - ENG 477C – Genre Studies in Film
 - ENG 488 – Outlaw Genres
 - ENG 490 – Asian-American Literature
 - ENG 490A – Gender and Sexual Identity in Literature
 - ENG 494A – Native American Literature

- ENG 495B – Modern African-American Literature
 - ENG 495C – African-American Literature
 - ENG 496A – Themes in Modern Chicano Literature
 - ENG 497A – Topics in Multicultural Literature
- 4) Group 4: World and Comparative Literature (at least 3 credits)
- ENG 231 – World Literature I
 - ENG 232 – World Literature II
 - ENG 481A – Comparative Literature
 - ENG 481B – Modern Comparative Literature
 - ENG 484A – The Bible as Literature
 - ENG 485 – Topics in Comparative Literature
 - ENG 485A – Asian Literature

Summary of credit requirements for the Bachelor of Arts in English

- College Core Curriculum	31-44
- Major Core Requirements	36
- Electives (at least 21 credits must be Upper Division)	48-61
Total Credits	128

Bachelor of Science in Environmental & Resource Science

Mission Statement

Environmental and Resource Science is an interdisciplinary field concerned with the interaction of processes that shape our natural environment. Environmental science studies the interplay among humankind and other species and the physical, chemical, and biological processes that regulate the function of both natural and engineered environments. Environmental science seeks to model and describe environmental processes to understand their effects upon humankind and consider the reciprocal effects of human activities on these processes.

The degree program in Environmental and Resource Science allows students to develop the skills and interdisciplinary understanding needed to deal with environmental issues by building on a foundation in mathematics, natural sciences, and social policy. The Environmental and Resource Science program is designed to provide the broad general and scientific knowledge appropriate to a variety of careers in resource management. The program prepares students for advanced professional degrees in environmental science. The program also serves students who would like to teach natural science in secondary schools and prefer an interdisciplinary approach.

Learning Outcomes

- Students will be able to identify and describe the dynamic physical and chemical processes, acting at the Earth's surface, some of which provide resources and energy for natural ecosystems and for human needs.
- Students will identify and explain biological characteristics of ecosystems and explain the dynamics of the relationship of ecosystems to their physical environment with particular emphasis on the southwestern United States.
- Students will be able to appraise the affects that human needs have had on ecosystems and to formulate ideas or processes that will insure sustainability of human-influenced ecosystems.
- Students will be able to perform practical applications of data collection and interpretation for environmental restoration and management under federal and local laws and regulations.

Curriculum

- I) College Core Curriculum33-44
- A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
- B) Study and Technology Skills (0-2 credits) – *Refer to the Study and*

- Technology Skills section of the Core Curriculum*
- C) Mathematics (4-5 credits)
- 1) MATH 128 – Pre-calculus & Trigonometry 5
or higher (MATH 181 recommended)
- D) Natural Sciences (8 credits)
- 1) CHEM 121 – General Chemistry I 4
 - 2) CHEM 122 – General Chemistry II 4
- E) Social Sciences (3 credits) – *Refer to the Social Science section of the Core Curriculum*
- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements 58-60
- A) Environmental & Resource Science Courses
- 1) BIOL 122 – Desert Plants ... 3
 - 2) BIOL 196 – Principles of Modern Biology I 4
 - 3) BIOL 197 – Principles of Modern Biology II 4
 - 4) BIOL 305 – Introduction to Conservation Biology 3
 - 5) BIOL 341 – Principles of Ecology 3
 - 6) ENV 101 – Introduction to Environmental Sciences 3
 - 7) ENV 260 – Environmental Measurement & Analysis 4
 - 8) ENV 345 – Environmental Regulations: History, Law & Methods 3
 - 9) ENV 480 – Geographic Information System for Environmental Management 4
 - 10) GEOG 117 – Introduction to Meteorology 3
 - 11) GEOL 101 – Geology: Exploring Planet Earth 4
 - 12) NRES 210 – Environmental Pollution 3
 - 13) NRES 304 – Principles of Hydrology 3

- 14) NRES 322 – Soils 3
- 15) NRES 467 – Regional and Global Issues in Environmental Sciences 3
- 16) NRES 485 – Special Topics 1-3
- 17) PHYS 151 – General Physics I 4
- 18) STAT 391 – Statistics for Biological Sciences 3

Summary of credit requirements for the Bachelor of Science in

Environmental & Resource Science

- College Core Curriculum 33-44
 - Major Core Requirements 58-60
 - Electives (at least 16 credits must be Upper Division) 24-37
- Total Credits 128**

Bachelor of Science in Environmental & Resource Science with a Concentration in Graduate School

Curriculum

- I) College Core Curriculum 37-47
- A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
- B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
- C) Mathematics (8 credits)
- 1) MATH 181 – Calculus I 4
 - 2) MATH 182 – Calculus II 4
- NOTE: MATH 283 – Calculus III recommended. Students who have taken a more advanced mathematics course than MATH 182 will have fulfilled the Mathematics requirement.
- D) Natural Sciences (8 credits)
- 1) CHEM 121 – General Chemistry I 4
 - 2) CHEM 122 – General Chemistry II 4
- E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*
- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*

H)	Constitution (3-6 credits) – <i>Refer to the Constitution section of the Core Curriculum</i>	
I)	Cultural Diversity (3 credits) – <i>Refer to the Cultural Diversity section of the Core Curriculum</i>	
II)	Major Requirements.....	56-60
A)	Environmental & Resource Science Courses	
1)	BIOL 122 – Desert Plants ...	3
2)	BIOL 196 – Principles of Modern Biology I	4
3)	BIOL 197 – Principles of Modern Biology II	4
4)	BIOL 305 – Introduction to Conservation Biology	3
5)	BIOL 341 – Principles of Ecology	3
6)	ENV 260 – Environmental Measurement & Analysis	4
7)	ENV 345 – Environmental Regulations: History, Law & Methods	4
8)	ENV 480 – Geographic Information System for Environmental Management	3
9)	GEOG 117 – Introduction to Meteorology	3
10)	GEOL 101 – Geology: Exploring Planet Earth	4
11)	NRES 210 – Environmental Pollution	3
12)	NRES 304 – Principles of Hydrology	3
13)	NRES 322 – Soils	3
14)	NRES 416 – Internship	1-3
15)	NRES 467 – Regional and Global Issues in Environmental Sciences.....	3
16)	NRES 485 – Special Topics	1-3
17)	PHYS 151 – General Physics	4
18)	STAT 391 – Statistics for Biological Sciences	3
III)	Graduate School Concentration....	18-20
A)	CHEM 241 – Organic Chemistry I	4
B)	CHEM 242 – Organic Chemistry II	4
C)	ENV 201 – Environmental Toxicology.....	3
D)	NRES 416 – Internship	1-3

E)	NRES 432 – Advanced Environmental Toxicology and Risk Assessment	3
F)	NRES 435 – Conservation of Natural Resources	3

Summary of credit requirements for the Bachelor of Science in Environmental & Resource Science with a Concentration in Graduate School

- College Core Curriculum	37-47
- Major Core Requirements	56-60
- Graduate School Concentration	18-20
- Electives	1-17
Total Credits	128

Bachelor of Arts in History

Mission Statement

The Bachelor of Arts in History provides students with the educational tools and framework necessary for understanding major thematic issues in history, for exploring the everyday lives of people of different times and cultures, and for succeeding in a variety of professions and/or post-graduate study. The History major challenges students to think about the diversity of human existence, past and present, by examining how politics, social structure, cultures, geographies, and lived experiences have changed over time.

Through the study of history, students will develop the qualities of mind necessary for responsible citizenship in the 21st century and acquire an appreciation for the diversity of human experience and a capacity to understand the historical dimensions of contemporary problems across global communities. They will graduate with the ability to synthesize information from primary and secondary sources (whether of a print, visual, or material nature) in order to produce cogent arguments and sound historical narrative through a variety of mediums. Students of History will be prepared to contribute to our knowledge of the past with new discoveries and understandings.

Learning Outcomes

- Demonstrate the basic historical knowledge and critical thinking skills

necessary to understand different perspectives about the past and the complex multicultural world we live in today

- Demonstrate an ability to perform serious historical research and an understanding of historical methodologies, historical theory, and historiography
- Understand the use and misuse of historical argument and make connections between individual events and larger historical themes
- Demonstrate a familiarity with the histories of injustice and movements for social change.

Curriculum

- I) College Core Curriculum..... 31-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits) – *Refer to the Mathematics section of the Core Curriculum*
 - D) Natural Sciences (7-8 credits) – *Refer to the Natural Sciences section of the Core Curriculum*
 - E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*
 - F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
 - H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) – *Refer to Cultural Diversity section of the Core Curriculum*
- II) Major Requirements..... 36
 - A) HIST 101 – U.S. History to 1865 3
 - B) HIST 102 – U.S. History 1865 to present..... 3
 - C) HIST 251 – Historical Investigation 3
 - D) HIST 499 – Senior Seminar in History..... 3
 - E) Additional history 24

- 1) At least eighteen (18) credits total must be at the 300-level or above. Course must be approved by the history advisor
- 2) From these 24 credits, at least nine (9) must be selected from courses that fulfill either of the following requirements:
 - a) primarily emphasize cultural and social diversity within the United States (e.g. Latinos in the American West, African-American History, US Women's History, etc.)
 - b) primarily focus on non-European and non-American history (e.g. African, Asian, Middle Eastern, or Latin American history)

Summary of credit requirements for the Bachelor of Arts in History

- College Core Curriculum	31-44
- Major Requirements	36
- Electives (at least 19 credits must be upper division)	48-61
Total Credits	128

Bachelor of Arts in History with a Pre-Law Concentration

The History Major with a Pre-Law Concentration gives students an opportunity to hone skills and develop knowledge in areas relevant to pursuing professional degrees in legal studies. In addition to the History major requirements, students opting for the History degree with the Pre-Law concentration will be required to take additional courses in constitutional and legal history, modern American culture, speech, ethics, and critical thinking and reasoning.

Curriculum

- I) College Core Curriculum.....31-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and*

- Technology Skills section of the Core Curriculum*
- C) Mathematics (3-5 credits) – *Refer to the Mathematics section of the Core Curriculum*
- D) Natural Sciences (7-8 credits) – *Refer to the Natural Sciences section of the Core Curriculum*
- E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*
- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
- 1) PHIL 135 – Ethics.....3
OR
 PHIL 248 – Professional Ethics.....3
- H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
- 1) CH 203 – American Experience and Constitutional Change.....3
- I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Major Requirements..... 48
- A) BLW 302 – Legal Environment, **OR** ENV 345 – Environmental Regulations: History, Law, and Methods, **OR** PSY 462 – Psychology and the Law..... 3
- B) COM 101 – Fundamentals of Speech Communication..... 3
- C) HIST 101 – U.S. History to 1865
- D) HIST 102 – U.S. History 1865 to present..... 3
- E) HIST 251 – Historical Investigation 3
- F) HIST 401 – American Constitutional and Legal History..... 3
- G) HIST 403 – Modern American Civilization..... 3
- H) HIST 499 – Senior Seminar in History..... 3
- I) PHIL 102 – Critical Thinking and Reasoning..... 3
- J) Additional history 21
- 1) At least fifteen (15) credits total must be at the 300-level or above.

Course must be approved by the history advisor

2) From these 21 credits, at least nine (9) must be selected from courses that fulfill either of the following requirements:

- a) primarily emphasize cultural and social diversity within the United States (e.g. Latinos in the American West, African-American History, US Women's History, etc.)
- b) primarily focus on non-European and non-American history (e.g. African, Asian, Middle Eastern, or Latin American history)

Summary of credit requirements for the Bachelor of Arts in History with a Pre-Law Concentration

- College Core Curriculum	31-44
- Major Requirements	48
- Electives (at least 19 credits must be upper division)	36-49
Total Credits	128

Bachelor of Arts/Science in Integrated Studies

Mission Statement

The Bachelor of Integrated Studies degree program provides interdisciplinary study across academic disciplines and professional fields. It is designed for students whose academic interests or career objectives require an individualized college degree. In an increasingly complex world, solutions to issues of emerging societal importance often require crossing traditional boundaries. The Bachelor of Integrated Studies provides this opportunity while emphasizing superior communication skills, critical thinking, ethical considerations, and a series of core interdisciplinary courses that allow students to understand the different ways of knowing and of problem-solving in a variety of disciplines.

Learning Outcomes

Students earning an Integrated Studies degree will be able to demonstrate proficiency in the following areas:

- Integrated Studies graduates have the ability to synthesize a personalized set of outcomes. Early in the program, the Integrated Studies student will work with advisors from their selected disciplines to synthesize these outcomes and develop a plan for demonstrating them upon program completion.
- Integrated Studies graduates can critically and creatively research, write, and present in a way that makes logical and theoretical connections between multiple areas of study, especially in the student's selected disciplines.
- Integrated Studies graduates can demonstrate their mastery of the outcomes they established. This outcome is illustrated by the completion of a final capstone project or a comparable series of smaller projects. These artifacts should illustrate the student has satisfactorily completed the outcomes which the student developed upon entering the program.

Program Completion Requirements:

- 1) A minimum of 124 credits must be earned with 40 or more credits in courses numbered 300 or above. A minimum of 32 credits must be completed at Nevada State College. 62 of the 124 credits must be earned at four-year colleges and universities. A maximum of four credits applicable to the BIS degree may be earned in recreation, physical education and dance activity courses.
- 2) A cumulative grade point average of at least 2.25 for all courses attempted at the college and an overall grade point average of at least 2.25 must be earned within the program.
- 3) The individualized curriculum contains at least 40 hours of upper division coursework.
- 4) A student graduates with a Bachelor of Science if their 24-credit emphasis is in the sciences or with a Bachelor

of Arts if their 24-credit emphasis is in the social sciences or humanities.

Curriculum

- I) College Core Curriculum31-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits) – *Refer to the Mathematics section of the Core Curriculum*
 - D) Natural Sciences (7-8 credits) – *Refer to the Natural Sciences section of the Core Curriculum*
 - E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*
 - F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
 - H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Integrated Studies Core 9
 - A) ISC 300 – Introduction to Integrated Studies 3
 - B) ISC 400 – Integrated Studies Seminar 3
 - C) ISC 495 – Capstone Course: Integrated Studies 3
- III) One 24-credit Concentration and one 18-credit Minor, approved by advisor(s). At least nine credits in the concentration and minor must be upper division.

Summary of credit requirements for the Bachelor of Arts/Science in Integrated Studies

- Core Curriculum31-44
- Integrated Studies Core.....9
- 24 credit Concentration & 18 credit Minor42
- Electives (at least 18 credits must be upper division)29-42
- Total Credits 124**

24-credit Concentrations: Select one of the following concentrations.

BIOLOGY

- BIOL 196 – Principles of Modern Biology I 4
- BIOL 197 – Principles of Modern Biology II 4
- BIOL 300 – Principles of Genetics 4
- BIOL 405 – Molecular Biology ... 3
- BIOL 415 – Evolution..... 3
- Upper Division Biology electives 6

BUSINESS

- ACC 201 – Financial Accounting 3
- ACC 202 – Managerial Accounting 3
- BLW 302 – Legal Environment.. 3
- BUS 101 – Introduction to Business 3
- ECON 261 – Principles of Statistics 3
- FIN 301 – Principles of Managerial Finance..... 3
- MGT 301 – Principles of Management & Organizational Behavior 3
- MKT 301 – Marketing Management 3

COMMUNICATION

- COM 216 – Survey of Communication Studies 3
- COM 434 – Conflict Management and Negotiation 3
- Communication Electives (3 credits must be upper division) 15
- Select one of the following:
COM 218 – Survey of Mass Communication 3
OR
COM 412 – Intercultural Communication 3

ELEMENTARY EDUCATION

- EDEL 433- Teaching Elementary School Mathematics..... 3
- EDRL 442- Literacy Instruction I 3
- EDEL 443- Teaching Elementary School Science 3

- EDEL 453- Teaching Elementary School Social Science 3
- EDU 203- Introduction to Special Education 3
- EDU 206- Classroom Learning Environments 3
- EDU 250- Foundations of Education 3
- PSY 307- Principles of Educational Psychology 3

ENGLISH

- ENG 298 – Writing About Literature 3
- ENG 303 – Introduction to Literary Theory and Criticism 3
- Select 12 credits from the courses listed under the Group 1, Group 2, Group 3, and Group 4 (see English degree program for complete group listing) Select at least one course from each of the groups. A minimum of 6 credits must be Upper Division 12
- Upper Division English Electives 6

ENVIRONMENTAL & RESOURCE SCIENCE

- ENV 101 – Introduction to Environmental Sciences 3
- 200-level ENV or NRES course
- Upper division ENV or NRES courses 15
- Select one of the following:
GEOG 117 – Introduction to Meteorology..... 3
OR
GEOL 101 – Geology: Exploring Planet Earth..... 3

HISTORY

- HIST 101 – US History to 1865 . 3
- HIST 102 – US History 1865 to present..... 3
- HIST 251 – Historical Investigation 3
- HIST 499 – Senior Seminar in 3
- History Electives (three courses Upper Division; two courses must be non-American and non-European)..... 12

MATHEMATICS

- MATH 181 – Calculus I 4

- MATH 182 – Calculus II..... 4
- MATH 283 – Calculus III..... 4
- Upper Division Mathematics
electives 9
- Select one of the following:
MATH 330 – Linear Algebra I ... 3
OR
MATH 427 – Differential Equations
..... 3

PSYCHOLOGY

- PSY 101 – General Psychology 3
- PSY 210 – Introduction to Statistical
Methods 3
- PSY 240 – Introduction to Research
Methods 3
- Foundations and Principles (See
Psychology degree for full course
options)..... 6
- Applied Methods and Populations
(See Psychology degree for full
course options)..... 3
- Psychology Electives 6

LAW ENFORCEMENT

- PSC 307 – Legal Issues for
Command Level Officers..... 3
- PSC 308 – Mass Media and the
Police..... 3
- PSC 403 – Management for Law
Enforcement..... 3
- PSC 441 – Public Financial
Administration 3
- PSC 442 – Public Personnel
Administration 3
- PSC 464 – Contemporary Issues in
Law Enforcement 3
- Law Enforcement Electives 6

VISUAL MEDIA

- 24 credits of Visual Media courses
chosen with an academic advisor.
At least 12 credits must be at the
upper division level.

18-credit Minors

*Refer to the Minor Section of the School of
Liberal Arts and Sciences*

- Biology
- Business
- Communication
- Counseling
 - Addiction Treatment &
Prevention

- Elementary Education
- English
- Environmental and Resource
Science
- Ethnic Studies
- Gerontology
- History
- Law Enforcement
- Mathematics
- Psychology
- Secondary Education
- Sociology
- Visual Media

Bachelor of Public Administration in Law Enforcement

Mission Statement

The mission of the baccalaureate degree in Public Administration is to provide current and future middle managers with the professional skills and management tools necessary to succeed in the management of a law enforcement agency. The role of the law enforcement middle manager is primarily to provide leadership to the agency stakeholders. The twenty-first century middle manager must be able to adapt to rapid technology changes, interact with diverse groups of citizens, and possess the ability to manage daily operations on limited budgets.

Learning Outcomes

NSC Public Administration in Law Enforcement students develop skills and aptitudes in the following areas:

CRITICAL THINKING

- Knowledge of diverse aspects of management in law enforcement – personnel and financial resource management, leadership, legal issues, human relations within the law organization, and relations with the media and community outside the agencies
- Understanding of the dilemmas faced by today's law enforcement leadership
- Knowledge and understanding of and the ability to apply the principles and

processes of management to the administration of law agencies

- The ability to develop and apply an analytical and systematic approach to problem solving and decision making

COMMUNICATION

- Understanding varied aspects and theories of effective organizational communication
- The ability to utilize the knowledge of effective organizational communication
- The ability to communicate accurately and persuasively in writing and oral communication in the formats and language used within law enforcement agencies
- The ability to communicate clearly and persuasively in writing and oral communication to the many community stakeholders in law enforcement issues

EFFECTIVE CITIZENSHIP

- Assess and build the relationships of law enforcement agencies to the various communities they serve
- Communicate and monitor the ethical expectations of the agency to all employees
- Recognize how diversity, ethical decision making and leadership, social responsibility, globalization, and multicultural considerations affect law enforcement leadership, organizations, and their environment

Curriculum

- I) College Core Curriculum..... 31-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits) – *Refer to the Mathematics section of the Core Curriculum*
 - D) Natural Sciences (7-8 credits) – *Refer to the Natural Sciences section of the Core Curriculum*
 - E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*

- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
- H) Constitutions (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of Core Curriculum*

II) Major Requirements 36

- A) Law Enforcement
 - 1) PSC 403 – Management for Law Enforcement 3
 - 2) PSC 461 – Executive Leadership..... 3
 - 3) PSC 307 – Legal Issues for Command Level Officers..... 3
 - 4) PSC 308 – Mass Media and the Police..... 3
 - 5) PSC 464 – Contemporary Issues in Law Enforcement . 3
- B) Leadership and Public Administration
 - 1) CRJ 412 – Leadership and Administration in Problem Solving..... 3
 - 2) CRJ 413 – Dilemmas in Law and Law Enforcement 3
 - 3) PSC 441 – Public Financial Administration..... 3
 - 4) PSC 442 – Public Personnel Administration..... 3
 - 5) PSC 306 – Effective Organizational Communication 3
- C) Organizational Management
 - 1) MGT 301 – Principles of Management and Organizational Behavior 3
 - 2) MGT 492 – Advanced Organizational Management3
- D) Electives to complete 124 credits – at least 3 credits of which must be upper-division

Summary of credit requirements for the Bachelor of Public Administration in Law Enforcement

- College Core Curriculum	31-44
- Major Requirements	36
- Electives	44-57
Total Credits	124

Bachelor of Arts/Science in Psychology

Mission Statement

Psychology is the scientific study of behavior and mental processes. The field seeks to understand the biological, social, and cognitive underpinnings of behavior. In doing so, psychology examines nearly every facet of human experience, from memory, to helping behavior, to the nature of prejudice.

The Department of Psychology at Nevada State College is dedicated to providing students with rigorous academic preparation in the science of psychology. This preparation emphasizes an empirical approach to the study of psychology with a concerted focus on the use of research methodology and statistical analysis to solve problems. Psychology students will be introduced to the core areas of the field through a variety of active learning techniques and hands on experience.

Ultimately, the psychology department aims to cultivate intellectually and emotionally well-rounded students with the knowledge and lifelong learning skills needed to succeed in the workplace and in graduate school.

Learning Outcomes

The learning outcomes represent the essential knowledge and abilities a student should acquire upon graduating from the psychology program at NSC. They largely reflect intellectual growth, but a prime component of the outcomes is the confidence and ability to address pertinent real-world problems, particularly through the application of sound quantitative reasoning skills (i.e., knowledge of research methods and statistics).

CRITICAL THINKING

Students will be able to:

- Understand, assess, and apply the statistical analyses and research methodology used in the scientific study of psychological processes
- Use psychological principles and sound quantitative reasoning to analyze, predict, and solve

problems associated with human behavior and mental processes

CONTENT

Students will be able to:

- Understand and assess the fundamentals goals and theories of psychology as a science (i.e., to describe, understand, predict, and control behavior and mental processes)
- Apply knowledge from the major psychological disciplines (biological, cognitive, counseling, developmental, and social) to understand and evaluate human behavior and mental processes in their personal and occupational lives

COMMUNICATION

Students will be able to:

- Understand and apply psychological principles relating to effective communication, including knowledge of attitudes, persuasion, and intergroup and interpersonal processes.
- Possess the ability to communicate psychological ideas and findings in APA-style research reports and presentations

VALUES

Students will be able to:

- Develop an understanding of factors affecting their role as productive citizens in society, and apply this knowledge to relevant issues such as prejudice, pro-social behavior, leadership, and biases in person perception

Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology provides a comprehensive education in the field of psychology. Students who earn the degree will acquire a thorough understanding of the core disciplines in psychology, gain the ability to apply psychological principles, and develop proficiency in conducting and assessing empirical research. Students also will receive general training in key elements of a liberal arts education, including essential critical thinking and writing skills.

Curriculum

- I) Core Curriculum 31-44
- A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits) – *Refer to the Mathematics section of the Core Curriculum*
 - D) Natural Sciences (7-8 credits) – *Refer to the Natural Sciences section of the Core Curriculum*
 - E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum*
 - F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
 - H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Additional College requirements 6
- A) ANTH 101 – Introduction to Cultural Anthropology..... 3
 - B) Another Social Science course: COM, COU, ECON, PSC, SOC, WMST..... 3
- III) Major Requirements..... 36-37
- A) Introductory course (3 credits)
 - 1) PSY 101 – General Psychology 3
 - B) Methods (6 credits)
Methods courses should be completed by the end of a student's sophomore year.
 - 1) PSY 210 – Introduction to Statistical Methods 3
 - 2) PSY 240 – Introduction to Research Methods 3
 - C) Foundations and Principles (12 credits)
Choose four courses from the following:
 - PSY 403 – Physiological Psychology..... 3
 - PSY 405 – Perception..... 3
 - PSY 416 – Cognitive Psychology..... 3

- PSY 420 – Psychology of Learning 3
 - PSY 430 – Developmental Psychology: Infancy and Childhood 3
 - PSY 434 – Developmental Psychology: Adolescence and Adulthood 3
 - PSY 460 – Social Psychology 3
- D) Applied Methods and Populations (3 credits)
Choose one course from the following:
 - PSY 307 – Principles of Educational Psychology 3
 - PSY 435 – Personality 3
 - PSY 436 – Drugs, Addiction, and Mental Disorders 3
 - PSY 441 – Abnormal Psychology 3
 - PSY 466 – Psychology of Sex 3
 - PSY 481 – Principles of Psychological Assessment.. 3
- E) Direct Learning (3-4 credits)
Choose one course from the following:
 - PSY 375 – Advanced Undergraduate Research.... 3**OR**
 - PSY 497 – Supervised Field Experience 4
- F) Psychology Electives (9 credits)
 1) Except for PSY 101 and PSY 210, all psychology courses, including those listed above, may be considered electives. At least 18 credits in the major field must be upper division.

Summary of credit requirements for the Bachelor of Arts in Psychology

- College Core Curriculum31-44
- Additional College Requirements6
- Major Requirements 36-37
- Electives (at least 21 must be upper division)41-55
- Total Credits128**

Bachelor of Science in Psychology

The Bachelor of Science in Psychology provides our most rigorous and comprehensive education in the field of

psychology. Relative to those who acquire a B.A. degree, students who earn the B.S. degree will receive more advanced training in research methodology and statistical analysis along with a more thorough understanding of the natural sciences. This degree is strongly recommended for students who are planning to attend graduate school.

Curriculum

- I) Core Curriculum 35-47
- A) English (3-8 credits) – *Refer to the English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum*
 - C) Mathematics (4 credits)
Mathematics requirement should be completed by the end of a student's sophomore year.
 - 1) MATH 181 – Calculus I 4
 - D) Natural Sciences (10-12 credits)
 - 1) One course in Biological Science (prefix: BIOL)
 - 2) One course in Physical Science (prefix: AST, CHEM, or PHYS)
 - 3) One course in Earth Science (prefix: GEOG, GEOL, ENV, AST, or NRES)
 - Among the above requirements, one course must include a laboratory component.
 - E) Social Sciences (3 credits)
 - 1) SOC 101 – Principles of Sociology 3
 - F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum*
 - H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum*
- II) Additional College requirements (6 credits)
- A) Another Social Science Course: ANTH, COM, COU, ECON, PSC, SOC, WMST 3
 - B) PHIL 102 – Critical Thinking 3

- III) Major Requirements 46
- A) Introductory course (3 credits)
 - 1) PSY 101 – General Psychology 3
 - B) Methods (9 credits)
 - 1) PSY 210 – Introduction to Statistical Methods 3
 - 2) PSY 240 – Introduction to Research Methods 3
 - 3) PSY 375 – Advanced Undergraduate Research 3
 - C) Foundations and Principles (15 credits)
Choose five courses from the following:
 - PSY 403 – Physiological Psychology 3
 - PSY 405 – Perception 3
 - PSY 416 – Cognitive Psychology 3
 - PSY 420 – Psychology of Learning 3
 - PSY 430 – Developmental Psychology: Infancy and Childhood 3
 - PSY 434 – Developmental Psychology: Adolescence and Adulthood 3
 - PSY 460 – Social Psychology 3
 - D) Applied Methods and Populations (6 credits)
Choose two courses from the following:
 - PSY 307 – Principles of Educational Psychology 3
 - PSY 435 – Personality 3
 - PSY 436 – Drugs, Addiction, and Mental Disorders 3
 - PSY 441 – Abnormal Psychology 3
 - PSY 466 – Psychology of Sex 3
 - PSY 481 – Principles of Psychological Assessment.. 3
 - E) Direct Learning (4 credits)
 - 1) PSY 497 – Supervised Field Experience 4
 - F) Psychology Electives (9 credits)
 - 1) Except for PSY 101 and PSY 210, all psychology courses, including those listed above, may be considered electives. At

least 18 credits in the major field must be upper division.

Summary of credit requirements for the Bachelor of Science in Psychology

- College Core Curriculum	35-47
- Additional College Requirements	6
- Major Requirements	46
- Electives (at least 21 must be upper division)	29-41
Total Credits	128

Bachelor of Science in Visual Media with an area of emphasis in Interactive Media

Mission Statement

The Bachelor of Science in Visual Media provides a unique environment that interweaves an education in media and professional craft. Through critical, conceptual, historical, and technical components, the Visual Media degree enables students to develop expertise in the understanding and the use of visual media for artistic and professional purposes.

The difference of each individual's perspective, when expressed through visual media, can create a diverse cultural collective. The goal of the Visual Media degree is to examine the media arts industry, foster appreciation of alternative communication methods, and provide the kind of scholarship that makes technological applications, critical thinking and education in the arts important and beneficial to the immediate community.

A visual media professional communicates ideas through creative expression. The process of creation heightens sensibilities, which can potentially help the individual foster a dialog with people of diverse backgrounds, and inspire others to create their own voice. A visual media professional must remain continually innovative, inspired, and inventive.

Learning Outcomes

CRITICAL THINKING

- Use critical decision-making to provide visual media for individuals, groups, nonprofit organizations, businesses, and communities.
- Analyze and evaluate technological research findings for application to best visual media practice.

COMMUNICATION

- Integrate critical, technical, and ethical knowledge to provide communications through visual media.
- Foster a creative dialogical environment which facilitates promotion, maintenance and production of visual media for culturally diversity.
- Collaborate and communicate with other professionals and community resource groups to promote the visual arts, visual communications, and well being of the community and its members.

EFFECTIVE CITIZENSHIP

- Develop helping-trusting, professional relationships with clients to facilitate visual communication needs.
- Facilitate change in meeting current and future media industry needs through the use of leadership skills and knowledge of new and emerging technologies.
- Assume professional responsibility and accountability, through reflection on experience, for own visual media practice within legal and ethical standards.

Curriculum

- I) Core Curriculum33-44
 - A) English (3-8 credits) – *Refer to the English section of the Core Curriculum.*
 - B) Study and Technology Skills (0-2 credits) – *Refer to the Study and Technology Skills section of the Core Curriculum.*
 - C) Mathematics (5 credits)
 - 1) MATH 128 5
 - D) Natural Sciences (7-8 credits) – *Refer to the Natural Sciences section of the Core Curriculum.*
 - E) Social Sciences (3 credits) – *Refer to the Social Sciences section of the Core Curriculum.*

- F) Fine Arts (3 credits) – *Refer to the Fine Arts section of the Core Curriculum.*
- G) Humanities (6 credits) – *Refer to the Humanities section of the Core Curriculum.*
- H) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum.*
- I) Cultural Diversity (3 credits) – *Refer to the Cultural Diversity section of the Core Curriculum.*
- II) Major Requirements
- A) Visual Media Core 41
- 1) ART 100 – Visual Foundations 3
 - 2) ART 260 – Survey of Art History I 3
 - 3) ART 261 – Survey of Art History II 3
 - OR
 - ART 265 – Introduction to Contemporary Art..... 3
 - 4) ART 243 – Digital Imaging.. 3
 - 5) FIS 110 – Language of Film 3
 - 6) VIS 110 – Storyboarding..... 3
 - 7) VIS 120 – Introduction to Computer Animation 3
 - 8) VMT 220 – Intermediate 3D Animation 3
 - 9) VIS 320 – Advanced Digital Animation 4
 - 10) VIS 430 – Advanced Digital Imaging 4
 - 11) VMT 361 – Concepts of Media Arts 3
 - 12) VMT 490 – Senior Projects. 3
 - 13) VMT 496 – Senior Portfolio. 3
- B) Area of emphasis in Interactive Media 25
- 1) VIS 250 – Introduction to Game Design & Development 3
 - 2) VIS 290 – Introduction to Digital Cinema 3
 - OR
 - VIS 292 – Introduction to Digital Editing 3
 - 3) VMT 341 – Sound Design... 3
 - 4) VMT 350 – Intermediate Game Design 3
 - 5) VIS 350 – Advanced Interactive Media Design 4
 - 6) VIS 380 – Typography and Publication Design 3

- 7) VIS 381 – Corporate/Public Organization Identity & Communications..... 3
- 8) VIS 450 – Game Design, Development, and Production 3

Summary of credit requirements for the Bachelor of Science in Visual Media with an area of emphasis in Interactive Media

- College Core Curriculum	33-44
- Visual Media Core	41
- Area of emphasis in Interactive Media	25
- Electives (at least 4 credits must be upper division)	14-25
Total Credits	124

All graduates of the Visual Media program will build a portfolio including five works from courses required for the major and numbered 300 and above. Advisors will assist in the selection of representative works. These works may include such things as course projects, major research papers or projects, multimedia presentations, or web pages and the portfolio should contain a written evaluation of the portfolio by an instructor and a self-evaluation. All studio/lab courses will require a lab fee.

MINORS

Minor in Biology

- 1)BIOL 196 – Principles of Modern Biology I 4
- 2)BIOL 197 – Principles of Modern Biology II..... 4
- 3) BIOL 300 – Principles of Genetics 4
- 4) BIOL 405 – Molecular Biology..... 3
- 5) BIOL 415 – Evolution..... 3

PREREQUISITES TO THE MINOR

MATH 128 or 181..... 4-5

Minor in Communications

- 1) COM 412 – Intercultural Communication 3
- 2) COM 434 – Conflict Management and Negotiation 3
- 3) Communication Electives (3 credits must be Upper Division) 9
- 4) Select one of the following:
 - COM 216 – Survey of Communication Studies..... 3

OR

- COM 218 – Survey of Mass Communication..... 3

Counseling Minor

Students interested in careers involving counseling or therapy are *strongly* encouraged to pursue a minor in counseling. The course schedule has been designed to ensure that students who pursue the counseling minor will be able to complete it within a 3-year span. Students interested in the minor should talk to their advisor about planning their schedules.

Minor in Addiction Treatment & Prevention

The Addiction Treatment and Prevention Minor provides students with generalized training in addiction, treatment, and prevention. Students have two options in this minor. The first is to earn the academic minor, which requires students to complete 18 credits of coursework. The second option is to pursue certification as a Licensed Alcohol and Drug Counselor in addition to the 18-credit minor. This requires students to complete a year-long internship in an accredited substance abuse treatment program, which eventually allows students to treat patients in the absence of a Master's degree. Upon completion of the minor and the bachelor's degree (in psychology or nursing), students who pursue this option can apply to the Board of Examiners for Licensed Alcohol and Drug Counselors to become a Certified Alcohol and Drug Counselor Intern. After completing 1,500 internship hours at a community agency, students will have the pre-requisites needed to take the Certification Examination for Addiction Counselors for the State of Nevada.

- 1) COU 300 – Introduction to Human Services and Counseling 3
- 2) COU 315 – Counseling Skills in Human Services 3
- 3) COU 320 – Drugs and Behavior 3
- 4) COU 322 – Perspective on Addictions 3
- 5) COU 427 – Identification & Assessment in Addictions..... 3
- 6) COU 430 – Advanced Professional Issues in Substance Abuse..... 3

The following is not required for the minor, but is recommended:

- 7) COU 497 – Supervised Field Experience 4

Minor in English

- 1) ENG 298 – Writing About Literature. 3
- 2) ENG 303 – Introduction to Literary Theory & Criticism 3
- 3) 12 credits from courses listed in Group 1, Group 2, Group 3, or Group 4 in the English Degree Program. Select at least one course from each of the groups. A minimum of 6 credits must be Upper Division.

Minor in Environmental & Resource Science

- 1) ENV 101 – Introduction to Environmental Sciences 3
 - 2) 200-level ENV or NRES course 3
 - 3) Upper division ENV or NRES courses 9
 - 4) Select one of the following:
 - GEOG 117 – Introduction to Meteorology 3
- OR**
- GEOL 101 – Geology: Exploring Planet Earth 3

Minor in Ethnic Studies

The Ethnic Studies (ETS) program at Nevada State College is grounded in the social justice struggles and activist roots from which Ethnic Studies programs nationwide historically emerged. The interdisciplinary courses offered through ETS focus on a variety of themes in United States history relevant to understanding the historical and contemporary experiences of culturally and ethnically diverse groups (e.g. Asian-Americans, African-Americans, Native Americans, and U.S. Latinas/os-Chicanas/os). ETS provides students with the methodological tools to critically examine the political, cultural, social and historical structures that have shaped the identity of underrepresented racial and ethnic communities in the United States. ETS courses emphasize comparative analysis and encourage students to engage in critical thinking by questioning established disciplinary frameworks and canons. This department requires a sequence of two courses ETS 101 and ETS 302 that introduces students to the major theories,

debates, and issues concerning the study of social structures and cultures of American ethnic groups. The mission of ETS is to also provide students a space in which they engage in community based learning where they incorporate the knowledge they have acquired in ETS and elsewhere and apply it to service/internships with organizations in the surrounding communities of Henderson and Las Vegas.

Learning Outcomes

- To allow students to gain a better cross-cultural understanding of American ethnic communities (e.g. Asian-Americans, Native Americans, African-Americans and U.S. Latinos/as-Chicanos/as).
 - To allow students to gain knowledge of the power relations that exists between underrepresented ethnic communities and dominant society.
 - To teach students the fundamental, theoretical, and political questions regarding the social construction of categories of race, ethnicity, gender, and class.
 - To reinforce comparative analysis and critical thinking within an interdisciplinary framework.
 - To encourage students to apply classroom theories and discussion to activism and community-based service-learning.
 - To prepare K-12 teachers for a culturally diverse student population; and subsequently teach material that reflects this community.
 - To encourage students to examine their own socio-political and cultural positions in relationship to underrepresented American ethnic groups.
- 1) ETS 101 – Introduction to Ethnic Studies 3
 - 2) ETS 302 – Theories and Methods in Ethnic Studies 3
 - 3) Pick one course from each of the following groups 12

African-American Studies (3 credits)

- HIST 433 – African-American History
- ENG 495C – African-American Literature

U.S. Latino/a – Chicano/a Studies (3 credits)

- ETS 375 – U.S. Latino/a – Chicano/a Experience
- HIST 444 – Latinos in the American West
- ETS 488 – Outlaw Genres: U.S. Third World Women's Autobiography
- ENG 496A – Themes in Modern Chicano Literature

Asian-American Studies (3 credits)

- ETS 435 – Asian-American Identities in Comparative Context
- ENG 490 – Asian-American Literature

Native American Studies (3 credits)

- HIST 418 – History of United States: American Indian Relations
- ETS 488 – Outlaw Genres: U.S. Third World Women's Autobiography
- ENG 494A – Native American Literature

Minor in Gerontology

- 1) COU 300 – Introduction to Human Services & Counseling 3
- 2) COU 315 – Counseling Skills in Human Services..... 3
- 3) NURS 486 – Gerontology..... 3
- 4) NURS 493 – Biology of Aging 3
- 5) PSY 442 – Psychology of Aging 3
- 6) HCA 480 – Organization and Management of Long-Term Care Services..... 3

The following is not required for the minor, but is recommended:

- 7) COU 497 – Supervised Field Experience 6

Minor in History

- 1) HIST 101 – U.S. History to 1865..... 3
- 2) HIST 102 – U.S. History 1865 to present 3
- 3) HIST 251 – Historical Investigation .. 3
- 4) HIST 499 – Senior Seminar in History 3
- 5) Upper Division History Courses (At least one Non-European and Non-American) 6

Minor in Law Enforcement

- 1) PSC 307 – Legal Issues for Command Level Officers 3
- 2) PSC 403 – Management for Law Enforcement..... 3
- 3) PSC 441 – Public Financial Administration 3
- 4) PSC 442 – Public Personnel Administration 3
- 5) Law Enforcement Electives..... 6

Minor in Mathematics

- 1) MATH 181 – Calculus I 4
- 2) MATH 182 – Calculus II 4
- 3) Upper Division Mathematics Electives (2 courses) 6-8
- 4) Choose one of the following:
 - MATH 283 – Calculus III..... 4
 - MATH 330 – Linear Algebra I.... 3
 - MATH 427 – Differential Equations 3

Minor in Psychology

- 1) PSY 101 – General Psychology.... 3
- 2) Foundations and Principles..... 6
- 3) Applied Methods and Populations 3
- 4) Psychology Electives (not PSY 210) 6

Minor in Sociology

Sociology is the systematic study of human social behavior, particularly the social dynamics of large organizations, communities, institutions, and cultures. The minor in Sociology at Nevada State College gives students an opportunity to study issues such as the growth of the U.S. welfare system, immigration policies, gender issues, racial and ethnic identity, and changing ideas about deviance, all of which complement other disciplines at NSC while providing a unique perspective. *(The course schedule has been designed to ensure that students who pursue a sociology minor will be able to complete it within a 3-year span. Students interested in the minor should talk to their undergraduate adviser about planning their schedules.)*

- 1) SOC 101 – Principles of Sociology.. 3
- 2) Pick two of the following courses 6
 - SOC 342 – Social Stratification
 - SOC 453 – Gender and Society
 - SOC 471 – Racial and Ethnic Conflict in the United States

- 3) Pick one of the following courses..... 3
 - PSY 210 – Introduction to Statistical Methods
OR
 - PSY 240 – Introduction to Research Methods
- 4) Sociology Electives 6

COURSE DESCRIPTIONS**American Sign Language****AM 145**

AMERICAN SIGN LANGUAGE I (4+0) 4 credits

Development of signing and finger spelling skills. Provide student with knowledge of the basic signs used today. Satisfies Humanities Core Curriculum

AM 146

AMERICAN SIGN LANGUAGE II (4+0) 4 credits

Broaden vocabulary and communication skills using sign language. Satisfies Humanities Core Curriculum. Pre-requisite(s): AM 145.

AM 147

AMERICAN SIGN LANGUAGE III (4+0) 4 credits

Emphasis on the production of ASL, to bring ones current fluency to a point of self-generated ASL. Satisfies Humanities Core Curriculum. Pre-requisite(s): AM 146.

AM 148

AMERICAN SIGN LANGUAGE IV (4+0) 4 credits

This course encourages the student to expand discourse in ASL on everyday topics. Satisfies Humanities Core Curriculum. Pre-requisite(s): AM 147

Anthropology**ANTH 101**

INTRODUCTION TO CULTURAL ANTHROPOLOGY (3+0) 3 credits

Introduction to human culture and society. Understanding human diversity through comparative study of politics, religion, economics, and kinship. Satisfies Social Science Core Curriculum.

ANTH 102**INTRODUCTION TO PHYSICAL****ANTHROPOLOGY (3+0) 3 credits**

Origin, evolution, and geographical distribution of humans, the growth of populations and how they change over time, genetics, and heredity, human adaptation and human diversity. Emphasizes the origin and evolution of humans and their place in nature.

ANTH 105**INTRODUCTION TO WORLD****ARCHAEOLOGY (3+0) 3 credits**

Development of human society and technology from the earliest traces of culturally patterned behavior to the emergence of civilization in the Old and New Worlds.

ANTH 439**SELECTED TOPICS IN CULTURAL****ANTHROPOLOGY (3+0) 3 credits**

Topic to be selected by instructor. Reflects student needs. May be repeated to a maximum of six credits. Pre-requisite(s): ANTH 101.

ANTH 441F**ARCHAEOLOGY OF ANCIENT EGYPT**

(3+0) 3 credits

A survey of ancient Egyptian culture history between about 500,000 BC and 400 AD, based on a synthesis of archaeological and textual evidence. Focuses on the origins and evolution of the Egyptian state and the elements of pharaonic religion, society, economy, art, architecture, and science.

ANTH 448A**FIELD SCHOOL IN ARCHAEOLOGY**

3-6 credits

Summer instruction and practice in survey, excavation, and analysis. Pre-requisite(s): special advance application.

ANTH 499**INDEPENDENT STUDY 1-3 credits**

Independent study in selected topics. May be repeated to a maximum of six credits.

Art**ART 100****VISUAL FOUNDATIONS (1+4) 3 credits**

Explores visual forms and contemporary

concepts through a variety of media, presentations, and discussions.

ART 101**DRAWING I (0+6) 3 credits**

Basic course designed to offer a disciplined foundation in drawing concepts based on visual observations. Six hours of studio.

ART 160**ART APPRECIATION (3+0) 3 credits**

Introduction to art as a visual experience. Media, formal properties, and the correlation of art with the ideas of society for which it was made. May not be taken by art majors. Satisfies Fine Arts Core Curriculum.

ART 170**BEGINNING BLACK AND WHITE****PHOTOGRAPHY (1+4) 3 credits**

Development of a fine arts approach to photography at an introductory level, exploring the aesthetic potential of photography as an expressive art form. Basic technical skills include using a manual, 35mm camera, developing film and printing black and white photographs.

ART 243**DIGITAL IMAGING (3+0) 3 credits**

Introduction to the concepts and practices of computer imaging and the use of related media with emphasis on creative applications of digital technology. Software covered in this course includes Photoshop, Illustrator and Quark Express. (Formerly ART 230).

ART 260**SURVEY OF ART HISTORY I (3+0) 3 credits**

A survey of Western art and architecture from the prehistoric era to the beginning of the Renaissance. Satisfies Fine Arts Core Curriculum.

ART 261**SURVEY OF ART HISTORY II (3+0) 3 credits**

A survey of painting, sculpture and architecture in the West from the Renaissance through the modern era. Satisfies Fine Arts Core Curriculum.

ART 265**INTRODUCTION TO CONTEMPORARY****ART** (3+0) 3 credits

A survey of the most important developments in European and American art history from Neoimpressionism through the developing *avant garde*s of the early twentieth century, to post-war impact of the New York School, Pop Art, Minimalism, Conceptualism and Postmodernism. Satisfies Fine Arts Core Curriculum.

ART 475**HISTORY OF PHOTOGRAPHY** (3+0) 3

credits

Development of photography as an aesthetic movement from its invention to the present time in America, France, Britain, etc. Attention is paid to the role of photography in recording history. Satisfies Fine Arts Core Curriculum.

ART 492**INDIVIDUAL STUDY**

Independent study in selected topics. May be repeated to a maximum of six credits.

ART 495**SPECIAL TOPICS IN ART HISTORY** (3+0)

3 credits

May be repeated to a maximum of 12 credits. Pre-requisite(s) 6 credits of Upper Division art history.

Astronomy

Note: Laboratory courses require special expenses for materials and equipment in addition to regular registration fees.

AST 103**INTRODUCTORY ASTRONOMY: THE****SOLAR SYSTEM** (3+0) 3 credits

Beginning level survey that discusses the nearby objects of our solar system, the formation and evolution of planetary bodies and the exploration of space. A minimum of mathematics is required. Recommended for non-science majors. Satisfies Natural Sciences Core Curriculum.

AST 104**INTRODUCTORY ASTRONOMY: STARS AND GALAXIES** (3+0) 3 credits

Survey course at the beginning level which discusses stellar systems and galaxies. Topics include stellar evolution, formation of

galaxies, and cosmology. A minimum of mathematics is required. Recommended for non-science majors. Satisfies Natural Sciences Core Curriculum.

AST 105**INTRODUCTORY ASTRONOMY: STARS AND GALAXIES LABORATORY** (0+3) 1

credit

Laboratory exercises in astronomy presented in the tradition of the amateur astronomer. Instruction includes observation of celestial objects as well as laboratory exercises to investigate the physical nature of astronomical objects. Instruction on the use of telescopes and the process of the scientific method presented. Recommended for non-science majors. Satisfies Natural Sciences Core Curriculum. Pre/Co-requisite(s): AST 103 or AST 104; \$25 *lab fee*.

Biology

Note: Laboratory courses require special expenses for materials and equipment in addition to regular registration fees.

BIOL 101**BIOLOGY FOR NON-MAJORS** (3+3) 4

credits

An introduction to biological principles common to the study of all living organisms with particular emphasis on the human species. Three hours lecture and three hours laboratory. Satisfies the Natural Science Core Curriculum. \$25 *lab fee*.

BIOL 122**DESERT PLANTS** (2+3) 3 credits

Study of typical desert plant communities, along with the identification of more common species. Additional topics include morphological and physiological adaptations to aridity, and the nature, origin, and occurrence of arid environments. Course offered in even Spring Semesters.

BIOL 189**FUNDAMENTALS OF LIFE SCIENCE**

(3+3) 4 credits

Survey of contemporary biology: includes structure, function, interactions and evolutionary origins of living systems. For biology majors and others who require biology as part of their professional career preparation. Satisfies the Natural Sciences

Core Curriculum. Recommended Pre-requisite(s): MATH 124; \$25 *lab fee*.

BIOL 196

PRINCIPLES OF MODERN BIOLOGY I

(3+3) 4 credits

For biology majors. Includes a study of the basic features of living systems, including the chemical and physical structure of cells, classification of living organisms, and principles of genetics, ecology and evolution. Course offered in Fall Semesters. Recommended Pre-requisite: MATH 124; \$25 *lab fee*.

BIOL 197

PRINCIPLES OF MODERN BIOLOGY II

(3+3) 4 credits

Organismic biology in an evolutionary context including biodiversity, structure and function, reproduction and physiology of major groups of organisms, from viruses to mammals. Course offered in Spring Semesters. Pre-requisite(s): BIOL 196; (Formerly BIOL 191) ; \$25 *lab fee*.

BIOL 223

HUMAN ANATOMY AND PHYSIOLOGY I

(3+3) 4 credits

Review of the basic organization of human cells and tissues and the structure and function of the integumentary, skeletal, muscular, and nervous systems. Three hours lecture and three hours laboratory. Pre-requisite(s): BIOL 189; \$25 *lab fee*.

BIOL 224

HUMAN ANATOMY AND PHYSIOLOGY II

(3+3) 4 credits

Structure and function of the human digestive, cardiovascular, respiratory, urogenital, reproductive, and endocrine systems. Three hours lecture and three hours laboratory. Pre-requisite(s): BIOL 223; \$25 *lab fee*.

BIOL 251

GENERAL MICROBIOLOGY (3+3) 4 credits

Morphology, physiology, classification and culture techniques of prokaryotic and eukaryotic microorganisms. Pre-requisite(s): BIOL 189 and CHEM 110 or BIOL 196 and CHEM 121; \$25 *lab fee*.

BIOL 300

PRINCIPLES OF GENETICS (3+3) 4 credits

Biological basis of heredity and variations among higher and lower organisms using modern and classical concepts of structure, function and organization of the genetic material. Course offered in Fall Semesters. Pre-requisite(s): BIOL 196 and 197, CHEM 121, 122, 241, and MATH 128; \$25 *lab fee*.

BIOL 305

INTRODUCTION TO CONSERVATION

BIOLOGY (3+0) 3 credits

Fundamental issues in conservation biology including biodiversity, invasive and endangered species, reserve design, and environmental legislation to provide a scientific examination of the biological issues underpinning conservation. Course offered in Fall Semesters. Pre-requisite(s): BIOL 196 and 197.

BIOL 341

PRINCIPLES OF ECOLOGY (3+0) 3 credits

Fundamental of ecology of levels of population, community and ecosystem. Course offered in Spring Semesters. Pre-requisite(s): BIOL 196 and 197.

BIOL 405

MOLECULAR BIOLOGY (3+0) 3 credits

Introductory molecular biology. Study of genes and their activities at the molecular level, including transcription, translation, DNA replication and recombination. Concepts of molecular biology presented along with experimental strategies and data that led to these concepts. Course offered in Spring Semesters. Pre-requisite(s): BIOL 196, 197, 300, CHEM 121, 122, 241, 242, 474 and MATH 128. (Formerly BIOL 407).

BIOL 409

VIROLOGY (3+0) 3 credits

Systematic examination of animal, plant, and bacterial viruses including their structure and genome organization, their reproduction and assembly, and their effects on host organisms. Pre-requisite(s): BIOL 196, 197, 300, CHEM 121, 122, 241, and MATH 128. (Formerly BIOL 410).

BIOL 414

ENDOCRINOLOGY (3+0) 3 credits

(Same as CHEM 478) Survey of the structure and function of vertebrate

endocrine systems, with emphasis on the biochemical basis of hormone action and the role of cell communication in endocrine physiology. Course offered in even Fall Semesters. Pre-requisite(s): BIOL 196, CHEM 121, 122, 241, 242. Recommended: CHEM 474

BIOL 415

EVOLUTION (3+0) 3 credits

Pattern and process in the evolution of life on earth. Course offered in Spring Semesters. Pre-requisite(s): BIOL 196, 197, 251, 300, CHEM 121, 122, 241, and MATH 128.

BIOL 447

COMPARATIVE ANIMAL PHYSIOLOGY

(3+3) 4 credits

Animal function from a comparative perspective with emphasis on vertebrates. Pre-requisite(s): BIOL 196, 197, CHEM 121, 122, 241, and MATH 128; \$25 lab fee.

BIOL 453

IMMUNOLOGY (3+0) 3 credits

Study of the immune response, cell-mediated and humoral. Topics include the diversity of antibodies and antigen receptors, evolution of immunity, cell-cell interactions, importance of major histocompatibility complex immune regulation, and immunity to microorganisms. Course offered in even Spring Semesters. Pre-requisite(s): BIOL 196, 197, 251, 300, CHEM 121, 122, 241, and MATH 128.

BIOL 460

MICROBIAL PHYSIOLOGY (3+3) 4 credits
Exploration of the major aspects of microbial physiology, including structure and growth of bacteria, generation of ATP and intermediary metabolism, synthesis of macromolecules and cellular components, and coordination of intracellular activities. Three hours lecture and three hours laboratory per week. Pre-requisite(s): BIOL 196, 197, 251, 300, CHEM 121, 122, 241 and MATH 128; \$25 lab fee.

BIOL 470

TOPICS IN APPLIED MICROBIOLOGY

(3+0) 3 credits

Applications may include bioremediation, food, agriculture, pharmaceuticals, vaccine development, water treatment, or genetic

engineering. Presentation and discussion of current literature. Topics published in the class schedule. Maximum of two different topics may be selected for a total of six credits. Pre-requisite(s): BIOL 196, 197, 251, CHEM 121, 122, 241, and MATH 128.

BIOL 473

ADVANCED TOPICS IN CELL AND MOLECULAR BIOLOGY (3+0) 3 credits

Discussion of current literature on a specific topic in cell and molecular biology. Topics published in the class schedule. May be repeated to a maximum of six credits. Course offered in odd Spring Semesters. Pre-requisite(s): BIOL 196, 197, 300, CHEM 121, 122, 241, and MATH 128.

BIOL 475

NEUROBIOLOGY (3+0) 3 credits

Introduction to the neurosciences, emphasizing cellular, molecular, and physiological aspects. Establishes a foundation of cellular neurobiology and moves on to selected topics in the organization, function, and development of neural systems. Course offered in odd Fall Semesters. Pre-requisite(s): BIOL 196, BIOL 197.

BIOL 491

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

BIOL 493

UNDERGRADUATE SEMINAR (1+0) 1 credit

Preparation and presentation of seminars on topics of current interest in biology. Topic changes by semester; see class schedule. May be repeated to a maximum of three credits. Pre-requisite(s): Consent of instructor.

BIOL 499

INSTRUCTION IN BIOLOGICAL SCIENCES 1-2 credits

Significant involvement in instruction of courses in biological sciences. May include laboratory preparation, instruction, and grading. May be repeated to a maximum of two credits. S/F grading only. Pre-requisite(s): Consent of instructor.

Chemistry

Note: Laboratory courses require special expenses for materials and equipment in addition to regular registration fees.

CHEM 103

PREPARATORY CHEMISTRY (3+0) 3 credits

For students with a deficiency in high school chemistry who wish to qualify for CHEM 121. Does not satisfy the core curriculum natural science requirement. Co-requisite(s): Enrollment in MATH 096 or higher.

CHEM 105

CHEMISTRY, MAN AND SOCIETY (3+0) 3 credits

Introduction to chemistry, intended to develop an understanding of basic principles, and an appreciation of both the benefits and risks resulting from application of these principles in science and technology. Satisfies the Natural Sciences Core Curriculum. Co-requisite(s): Enrollment in MATH 096 or higher.

CHEM 110

CHEMISTRY FOR HEALTH SCIENCES I (3+3) 4 credits

Survey of elementary principles of general chemistry and their applications to living systems. For students in programs such as nursing and allied health. Three hours lecture and three hours laboratory. Credit not allowed in both CHEM 103 and 110. Satisfies the Natural Sciences Core Curriculum. Pre-requisite(s): MATH 096 or 097 or placement in MATH 124 or higher; \$25 lab fee.

CHEM 111

CHEMISTRY FOR HEALTH SCIENCES II (3+3) 4 credits

Survey of elementary principles of organic chemistry and biochemistry. For students majoring in nursing and allied health. Three hours lecture and three hours laboratory. Credit not allowed in both CHEM 111 and 220. Satisfies the Natural Sciences Core Curriculum. Pre-requisite(s): CHEM 110; \$25 lab fee.

CHEM 121

GENERAL CHEMISTRY I (3+3) 4 credits
Fundamental principles of chemistry including nomenclature, atomic structure, chemical bonding, molecular structure,

states of matter and solutions. Satisfies the Natural Sciences Core Curriculum. Course offered in Fall Semesters. Pre-requisite(s): MATH 128 or Co-requisite(s): MATH 128. (Formerly CHEM 101); \$25 lab fee.

CHEM 122

GENERAL CHEMISTRY II (3+3) 4 credits
Fundamental principles of chemistry, properties and uses of the common metals, their compounds, elementary chemistry of carbon and introductory qualitative and quantitative analysis. Satisfies the Natural Sciences Core Curriculum. Course offered in Spring Semesters. Pre-requisite(s): CHEM 121 and MATH 128 or higher. (Formerly CHEM 102); \$25 lab fee.

CHEM 241

ORGANIC CHEMISTRY I (3+3) 4 credits
Intensive introduction to the theory of carbon chemistry with particular emphasis on understanding the relationship between the structure and behavior of organic molecule. Course offered in Fall Semesters. Pre-requisite(s): CHEM 122; \$25 lab fee.

CHEM 242

ORGANIC CHEMISTRY II (3+3) 4 credits
Continuation of CHEM 241 with emphasis on complex reactions and mechanisms, and introduction to advanced approaches for the synthesis of organic molecules. Course offered in Spring Semesters. Pre-requisite(s): CHEM 241; \$25 lab fee.

CHEM 474

BIOCHEMISTRY I (3+0) 3 credits
Fundamentals of biochemistry with emphasis on the structure-function relationships of proteins, enzymes, carbohydrates, lipids, and nucleic acids; bioenergetics; and intermediary metabolism and the mechanisms of its regulation. Course offered in Fall Semesters. Pre-requisite(s): CHEM 242.

CHEM 475

BIOCHEMISTRY II (3+0) 3 credits
Continuation of CHEM 474 with emphasis on anabolic and catabolic pathways; gene replication and expression in prokaryotes and eukaryotes; recombinant DNA; and various aspects of physiological chemistry. Course offered in Spring Semesters. Pre-requisite(s): CHEM 474.

Communication

COM 101

FUNDAMENTALS OF SPEECH

COMMUNICATION (3+0) 3 credits

Principles and theories of speech communication. Participation in public speaking and interpersonal communication activities. Satisfies Humanities Core Curriculum.

COM 102

INTRODUCTION TO INTERPERSONAL

COMMUNICATION (3+0) 3 credits

Examination of theories of effective interpersonal communication with in-class exercises designed to provide practical application of theory.

COM 216

SURVEY OF COMMUNICATION STUDIES

(3+0) 3 credits

Analysis of the contexts, principles, and values of human communication grounded in communication theory. Focuses on developing competency in areas of intrapersonal, interpersonal, small group, organizational, and public communication. Satisfies Social Science Core Curriculum.

COM 218

SURVEY OF MASS COMMUNICATION

(3+0) 3 credits

Analysis of the development of newspapers, magazines, motion pictures, radio and telecommunications. Overview of institutional structures and theoretical perspectives.

COM 220

VISUAL COMMUNICATION (3+0) 3 credits

Survey of the various fields that use visual imagery for communicative purposes. Graphic design, film, and televisual imagery covered. Emphasis on television and film aesthetics and picture composition.

COM 250

NEWS GATHERING AND WRITING (3+0)

3 credits

Study and practice of what makes news, how news is obtained and how news is written. Discussions and laboratory. Satisfies Humanities Core Curriculum.

COM 261

INTRODUCTION TO PUBLIC RELATIONS

(3+0) 3 credits

Study of the techniques of public relations, publicity methods, and communication through newspapers, magazines, radio, television, and other media. Emphasis on the role of those involved with public relations functions.

COM 262

INTRODUCTION TO ADVERTISING (3+0)

3 credits

Examination of the purposes, function, and role of advertising in society. Emphasis on the application of communication theory to advertising problems.

COM 315

SMALL GROUP COMMUNICATION (3+0)

3 credits

Principles of small group communication and problem solving; theory and practice.

COM 380

WOMEN IN MEDIA (3+0) 3 credits

Exploration of the role of women within the media and the treatment of women by the media.

COM 404

PRINCIPLES OF PERSUASION (3+0) 3

credits

Examination of the principles involved in influencing groups and individuals.

COM 412

INTERCULTURAL COMMUNICATION

(3+0) 3 credits

Understanding the relationship between communication and culture through the study of cultural variables (languages, traditions, rituals, roles/norms, values, etc.) and how this relationship impacts identity, behavior, expectations and knowledge.

COM 413

ARGUMENTATION (3+0) 3 credits

Study of basic principles of argumentation, the preparation and presentation of argumentative speeches.

COM 431

VISUAL LITERACY (3+0) 3 credits

Analysis of graphics, film, television, and computer images. Theoretical, critical, and

practical application. Hands-on experience emphasized with a lot of pictorial examples viewed and discussed in class.

COM 434

CONFLICT MANAGEMENT AND

NEGOTIATION (3+0) 3 credits

Examine various types and sources of conflict in communication situations, the management and resolution through various decision making and conflict management models. Examine negotiation practices in communication situations. Practical application and theory emphasized through various classroom activities.

COM 463

CASE STUDIES IN PUBLIC RELATIONS

(3+0) 3 credits

Application of communication principles, techniques, and programs to real-life problems and opportunities. Pre-requisite(s): COM 261.

COM 464

LEADERSHIP: A COMMUNICATION

PERSPECTIVE (3+0) 3 credits

Useful theories and practical experiences to make better leaders. Studies specific leaders, their philosophy of leadership, their ethics and effectiveness. Includes interviewing leaders in the community.

COM 485

MASS MEDIA AND SOCIETY (3+0) 3 credits

In-depth look of the functions of the press in gathering and disseminating knowledge, news, and entertainment: specific attention paid to the role of the press in shaping public opinion and influencing publication.

COM 495

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

Community-Based Learning

CBL 400

COMMUNITY-BASED LEARNING

CAPSTONE (3+0) 3 credits

This course should be completed during the student's junior or senior year of study. This interdisciplinary course partners a group of students with a community agency to work together on a problem or issue. These

projects advance the community needs and serve as an educational experience for the students. Satisfies Community-Based Learning or Cultural Diversity Core Curriculum.

Computer Science

CS 105

COMPUTERS IN THE INFORMATION AGE

(2+2) 3 credits

Overview of computer systems: hardware and software concepts, history, modern applications, impact on society, ethical considerations. Modular laboratory instruction emphasizing hands-on skills using personal computers; \$25 lab fee.

CS 135

COMPUTER SCIENCE I (3+3) 4 credits

Problem solving methods and algorithm development in a high-level programming language. Program design, coding, debugging, and documentation using techniques of good programming style. Program development in a powerful operating environment. Pre-requisite(s): MATH 127 or 128; \$25 lab fee.

CS 482

ARTIFICIAL INTELLIGENCE (3+0) 3 credits

Survey of current artificial intelligence technologies: game playing, theorem-proving, natural language processing, pattern recognition, and heuristic programming. Pre-requisite(s): CS 302.

CS 490

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

Core Humanities

CH 201

ANCIENT AND MEDIEVAL CULTURES

(3+0) 3 credits

Introduction to Greek, Roman and Judeo-Christian traditions through the Middle Ages. Satisfies Humanities Core Curriculum.

CH 202

THE MODERN WORLD (3+0) 3 credits

Intellectual, literary, and political history of Europe from Renaissance to present. Satisfies Humanities Core Curriculum.

CH 203**AMERICAN EXPERIENCE AND CONSTITUTIONAL CHANGE (3+0) 3 credits**

Emphasis on the origins of the U.S. and Nevada Constitutions and issues such as equality and civil rights; individualism and civil liberties; federalism; environmentalism; urbanization and industrialization; and religious and cultural diversity. Satisfies Constitution Core Curriculum.

Counseling**COU 300****INTRODUCTION TO HUMAN SERVICES AND COUNSELING (3+0) 3 credits**

Provides an introduction to the field of human services and counseling. Students will examine the human services as a profession. Topics include various perspectives on human services and counseling such as trends in human service delivery; the history of human services and the helping relationship; the human services movement, overview of the helping model; crisis intervention; listening and understanding skills. Students will explore themselves as potential human service professionals including developing a personal stress management plan. Satisfies Social Science Core Curriculum. Pre-requisite(s): ENG 102 and PSY 101.

COU 315**COUNSELING SKILLS IN HUMAN SERVICES (3+0) 3 credits**

This course contains didactic presentations, classroom discussion, and interactive laboratory components related to listening and empathy skills. Overview of basic counseling skills in human services profession including: counseling theories; the therapeutic relationship in counseling; and client assessment. Students will perform bio-psychosocial assessments, interviews, and documentation. Students will receive HIPPA training in patient/client confidentiality laws. This course is a Pre-requisite to HMS 106, Human Services Practicum I and the student must demonstrate therapeutic communication skills and pass a test of the HIPPA laws in order to participate in the Human Services Practicum. Pre-requisite(s): COU 300.

COU 320**DRUGS AND BEHAVIOR (3+0) 3 credits**

Familiarizes the student with various classes of substances while analyzing substances physiological effects, and effects on behavior.

Pre-requisite(s): COU 300.

COU 322**PERSPECTIVES ON ADDICTIONS (3+0) 3 credits**

Critical review of the definitions/terminology used in the addictions field, major concepts relating to addictions, and model/theories used to understand addictive behavior. Emphasizes student's self-awareness of attitudes regarding addictions. Pre-requisite(s): COU 300, COU 320.

COU 325**MENTAL ILLNESS AND THE HUMAN SERVICES PROFESSION (3+0) 3 credits**

Client-centered and cultural approach to mental illness as related to the human services profession. Pre-requisite(s): COU 300, COU 315.

COU 360**CONTEMPORARY MARRIAGE AND FAMILY RELATIONSHIPS (3+0) 3 credits.**

Analysis of historic and contemporary trends in marriage and family relationships in American society. Examinations of major family processes through the life cycle, including functional and dysfunctional patterns and their interactions with individuals and communities. Pre-requisite(s): COU 300, COU 315.

COU 375**ETHICAL AND PROFESSIONAL ISSUES IN HUMAN SERVICES (3+0) 3 credits**

Evaluates ethical, legal, and professional issues related to human services. Provides a basis for making professional decisions related to these issues. Covers Codes of Ethics, state statutes, and case law related to human services. Pre-requisite(s): COU 300, COU 315.

COU 376**PERSPECTIVES ON DOMESTIC VIOLENCE (3+0) 3 credits**

Critical review of the definitions/terminology used in the domestic violence field, major concepts relating violence and

model/theories used to understand violent behavior. Emphasizes student's self-awareness of attitudes regarding violence and relationships. Pre-requisite(s): COU 300.

COU 377

IDENTIFICATION AND ASSESSMENT OF DOMESTIC VIOLENCE (3+0) 3 credits.

Provide students with knowledge of how to identify and assess individuals in violent relationships. Epidemiological, pathological, physiological, psychological, and cultural basis of violence across the life-span examined. Includes assessment/screening tools, motivational interviewing, the family system, enabling, and resource and referral systems. Pre-requisite(s): COU 300 and 376.

COU 380

INDEPENDENT STUDY 1-5 Credits

Individual reading projects under the direction of the faculty member. Department approval must be obtained prior to registration. Pre-requisite(s): COU 300.

COU 400

FIELD EXPERIENCE IN HUMAN SERVICES I (3+0) 3 credits

Provides students with supervised work experience in human services agencies. Students participate in a weekly class that combines the principles of small group dynamics with acquired skills, knowledge and experience that students have obtained from their field experience. Pre-requisite(s): COU 300, COU 375

COU 401

FIELD EXPERIENCE IN HUMAN SERVICES II (3+0) 3 credits

Continuation of supervised field placement, following Field Experience I. Provides students with further supervised work experience in human services agencies. Pre-requisite(s): COU 300, COU 375

COU 427

IDENTIFICATION AND ASSESSMENT IN ADDICTIONS (3+0) 3 credits

Provides students with knowledge of how to identify and assess individuals with addictions. Epidemiological, pathological, physiological, psychological, and cultural basis of addictions across the life-span

examined. Includes assessment/screening tools, motivational interviewing, the family system, enabling, and resource and referral systems. Pre-requisite(s): COU 300, COU 320.

COU 430

ADVANCED PROFESSIONAL ISSUES IN SUBSTANCE ABUSE (3+0) 3 credits

Professional issues involved in addictions counseling. Topics include: stress and burnout, legal and ethical issues, drugs in the workplace, ethnographic attitudes toward addictions, and the economic and health issues associated with addictions. Pre-requisite(s): COU 300, COU 320 and COU 427.

COU 431

ADVANCED PROFESSIONAL ISSUES IN DOMESTIC VIOLENCE (3+0) 3 credits

Professional issues involved in domestic violence counseling. Topics include: stress and burnout, legal and ethical issues, drugs in the workplace, ethnographic attitudes toward violence, and the economic and health issues associated with violence. Pre-requisite(s): COU 300.

COU 480

INDEPENDENT STUDY 1-6 credits

Individual reading projects under the direction of a faculty member. Department approval must be obtained prior to registration. May be repeated up to a maximum of six credits. Pre-requisite(s): COU 300 and COU 315.

COU 497

SUPERVISED FIELD EXPERIENCE (4+0) 4 credits

Clinical placement in an accredited substance abuse treatment program; application of assessment, case management, and treatment skills. Pre-requisite(s): COU 300 and 315.

Counseling and Educational Psychology

CEP 121

INTRODUCTION TO THE COLLEGE EXPERIENCE (1+0) 1 credit

Study skills, time management, major selection, assessment, self-reflection, technology and other factors associated with success in college. Satisfies Study and

Technology Skills Core Curriculum when followed with CEP 122.

CEP 122

ENHANCING ACADEMIC SUCCESS (1+0)

1 credit

Improving competence in such areas as time management, interpersonal communication, goal setting, decision-making, test taking strategies and concepts related to the achievement of academic success and the use of technology. Satisfies Study and Technology Skills Core Curriculum when taken after CEP 121.

CEP 123

COLLEGE AND CAREER SUCCESS (2+0)

2 credits

Introduction to and development of core skills required for success in college and beyond. Technological literacy, student support services, academic knowledge and skills, financial literacy, career/major choices, self-awareness and other factors proven to be associated with college and career success are examined. Satisfies Study and Technology Skills Core Curriculum.

Criminal Justice

CRJ 412

LEADERSHIP AND ADMINISTRATION IN PROBLEM SOLVING (3+0) 3 credits

Personnel, collective bargaining, technology, total quality management, communication, implementation, training, futures, and other contemporary management issues as they bear on community policing and problem solving.

CRJ 413

DILEMMAS IN LAW AND LAW ENFORCEMENT (3+0) 3 credits

Legal, moral and social implications of issues including police discretion, deadly force, victimless crimes, surveillance, entrapment, plea bargaining, judicial discretion and other controversial issues.

CRJ 481

TERRORISM: THEORY AND RESPONSE (3+0) 3 credits

History, scope and nature of various forms of terrorism along with the role of law enforcement in combating foreign and

domestic terrorist activities.

CRJ 499

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

English

A written English placement exam is given to students with an Enhanced ACT score 1-20 in English or Re-centered SAT 200-500 in Verbal and to students who have not taken the ACT or SAT. Ratings less than two are referred to a community college (ratings are from one to four). NSC offers English 100 (5 credits) in lieu of remedial English.

COURSE	Enhanced ACT English	Re-centered SAT Verbal
ENG 100	1-20	400-500
ENG 101	21-29	510-670
ENG 102	30-36	680-800

ENG 100

COMPOSITION I ENHANCED (5+0) 5 credits

Writing the expository essay; emphasis on revising and editing for development, coherence, style, and correctness. This course provides extra assistance in English writing skills. Must pass with a "C" or higher to advance to ENG 102. Satisfies English Core Curriculum.

ENG 101

COMPOSITION I (3+0) 3 credits

Writing the expository essay; emphasis on revising and editing for development, coherence, style, and correctness. Satisfies English Core Curriculum.

ENG 102

COMPOSITION II (3+0) 3 credits

Exploration of essay forms with particular attention to interpretation and argument; emphasis on analytical reading and writing, critical thinking, and research methodologies. Satisfies English Core Curriculum. Pre-requisite(s): ENG 100 with a grade of "C" or higher OR ENG 101.

ENG 211**INTRODUCTION TO LINGUISTICS** (3+0) 3 credits

Development and fundamental concepts of the linguistic approach to grammar and language analysis.

All English Courses ENG 231 and higher satisfy the humanities core curriculum.

ENG 231

WORLD LITERATURE I (3+0) 3 credits
Introduces student to world masterworks from the beginnings through the Renaissance. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 232

WORLD LITERATURE II (3+0) 3 credits
Introduces student to world masterworks from the Renaissance through the modern periods. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 235

SURVEY OF ENGLISH LITERATURE (3+0) 3 credits
Major figures and movements in English literature from the beginnings to 1798. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 236

SURVEY OF ENGLISH LITERATURE II (3+0) 3 credits
Major figures and movements in English literature from the Colonial period to the Civil War. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 241

SURVEY OF AMERICAN LITERATURE I (3+0) 3 credits
Major figures and movements in American literature from the Colonial period to the Civil War. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 242

SURVEY OF AMERICAN LITERATURE II (3+0) 3 credits
Continuation of ENG 241. Major figures and movements in American literature from the Civil War to the present. Satisfies

Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 271

INTRODUCTION TO SHAKESPEARE (3+0) 3 credits
Selected works by Shakespeare. Specifically designed for non-majors. Satisfies Humanities Core Curriculum.

ENG 290

INTRODUCTION TO AFRICAN-AMERICAN LITERATURE (3+0) 3 credits
Introduction to the poetry, fiction, drama, and non-fiction of African-Americans. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ENG 292

INTRODUCTION TO CHICANO LITERATURE (3+0) 3 credits
Introduction to Chicano literature through a study of classic, contemporary works of prose, poetry, and theater. Intended for non-English majors. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ENG 298

WRITING ABOUT LITERATURE (3+0) 3 credits
This course will explore the strategies and terms essential to the analysis of literary texts, to the crafting of effective arguments about literature, and to the evaluation of those arguments. Replaces ENG 282 and ENG 297. Course offered in Fall Semester. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 303

INTRODUCTION TO LITERARY THEORY AND CRITICISM (3+0) 3 credits
Selected literary theories, varieties of criticism, and texts, emphasizing their interrelations (e.g., Shakespeare and feminist criticism, approaches to the novel, deconstruction and romantic poetry). Course offered in Spring semester. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 407A

FUNDAMENTALS OF BUSINESS WRITING (3+0) 3 credits
Special emphasis on meeting the needs of

today's business communicator. Provides students with business writing skills and a broad understanding of the field of business writing. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 411B

PRINCIPLES OF MODERN GRAMMAR

(3+0) 3 credits

Designed to acquaint students, particularly teachers and prospective teachers, with fundamental approaches to English grammar. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 427A

WOMEN AND LITERATURE (3+0) 3 credits

Women writers and the ways in which women are portrayed in literature. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 432A

CHAUCE (3+0) 3 credits

Selected works by Chaucer. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 434A

SHAKESPEARE: TRAGEDIES (3+0) 3 credits

Intensive study of Shakespeare's major tragedies. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 434B

SHAKESPEARE: COMEDIES AND HISTORIES (3+0) 3 credits

Intensive study of Shakespeare's major comedies and histories. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 436A

MAJOR FIGURES IN AMERICAN LITERATURE (3+0) 3 credits

Seminar on one or more major figures in American literature. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 440A

MEDIEVAL ENGLISH LITERATURE (3+0)

3 credits

English language and literature from 1100 to 1485, exclusive of Chaucer's *Canterbury Tales*.

ENG 444A

THE ROMANTIC MOVEMENT (3+0) 3 credits

English writers from about 1790-1832, e.g., Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 445A

THE VICTORIAN PERIOD (3+0) 3 credits

Social and artistic movements of the later 19th century as revealed in English poetry and prose. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 446A

MODERN BRITISH LITERATURE (3+0) 3 credits

Survey of British writing in the twentieth century, including fiction, drama, and poetry. Satisfies Humanities Core Curriculum.

ENG 447A

CONTEMPORARY BRITISH LITERATURE (3+0) 3 credits

Cross-generic studies in British literature since World War II. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 449A

BRITISH LITERATURE I (3+0) 3 credits

Major authors and works in British literature from the beginning through the eighteenth century. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 449B

BRITISH LITERATURE II (3+0) 3 credits

Major authors and works in British literature from the nineteenth century to the present. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 450A

STUDIES IN 20TH CENTURY LITERATURE (3+0) 3 credits

Cross-generic studies in American literature.

Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 451A

AMERICAN LITERATURE I (3+0) 3 credits
Major figures and movements from the beginnings to the Civil War. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 451B

AMERICAN LITERATURE II (3+0) 3 credits
Major figures and movements from the Civil War to the present. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 462C

MODERN AMERICAN POETRY (3+0) 3 credits
Study of twentieth-century American poetry. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 467B

MODERN AMERICAN DRAMA (3+0) 3 credits
Study of twentieth-century American drama. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 473C

THE CONTEMPORARY AMERICAN NOVEL (3+0) 3 credits
The American novel since 1945. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 476B

HISTORY OF THE AMERICAN FILM (3+0) 3 credits
Examination of the films of major directors from D. W. Griffith in the Biograph period (1908-1912) to the present. Filmmakers such as John Ford, Howard Hawks, Orson Welles, George Cukor, Robert Flaherty, Frank Capra, Raoul Walsh, and others. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 477A

FILM AND LITERATURE (3+0) 3 credits
(Same as FIS 495.) Comparative study of the relations of prose, poetry, and drama to the structure and themes of the cinema, from Dickens to the present. Satisfies

Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 477C

GENRE STUDIES IN FILM (3+0) 3 credits
Individual examinations of genre, structures, and themes, with emphasis on the development and the history of genres. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 481A

COMPARATIVE LITERATURE (3 +0) 3 credits
Intensive analysis of selected masterpieces of the Western world to the beginning of Romanticism. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 481B

MODERN COMPARATIVE LITERATURE (3+0) 3 credits
Intensive analysis of selected masterpieces of the Western world from Romanticism to the twentieth century, themes of literature, literary influences, and major authors. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 484A

THE BIBLE AS LITERATURE (3+0) 3 credits
Study of selected books of the Old and New Testaments as literature. Satisfies Humanities Core Curriculum.

ENG 485

TOPICS IN COMPARATIVE LITERATURE (3+0) 3 credits
Literature taught in English translation, for example, Dante, French feminism, or Hispanic writers. May be repeated for English major or minor credit. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 485A

ASIAN LITERATURE (3+0) 3 credits
Intensive study of classical and contemporary Asian literature, especially that of India, Japan, China, and Southeast Asia. Texts in English. Satisfies Humanities

Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 488

OUTLAW GENRES (3+0) 3 credits
(Same as ETS 488)

This course will examine non-traditional constructions of self or “out-law” genres such as *testimonios*, ethnographies, oral histories, and life stories. We will read literature by “U.S. third world” women and focus on alternative historical narratives that write marginalized communities back into history. We will ask, for example, how deterritorialization, linguistic alienation and forced assimilation contribute to the formation of identities and to cultural representation? And how do life stories challenge our conception of literacy and interpretation by problematizing fixed notions of the oral and written traditions? More importantly, we will discuss the concepts of authenticity and “truth-telling” in relationship to historical and literary narratives. Our readings of identity-based multi-genre anthologies by feminists of color will explore further the relationship of testimonial writing to socio-political movements and activism. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102

ENG 490

ASIAN-AMERICAN LITERATURE (3+0) 3 credits

This course explores and investigates literature by American authors from various Asian backgrounds such as, but not limited to, Chinese, Japanese, Korean, and Indian/South Asian. We will consider literature with diverse themes and styles in a number of genres: novels, short stories, poetry, autobiography, and drama. The course will also investigate the historical, cultural, and social contexts in which Asian-American literature has developed. Typically, we will explore subjects such as Asian-American experiences and representations of self-identity, bicultural, and cross-cultural experience, family relationships, among others. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ENG 490A

GENDER AND SEXUAL IDENTITY IN LITERATURE (3+0) 3 credits

Study of gender and literature through the ages. Focus may be aesthetic, historical or thematic. Topics may vary. May be repeated for a maximum of six credits. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 494A

NATIVE AMERICAN LITERATURE (3+0) 3 credits

Literature of Native American peoples, oral tradition through contemporary works. May be repeated to a maximum of nine credits. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 495B

MODERN AFRICAN-AMERICAN LITERATURE (3+0) 3 credits

Study of recent and contemporary works of African-American literature. Satisfies Humanities Core Curriculum.

ENG 495C

AFRICAN-AMERICAN LITERATURE (3+0) 3 credits

African-American writing from literary, cultural, and historical perspectives. Typically includes various genres-poetry, fiction, and non-fiction. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 496A

THEMES IN MODERN CHICANO LITERATURE (3+0) 3 credits

Intensive study of major themes and techniques in the prose, poetry, and theater of Chicano writers since 1950. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 497A

TOPICS IN MULTICULTURAL LITERATURE (3+0) 3 credits

Literature works by Asian-American, Hispanic, Native-American, or African-American writers. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ENG 499**INDEPENDENT STUDY** 1-3 credits

Open to juniors and seniors with consent of the department chair and an assigned instructor. May be repeated to a maximum of six credits. Pre-requisite(s): ENG 102.

English As A Second Language**ESL 139****COMPOSITION FOR INTERNATIONAL STUDENTS** (3+0) 3 credits

Improvement of writing skills for non-native speakers; emphasis on writing for academic purposes; attention given to sentence combining and grammatical errors made by ESL students. Pre-requisite(s): Placement Test. Students must re-take the placement exam after completing ESL 139 in order to progress to ENG 100, 101, or 102.

Environmental Science**ENV 101****INTRODUCTION TO ENVIRONMENTAL SCIENCES** (3+0) 3 credits

Introduction to the relationship of humans and the environment. Selected aspects of 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; the public agencies and policies designated to solve environmental problems. Satisfies Natural Science Core Curriculum.

ENV 201**ENVIRONMENTAL TOXICOLOGY and RISK ASSESSMENT** (3+0) 3 credits

Study of the basic principles of toxicology, including routes of exposure, dose response, and target organ effects using environmental toxicants as primary examples. Toxicology concepts applied to risk assessment and the development of acceptable exposure limits for toxic substances regulated by EPA and OSHA. Pre-requisite(s): CHEM 220.

ENV 260**ENVIRONMENTAL MEASUREMENT and ANALYSIS** (3+3) 4 credits

Overview of data collection, analysis, and experimental design methods used in

environmental science and management. Classroom, field, and laboratory techniques associated with the evaluation and interpretation of environmental data. Measurement of physical, biological, chemical, and sociological parameters important in environmental studies. Course offered in even Spring Semesters. Pre-requisite(s): MATH 124

ENV 345**ENVIRONMENTAL REGULATIONS: HISTORY, LAW, and METHODS** (3+0) 3 credits

Introduction to environmental regulatory approaches used in the United States and the world, and the legal authority behind those regulations. Explores the range of regulatory interventions that have been sued, and historical, political, sociological, legal, and technological limitations and advantages of different environmental regulatory schemes. Course offered odd Spring Semesters. Pre-requisite(s): ENV 101.

ENV 410**ENVIRONMENTAL POLICY AND DECISION MAKING** (3+0) 3 credits

Fundamental principles of policy and politics that shape environmental protection strategies in the nation and abroad. Pre-requisite(s): ENV 101.

ENV 480**GEOGRAPHIC INFORMATION SYSTEM FOR ENVIRONMENTAL MANAGEMENT** (3+3) 4 credits

Introduction to the use of GIS for environmental problem analysis and management. Covers fundamental concepts as well as technical skills including: the nature of geographic data, data collection and conversion, geo-coding, database development and management, spatial analysis, use of spatial information in management. Course offered in even Fall Semesters. Pre-requisite(s): ENV 260 or equivalent.

ENV 493**INDEPENDENT STUDY** 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

Ethnic Studies

ETS 101

INTRODUCTION TO ETHNIC STUDIES

(3+0) 3 credits

This course critically examines the major historical, theoretical and political questions concerning ethnic minorities in the United States. We will explore the unique experiences of Asian-Americans, Chicanos/as, Native Americans and African-Americans by examining the history of colonialism, slavery, genocide, capitalism and patriarchy in the U.S. This course will broaden one's understanding of the ways in which race and ethnicity intersect with gender, class, citizenship, and nation in order to demonstrate how power relations impact group identity, language in society and culture, forms of resistance, social oppression, social justice and activism. We will also consider how one's particular worldviews can be determined by the limitations of one's ideologies and cultural orientation. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ETS 302

THEORIES AND METHODS IN ETHNIC STUDIES (3+0) 3 credits

This course is a continuation of ETS 101 and will deepen your understanding of the theories, concepts and methods that have shaped the field of Ethnic Studies. There will be an emphasis on interdisciplinarity as we examine contemporary issues surrounding race, ethnicity and gender. This course will provide a more in-depth analysis of how historical legacies of social injustice contribute to present day inequalities in the U.S. We will consider closely the politics of identity and cultural citizenship by analyzing the intersections between gender, sexuality, race, class, citizenship and nation. Satisfies Cultural Diversity Core Curriculum. Prerequisite(s): ETS 101

ETS 375

U.S. LATINO/A-CHICANO/A EXPERIENCE

(3+0) 3 credits

This interdisciplinary course will provide students with a basic understanding of U.S. Latina/o-Chicana/o history and experience. Of particular interest will be questions of identity formation especially in relationship to the rapidly growing population of U.S.

born Chicanos/as, the largest minority group in the United States, and immigrant Latinas/os. We will explore the challenges faced by U.S. Latinos/as-Chicanos/as who continue to struggle for first-class citizenship and equality under conditions of social and institutional discrimination. In addition, we will read significant literary works that focus on the issues related to the Latino/a-Chicano/a experience. The major themes to be discussed are: borderlands, linguistic alienation, assimilation, acculturation, bilingualism, and cultural identity. Satisfies Cultural Diversity Core Curriculum. Prerequisite(s): ENG 102

ETS 435

ASIAN-AMERICAN IDENTITIES IN COMPARATIVE CONTEXT (3+0) 3 credits

This course will take an interdisciplinary approach to examine the many histories, experiences, and cultures that shape and define the Asian-American population; that is, those persons in the United States of Chinese, Japanese, Korean, Filipino, South Asian, and Southeast Asian ancestry. We will consider the following historical periods: the first wave of immigration (mid-19th to 1934), the years of exclusion and international conflict (the middle decades of the 20th century), and the second wave of immigration (post-1965). We will consider closely the experiences of Asian-Americans in relationship to our understanding of American race, class, gender, and international relations. Through socio-historical essays and creative literary works we will examine the following themes and issues: immigration to the U.S., assimilation, cultural representations, pan-Asian identity, anti-Asian discrimination, and Asian-American feminism. Satisfies Cultural Diversity Core Curriculum. Prerequisite(s): ENG 102, HIST 102

ETS 488

OUTLAW GENRES: U.S. THIRD WORLD WOMEN'S AUTOBIOGRAPHY (3+0) 3 credits

(Same as ENG 488) This course will examine non-traditional constructions of self or "out-law" genres such as *testimonios*, ethnographies, oral histories, and life stories. We will read literature by "U.S. third world" women and focus on alternative historical narratives that write marginalized

communities back into history. We will ask, for example, how deterritorialization, linguistic alienation and forced assimilation contribute to the formation of identities and to cultural representation? And how do life stories challenge our conception of literacy and interpretation by problematizing fixed notions of the oral and written traditions? More importantly, we will discuss the concepts of authenticity and “truth-telling” in relationship to historical and literary narratives. Our readings of identity-based multi-genre anthologies by feminists of color will explore further the relationship of testimonial writing to socio-political movements and activism. Satisfies Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102

Film

FIS 100

INTRODUCTION TO FILM (3+0) 3 credits
Introduction to the history of international film, its structure and terminology. Development of cinematic techniques from Edison, Lumiere, and Melie to prevailing contemporary trends surveyed, with special emphasis on major directors such as Eisenstein, Ford, Griffith, Lang, Hitchcock, Bergman, and Renoir. Satisfies Fine Arts Core Curriculum.

FIS 110

LANGUAGE OF FILM (3+0) 3 credits
Introduction to studying feature films through lectures, discussions, and writing criticism. Investigation of what elements make film a unique art form through both textual and contextual analysis. Satisfies Fine Arts Core Curriculum.

FIS 400

FILM THEORY (3+0) 3 credits
Leading theorists studied intensely through screening of feature films, readings in film theory, written analyses and conference style oral presentations. Pre-requisite(s): FIS 100.

FIS 410

MAJOR FIGURES IN THE CINEMA (3+0) 3 credits
Critical engagement in the meaning of film authorship by examining the works of significant filmmakers with widely divergent

authorship by examining the works of filmmakers with widely divergent authorial styles. Please note that different directors will be studied each time this course is offered.

FIS 444

DOCUMENTARY FILM AND VIDEO (3+0) 3 credits
Major traditions, movements, and filmmakers. Social, aesthetic, and technical aspects of documentary films and videos. Pre-requisite(s): FIS 110.

FIS 470

WOMEN IN FILM (3+0) 3 credits
Survey of international women filmmakers. Emphasis on women directors and their films and women involved in other aspects of production, including screenwriting, editing, and acting.

FIS 495

FILM AND LITERATURE (3+0) 3 credits
(Same as ENG 495.) Comparative study of the relations of prose, poetry, and drama to the structure and themes of the cinema, from Dickens to the present.

French

FREN 111

FIRST YEAR FRENCH I (4+0) 4 credits
The development of language skills in listening, speaking, reading and writing. Emphasis is placed on communication in all four language acquisition skills. Satisfies Humanities Core Curriculum.

FREN 112

FIRST YEAR FRENCH II (4+0) 4 credits
The further development of language skills in listening, speaking, reading and writing. Emphasis is placed on more sophisticated communication in all four language acquisition skills. Satisfies Humanities Core Curriculum. Pre-requisite(s): FREN 111 or equivalent.

FREN 211

SECOND YEAR FRENCH I (3+0) 3 credits
Continuation of French language skills and intensive reviews of grammatical structures, listening, speaking, reading and writing skills through an introduction to French literary readings. Satisfies Humanities Core

Curriculum. Pre-requisite(s): FREN 112 or equivalent.

FREN 212

SECOND YEAR FRENCH II (3+0) 3 credits

Further amelioration and perfection of grammatical, listening, speaking, reading and writing skills through selected French literary readings. Satisfies Humanities Core Curriculum. Pre-requisite(s): FREN 211 or equivalent.

Geography

GEOG 117

INTRODUCTION TO METEOROLOGY

(3+0) 3 credits

Studies the composition, structure, and dynamics of the earth's atmosphere that influences global weather patterns. Meteorology defines weather concepts that provide the basis for forecasting, weather analysis and understanding atmospheric phenomena such as hurricanes, tornadoes and extreme weather. Discussion on human impact of the atmosphere, ozone depletion, greenhouse effect and air pollution. Satisfies Natural Science Core Curriculum. Course offered in Spring Semesters.

Geology

GEOLOGY 100

INTRODUCTION TO GEOLOGY (3+0) 3 credits

Basic geology for non-majors, including rock and mineral identification and application of geological processes to explain the nation's topography. Satisfies Natural Science Core Curriculum.

GEOLOGY 101

GEOLOGY: EXPLORING PLANET EARTH

(3+3) 4 credits

Study of processes that form and modify landscapes, climates, and exosystems. Interrelationships among the atmosphere, water, earth, and life with emphasis on relationships between humans and environmental processes. Satisfies Natural Science Core Curriculum.

GEOLOGY 102

EARTH AND LIFE THROUGH TIME (3+3)

4 credits

Systematic review of the history of the earth and the methods by which the details of earth history are unraveled. Field trips

required. Satisfies Natural Science Core Curriculum. Pre-requisite(s): MATH 120 or higher.

GEOL 120

NATURAL DISASTERS (3+0) 3 credits

Causes of natural disasters and their impact on people and property. Focuses on geological hazards such as earthquakes, volcanic eruptions, landslides, and floods.

GEOL 495

INDEPENDENT STUDY AND RESEARCH

1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

Health Ecology

HE 201

FOUNDATIONS OF PERSONAL HEALTH AND WELLNESS (3+3) 4 credits

Explore health values, attitudes, and behaviors of self and others. Design personal fitness and wellness plans.

HE 405

SPIRITUALITY AND HEALTH (3+0) 3 credits

Examines the role spirituality has in health.

HE 421

HEALTH AND WELLNESS ACROSS THE LIFESPAN (3+0) 3 credits

Exploration of developmental processes and life events which impact health and wellness from childhood through late adulthood. Pre-requisite(s): HE 201.

HE 438

HEALTH ASPECTS OF GERONTOLOGY

(3+0) 3 credits

Physiological aspects of the aging process; normal and pathological health changes in relation to aging. Pre-requisite(s): HE 201, NUTR 223, 370, BIOL 189, 223, and 224.

History

All history courses satisfy the Humanities Core Curriculum.

HIST 101

US HISTORY TO 1865 (3+0) 3 credits

U.S. political, social, economic, diplomatic, and cultural development from colonial times to 1865. Includes examination of the U.S. Constitution and satisfies the U.S.

Constitution requirement. Satisfies Humanities Core Curriculum. When combined with HIST 102, HIST 217, or PSC 100, satisfies Constitution Core Curriculum.

HIST 102

US HISTORY 1865 TO PRESENT (3+0) 3 credits

U.S. political, social, economic, diplomatic, and cultural development from 1865 to the present. Satisfies Humanities Core Curriculum.

HIST 202

INTRODUCTION TO AMERICAN

MILITARY HISTORY (3+0) 3 credits

U.S. military history from the colonial period onward emphasizing war strategies, military thought and policy in the armed forces in American society. Satisfies Humanities Core Curriculum.

HIST 211

HISTORY OF EAST ASIA I (3+0) 3 credits

East Asian history (China, Japan, Korea); Neolithic to 18th century; relates science, art, philosophy to state formation and cultural practice. Satisfies Humanities Core Curriculum.

HIST 212

HISTORY OF EAST ASIA II (3+0) 3 credits

Survey of modern East Asia (China, Japan, Korea) since the Song Dynasty; interdisciplinary approach, e.g. Korean literature, Japanese film, Chinese philosophy. Satisfies Humanities Core Curriculum.

HIST 217

NEVADA HISTORY (3+0) 3 credits

Nevada history from early exploration to the present. Primarily for those not majoring in history. Satisfies the Nevada Constitution Requirement.

HIST 251

HISTORICAL INVESTIGATION (3+0) 3 credits

The how and why of the historian's craft: an introduction to the basics of research and writing; an examination of historical writing, its relationship to the time and place of its origin, and the emergence of the ideas, consciousness, and canons of scholarship

which shaped it. Satisfies Humanities Core Curriculum.

HIST 307

U.S. INVOLVEMENT IN VIETNAM (3+0) 3 credits

Analysis of the diplomatic and military rationale for U.S. intervention in Vietnam and the course of the war at home and abroad, including the effects on U.S. foreign policy, society, and politics. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 101 and ENG 102.

HIST 320

HISPANIC CULTURE IN THE UNITED STATES (3+0) 3 credits

Various Hispanic groups in the United States, their history and cultural contributions to contemporary life; immigration and political issues are also discussed. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 371

ANCIENT CIVILIZATION I (3+0) 3 credits

Political, economic, cultural and technological contributions of ancient Mesopotamia, Egypt, Palestine and Greece from the dawn of civilization to the Hellenistic world. Satisfies Humanities Core Curriculum.

HIST 372

ANCIENT CIVILIZATION II (3+0) 3 credits

Political, economic, cultural, and technological developments and contributions of ancient Rome, with special emphasis on the rise and collapse of the Roman empire. Satisfies Humanities Core Curriculum.

HIST 385

EARLY MODERN EUROPE (3+0) 3 credits

Political, social, cultural, and institutional history of Europe in the 16th and 17th centuries; includes Reformation controversies, social and economic change, popular culture and private life. Satisfies Humanities Core Curriculum.

HIST 394

ENGLAND AND THE BRITISH EMPIRE II

(3+0) 3 credits

England and the British empire; economic,

social, political and cultural history of England from 1688 to present. Satisfies Humanities Core Curriculum.

HIST 401

AMERICAN CONSTITUTIONAL AND LEGAL HISTORY (3+0) 3 credits

The origin and growth of the constitutional system. May be used to satisfy requirement in U.S. Constitution. Satisfies Humanities Core Curriculum.

HIST 403

MODERN AMERICAN CIVILIZATION (3+0) 3 credits

Analysis of major themes of American society from World War II to the present. Emphasis upon social, intellectual, cultural, and economic life. Satisfies Humanities Core Curriculum.

HIST 407A

UNITED STATES FOREIGN RELATIONS I (3+0) 3 credits

Analysis of the domestic origins, implementation, and international consequences of U.S. foreign relations. Includes diplomatic, economic, and cultural relations. HIST 407A covers the period from American Revolution through 1920. Satisfies Humanities Core Curriculum. Pre-requisite(s): Six credits of history.

HIST 407B

UNITED STATES FOREIGN RELATIONS II (3+0) 3 credits

Analysis of the domestic origins, implementation, and international consequences of U.S. foreign relations. Includes diplomatic, economic, and cultural relations. HIST 407B extends from 1920 to the present. Satisfies Humanities Core Curriculum. Pre-requisite(s): Six credits of history.

HIST 417A

NEVADA AND THE WEST (3+0) 3 credits

Topical examination of Nevada history in relation to issues of western and national significance, e.g., mining, transportation, conservation, and development of water resources. Satisfies Humanities Core Curriculum.

HIST 418

HISTORY OF UNITED STATES: AMERICAN INDIAN RELATIONS (3+0) 3 credits

US. government relations with tribes and inter-tribal relations from colonial times into the 20th century with emphasis upon constitutional questions. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 424

ROLE OF RELIGION IN AMERICAN CULTURE (3+0) 3 credits

Study of the relationship between religion and secular culture in the American experience from the colonial era to the present. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 426

THE AMERICAN WEST THROUGH FILM (3+0) 3 credits

Analyzes the relationships between the history of the American West, movie westerns, and the cultural climate of the United States after 1945. Satisfies Humanities Core Curriculum.

HIST 427

STUDIES IN EUROPEAN INTELLECTUAL HISTORY (3+0) 3 credits

Topical discussions of intellectual traditions and institutional structures in European history. Satisfies Humanities Core Curriculum.

HIST 432

HISTORY OF WOMEN IN THE UNITED STATES (3+0) 3 credits

Experiences and activities of women in the home and American society from the colonial period to the present. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 433

AFRICAN-AMERICAN HISTORY (3+0) 3 credits

Topical approach to Black history that seeks to illuminate grand themes such as DuBois notion of "doubleconsciousness," the dilemma of being both Black and American. Explores in depth such topics as religion, family, slavery, urban life, education, labor,

culture, and politics. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 436

NAZI HOLOCAUST FROM THE AMERICAN PERSPECTIVE

(3+0) 3 credits

Genocidal aspects of the Nazi Era in Germany. Special emphases on why Americans have become so "Holocaust conscious," and on the impact of the Holocaust on international Jewry. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 444

LATINOS IN THE AMERICAN WEST (3+0) 3 credits

Analysis of the history of Latinos beginning with the Spanish exploration of the New World, the resulting cultural encounters and emergence of a mixed frontier populace, and the present social, economic, and cultural roles of Latinos in American society. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): Six credits of history.

HIST 449

HISTORY OF JAPAN (3+0) 3 credits

In-depth analysis of Japanese history and society from prehistoric times until the present. Satisfies Humanities Core Curriculum or Diversity Core Curriculum.

HIST 450

MODERN CHINESE HISTORY (3 +0) 3 credits

History of modern China from collapse of the imperial order to the present contextualizes China's continuous revolution; emphasizes political culture and social transformation. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 452B

POPULAR CULTURE IN TWENTIETH-CENTURY AMERICA (3 +0) 3 credits

History of popular culture in the recent United States. Key themes include the growth of mass media and mass culture, debates over the merits and effects of popular culture, and the relationship of so-called highbrow and lowbrow culture. Satisfies Humanities Core Curriculum.

HIST 463

EUROPE: 1815-1914 (3+0) 3 credits

Political and economic history of Europe from the Congress of Vienna to the outbreak of World War I. Satisfies Humanities Core Curriculum.

HIST 464

EUROPE: 1914 - PRESENT (3+0) 3 credits

Detailed study of an age of conflict and its interludes of peace. Satisfies Humanities Core Curriculum.

HIST 470

HISTORY OF MEXICO (3+0) 3 credits

Survey of the development of Mexican civilization, examining the Maya and Aztec background and emphasizing the Spanish conquest, colonial institution, the independence movement and the problems of nationhood, the Mexican Revolution of 1910, and contemporary issues. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 478

MIDDLE EASTERN STUDIES (3+0) 3 credits

Emphasizes the history and civilizations of the Middle East as well as its relations with the West. Topics include contemporary politics, oil, and the Arab-Israeli conflict. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 485

ORAL HISTORY (3+0) 3 credits

Focuses on the techniques of oral history and integration of the material into a historical paper. Topics vary. Satisfies Humanities Core Curriculum.

HIST 497

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits. Satisfies Humanities Core Curriculum.

HIST 499

SENIOR SEMINAR IN HISTORY (3+0) 3 credits

Topical seminar that integrates research, analytic, methodological, language, and writing skills. Satisfies Humanities Core Curriculum. Pre-requisite(s): 9 History

credits at 300 level or above; approval of undergraduate advisor.

Integrated Studies Core

ISC 300

INTRODUCTION TO INTEGRATED STUDIES (3+0) 3 credits.

These courses provide students the opportunity to examine a problem using the methodologies of problem solving and analysis from several disciplines. The topics will change, but the core goals of each class are: interdisciplinary approaches to knowledge, developing research abilities, formulating good questions, analyzing the information gathered, and synthesizing thinking into a clear and persuasive paper or presentation.

ISC 400

INTEGRATED STUDIES SEMINAR (3+0) 3 credits

These courses develop further the ability of students to approach problems from a variety of disciplinary perspectives and expose students to the possibilities of interdisciplinary fields. The topics will be based upon the interests of the faculty and of the students. When discernible patterns of emphases combinations emerge, courses appropriate to these combinations will be offered, such as a course integrating psychology and biology, or business and history.

ISC 495

CAPSTONE COURSE: INTEGRATED STUDIES (3+0) 3 credits

The course asks the students to examine the epistemology and methodology of the various disciplines in which they have concentrated. Students examine how these disciplines have enhanced their education and life skills. Includes a senior thesis or project which is presented as part of the capstone course.

Italian

ITAL 111

FIRST YEAR ITALIAN I (4 + 0) 4 credits

The development of language skills in listening, speaking, and writing. Oral emphasis. Satisfies Humanities Core Curriculum.

ITAL 112

FIRST YEAR ITALIAN II (4 + 0) 4 credits

A second semester course designed to continue and improve the skills learned in ITAL 111. Satisfies Humanities Core Curriculum. Pre-requisite(s): ITAL 111 or equivalent.

ITAL 211

SECOND YEAR ITALIAN I (3 + 0) 3 credits

Continuation of Italian language skills with intensive review of grammatical structures. Emphasis on speaking, reading and writing skills. Introduction to Italian prose writing. Satisfies Humanities Core Curriculum. Pre-requisite(s): ITAL 112 or equivalent.

ITAL 212

SECOND ITALIAN II (3 + 0) 3 credits

Continuation of review of grammatical structures. Structured conversation, reading of one novel and writing based on assigned topics. Satisfies Humanities Core Curriculum. Pre-requisite(s): ITAL 211 or equivalent.

Journalism

JOUR 481

RACE, GENDER, AND MEDIA (3+0) 3 credits

How the media creates and challenges social constructions of gender and race, with a focus on women and minorities as media professionals and audiences.

Kinesiology

KIN 172

FOUNDATIONS OF KINESIOLOGY (3+0) 3 credits

Examines and explores the field of kinesiology, as the academic study of human movement. Presents the knowledge of kinesiology as a comprehensive, cross-disciplinary synthesis of various academic approaches from a variety of sub-disciplines.

KIN 175

PHYSICAL ACTIVITY AND HEALTH (3+0) 3 credits

Basic understanding of elementary exercise physiology as it applies to exercise and physical fitness. Principles of good nutrition and caloric values of common foods. Energy equation and factors in weight gain and weight loss. Practical assessment of fitness and body composition.

KIN 191**EXERCISE FOR THE OVERWEIGHT OR TYPE II DIABETIC** (1+0) 1 credit

Development and implementation of physical fitness and weight control for the obese and/or Type II diabetic. Instruction on proper exercise techniques combined with regular fitness training classes to improve overall cardiovascular endurance, strength, body composition, and flexibility. All participants undergo a pre and post-physical fitness assessment to monitor conditioning status. (Available for a letter grade option only once.) May be repeated to a maximum of six credits.

KIN 245**ANATOMICAL KINESIOLOGY** (3+0) 3 credits

Anatomical analysis of human movement as a basis for teaching and adaptation of motor skills. Pre-requisite(s): BIOL 189.

KIN 490**INTERNSHIP IN FITNESS AND SPORT MANAGEMENT** 1-12 credits

Supervised on-site professional experience in local settings that encompass all age groups including health clubs, YMCAs, industry, nursing homes, and senior activity centers. *Permission of instructor required.*

KIN 491**EXERCISE PHYSIOLOGY** (3+0) 3 credits

Physiological changes in human organisms during physical exercise; physiological bases for planning physical education programs; observations of respiratory, circulatory, nervous, and metabolic adjustments to physical exercise. Pre-requisite(s): KIN 172, 175, 245, BIOL 189, 223, and 224.

Mathematics

The Math diagnostic test administered to students has been created by NSC Math professors and has proven to be a good diagnostic tool. There are two Math diagnostic tests. If a student scores greater than 17 on the first diagnostic test, the second diagnostic test results will factor into the student's placement. For those students who have taken ACT or SAT, NSC also uses those scores.

COURSE	Enhanced ACT Math	Re-Centered SAT Math	NSC Math Placement Test
MATH 093*	17 or below	400 or below	9 or below
MATH 097*	17 to 20	400-500	10-17
MATH 120	21	510	
MATH 124	22	520	
MATH 128	25-27	560-610	
MATH 181	28 or above	630 or above	

MATH 093**PRE-ALGEBRA** (3+0) 3 credits

A course intended to review arithmetic and to preview elementary algebra.

MATH 097**ELEMENTARY AND INTERMEDIATE ALGEBRA** (5+0) 5 credits

A one semester course that is equivalent to the combination of MATH 095 (Elementary Algebra) and MATH 096 (Intermediate Algebra). Topics include solving 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. Pre-requisite(s): MATH 093 or satisfactory score on the mathematics placement examination.

MATH 120**FUNDAMENTALS OF COLLEGE MATHEMATICS** (3+0) 3 credits

Sets, logic; probability, statistics; consumer mathematics; variation; geometry and trigonometry for measurement; linear, quadratic, exponential and logarithmic functions. Emphasis on problem solving and applications. Satisfies Mathematics Core Curriculum. Pre-requisite(s): Satisfactory score on the mathematics placement examination or Math 96. Credit may not be received for MATH 120 if credit has already been awarded for MATH 128 or above.

MATH 122**NUMBER CONCEPTS FOR ELEMENTARY SCHOOL TEACHERS** (3+0) 3 credits

Mathematics needed by those teaching new-content mathematics courses at the elementary school level with emphasis on the structure of the real number system and its subsystems. Designed for students seeking a teaching certificate in elementary education. Open to others only with

approval. Pre-requisite(s): MATH 120 or equivalent.

MATH 123

STATISTICAL AND GEOMETRICAL CONCEPTS FOR ELEMENTARY SCHOOL TEACHERS (3+0) 3 credits

Mathematics needed by those teaching new-content mathematics courses at the elementary school level with emphasis on the concepts in statistics and geometry. Pre-requisite(s): MATH 122.

MATH 124

COLLEGE ALGEBRA (3+0) 3 credits
Relations, functions, graphing; equations; linear, quadratic, polynomial systems; matrices and determinants; sequences, mathematical induction, compound interest and amortization, binomial theorem; the complex numbers; logarithms; combinatorics. Satisfies Mathematics Core Curriculum. Pre-requisite(s): Mathematics placement examination. (Credit may not be received for MATH 124 if credit has already been awarded for MATH 128.)

MATH 126

PRE-CALCULUS MATHEMATICS I (3+0) 3 credits

Topics include fundamentals of algebra, functions and graphs, polynomial, rational, exponential and logarithmic functions, and systems of linear equations. Pre-requisite(s): Three years of high school mathematics at the level of algebra or above, and a satisfactory score on a math placement test or MATH 124 or consent of instructor

MATH 127

PRECALCULUS MATHEMATICS II (3+0) 3 credits

Topics include circular functions, trigonometric identities and equations, conic sections, complex numbers, and discrete algebra. Pre-requisite(s): Three years of high school mathematics at the level of algebra or above, and a satisfactory score on a math placement test or MATH 126 or consent of instructor.

MATH 128

PRE-CALCULUS AND TRIGONOMETRY

(5+0) 5 credits

Relations, function, and their graphs;

polynomial, rational, exponential, logarithmic and trigonometric functions; analytical trigonometry; systems of equations and inequalities; conics; mathematical induction; sequences and series. A combination of MATH 126 and MATH 127. Satisfies Mathematics Core Curriculum. Pre-requisite(s): Satisfactory SAT/ACT/Placement Test score or MATH 097

MATH 132

FINITE MATHEMATICS (3+0) 3 credits
Topics include symbolic logic, set theory and probability Theory applied to the analysis of business problems. Pre-requisite(s): Satisfactory SAT/ACT/CCSN Mathematics Placement Test score or MATH 124 or MATH 128 or equivalent.

MATH 176

ELEMENTS OF CALCULUS (3+0) 3 credits

Fundamental ideas of analytical geometry and calculus, plane coordinates, graphs, functions, limits, derivatives, integrals, the fundamental theorem of calculus, rates, extrema and applications thereof. Pre-requisite(s): Satisfactory score on math placement exam or MATH 124. (Credit may not be received for MATH 176 if credit has already been received for MATH 181.)

MATH 181

CALCULUS I (4+0) 4 credits

Fundamental concepts of analytic geometry and calculus; functions, graphs, limits, derivatives and integrals. Satisfies Mathematics Core Curriculum. Pre-requisite(s): Satisfactory score on qualifying examination or MATH 128. A student whose current progress is unsatisfactory in the opinion of the instructor may be required to attend supervised study sessions.

MATH 182

CALCULUS II (4+0) 4 credits

Continuation of MATH 181; transcendental functions, methods of integration, conics, vectors. Course offered in Spring Semesters. Satisfies Mathematics Core Curriculum. Pre-requisite(s): MATH 181. A student whose current progress is unsatisfactory in the opinion of the instructor may be required to attend supervised study sessions.

MATH 283**CALCULUS III** (4+0) 4 credits

Continuation of MATH 182; transcendental functions, methods of integration, conics, vectors. Course offered in Fall Semesters. Pre-requisite(s): MATH 182. A student whose current progress is unsatisfactory in the opinion of the instructor may be required to attend supervised study sessions.

MATH 310**INTRODUCTION TO ANALYSIS I** (3+0) 3 credits

A re-examination of the calculus of functions of one-variable: real numbers, convergence, continuity, differentiation and integration. Course offered in even Fall Semesters. Pre-requisite(s): MATH 283.

MATH 314**HISTORY OF MATHEMATICS** (3+0) 3 credits

Survey of mathematical developments from ancient times to present. Emphasis on originators, origins and consequences of significant mathematical contributions. Course offered in odd Spring Semesters. Pre-requisite(s): MATH 181. (Formerly MATH 301)

MATH 330**LINEAR ALGEBRA I** (3+0) 3 credits

Introduction to linear algebra, including matrices and linear transformations, eigenvalues and eigenvectors. Course offered in odd Spring Semesters. Co-requisite(s): MATH 182.

MATH 331**GROUPS, RINGS, AND FIELDS** (3+0) 3 credits

Elementary structure of groups, rings and fields, including homomorphisms, automorphisms, normal subgroups, and ideals. Course offered in odd Fall Semesters. Pre-requisite(s): MATH 330.

MATH 352**PROBABILITY AND STATISTICS** (3+0) 3 credits

Probability experiments; sample spaces, discrete and continuous random variables and distributions; mathematical expectation, central limit theorem; hypothesis testing and linear regression. Course offered in even Fall Semesters. Pre-requisite(s): MATH 182

MATH 373**THEORY OF POSITIVE INTEGERS** (3+0) 3 credits

Mathematical logic, quantifiers, induction, axiomatic development of the theory of positive integers; fundamental theorem of arithmetic. Emphasis is on problem solving and theorem proving. Course offered in even Spring Semesters. Pre-requisite(s): MATH 181 or approval of instructor.

MATH 381**METHODS OF DISCRETE MATHEMATICS** (3+0) 3 credits

Quantifiers and logical operators; sets, functions, binary relations, digraphs, and trees; inductive definitions, counting techniques, recurrence systems analysis of algorithms. Course offered in odd Fall Semesters. Pre-requisite(s): MATH 182.

MATH 427**DIFFERENTIAL EQUATIONS** (3+0) 3 credits

Theory and solution techniques for solving ordinary differential equations with constant and variable coefficients, systems of linear differential equations, and a variety of other methods and applications. Pre-requisite(s): MATH 182.

MATH 459**ELEMENTARY COMPLEX ANALYSIS** (3+0) 3 credits

The study of functions of a complex variable, including theory and applications. It is appropriate for all types of math majors and minors, at the junior or senior level. Pre-requisite(s): MATH 283.

MATH 466**NUMERICAL METHODS I** (3+0) 3 credits

Numerical solution of linear systems, including linear programming; iterative solutions of non-linear equations; computation of eigenvalues and eigenvectors, matrix diagonalization. Pre-requisite(s): MATH 330 or equivalent.

MATH 475**EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY** (3+0) 3 credits

Axiom systems, models, independence, consistency; incidence, distance, betweenness, congruence, convexity; inequalities, parallels, perpendiculars, the Klein model;

Saccheri quadrilaterals, limit triangles, the non-Euclidean geometry of Bolyai-Lobatchevsky. Course offered in even Spring Semesters. Pre-requisite(s): MATH 373.

MATH 499

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits

Military Science

MIL 100

LEADERSHIP LAB (1+0) 1 credit

Practicum in those skills taught in the classroom during the other military science classes. Hands-on lab led by mentored cadets focusing on leadership, planning and execution of squad tactics, movement formations, drill and ceremonies, equipment inspections, repelling, land navigation, orienteering, rifle marksmanship, and air-mobile operations. Lab required every semester in conjunction with the appropriate military science class.

MIL 101

BASIC MILITARY SKILLS I (2+0) 2 credits

Missions of the armed services, introduction to the United States Army, its customs and traditions, the role of the Army Officer, the role of the Noncommissioned Officers Corps, Organizations of the TOTAL Army (Including the National Guard and Army Reserves). Introductory orienteering, marksmanship, physical fitness and briefing skills.

MIL 102

BASIC MILITARY SKILLS II (2+0) 2 credits

Continuation of the mission of the armed services, introduction to the United States Army, its customs and traditions, the role of the Non-Commissioned Officers Corps, Organizations of the TOTAL Army (Including the National Guard and Army Reserves). Introductory orienteering, marksmanship, physical fitness and briefing skills.

MIL 150

MILITARY PHYSICAL TRAINING (0+2) 1 credit.

S/U only. Basic fundamentals of physical fitness with a focus on conditioning drill at the individual, team, squad, and platoon level. Credit can only be earned by students

enrolled in MIL 100/200 level courses who are not ROTC scholarship recipients. Maximum of 6 credits.

MIL 201

LEADERSHIP AND MANAGEMENT I (2+0)

2 credits

Introduction to leadership and management, which develops the basic skills that must be learned in order to perform as an effective leader. Introduction to the Army Leadership Development Program (LDP), the decision-making process, the code of conduct, the Army Operations Order format and its use. Advanced land navigation, physical fitness and briefing skills.

MIL 202

LEADERSHIP AND MANAGEMENT II

(2+0) 2 credits

Leadership and management, which develops the basic skills that must be learned in order to perform as an effective leader. Introduction to the Army Leadership Development Program (LDP), the decision-making process, the code of conduct, the Army Operations Order format and its use. Advanced land navigation, physical fitness, and briefing skills.

MIL 301

LEADERSHIP IN SMALL UNIT

OPERATIONS (2+0) 2 credits

Includes current tactical doctrine as applied to small unit leadership with special emphasis on those leadership skills required for an ROTC cadet to be successful at the Army ROTC leadership Development and Assessment course. Pre-requisite(s): Completion of Basic Training, Leadership Training Camp, or the first two years of ROTC and consent of instructor.

Music

MUS 121

MUSIC APPRECIATION (3+0) 3 credits

Historical and cultural background of music. A general course in music appreciation open to all students. Representative works are heard and analyzed. Satisfies Fine Arts Core Curriculum.

MUS 122

SURVEY OF JAZZ (3+0) 3 credits

Chronological study of jazz music and musicians with emphasis on directed

listening. Satisfies Fine Arts Core Curriculum.

MUS 128

MASTERWORKS OF MUSIC (3+0) 3 credits

Major representative works of the standard repertory with emphasis on their historical and cultural milieu. Concert attendance required. Satisfies Fine Arts Core Curriculum.

MUS 134

JAZZ APPRECIATION (3+0) 3 credits
Study of jazz literature for the layperson for the early 1900s to the present, with emphasis on differentiating the various styles of jazz playing. Satisfies Fine Arts Core Curriculum.

MUS 493

SPECIAL TOPICS (1-3+0) 1-3 credits
Explores a specific aspect of the study of music. May be repeated to a maximum of six credits.

MUS 495

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits.

Natural Resources And Environmental Science

NRES 210

ENVIRONMENTAL POLLUTION (3+0) 3 credits

Application of physical sciences to address local, regional and global environmental issues associated with anthropogenic interactions with the biosphere, geosphere, atmosphere and hydrosphere. Course offered in odd Fall Semesters. Pre-requisite(s): CHEM 121 and MATH 128.

NRES 304

PRINCIPLES OF HYDROLOGY (3+0) 3 credits

Principles and methods of managing range and forest land in terms of water quantity, quality and timing. One or two field trips required. Course offered in even Spring Semesters. Pre-requisite(s): MATH 128 or equivalent, and GEOL 101.

NRES 322

SOILS (3+0) 3 credits

Physical, chemical and biological properties of soils, soil genesis and classification, and plant-soil-water relations. Course offered in even Fall Semesters. Pre-requisite(s): CHEM 121, 122, and GEOL 101.

NRES 416

INTERNSHIP 1-3 credits

Coordinated work study programs in industry or government under the direction of a faculty adviser. Written progress reports are prepared periodically and at the conclusion of the internship.

NRES 432

**ADVANCED ENVIRONMENTAL
TOXICOLOGY** (3+0) 3 credits

Chemistry and toxicology of toxicants in the environment, particularly pesticides. Other topics include metals, food additives and hazardous wastes. Pre-requisite(s): CHEM 121, CHEM 122, CHEM 220.

NRES 435

**CONSERVATION OF NATURAL
RESOURCES** (3+0) 3 credits

Basic information regarding current and future problems and methods of conserving this country's renewable and nonrenewable resources. Pre-requisite(s): One of the following: GEOL 101 or BIOL 189.

NRES 467

**REGIONAL AND GLOBAL ISSUES IN
ENVIRONMENTAL SCIENCES** (3+0) 3 credits

Scientific principles underlying large-scale environmental problems linking the atmosphere, biosphere and geosphere. Empirical and modeling techniques for studying global issues. Analysis of specific issues. Course offered in odd Fall Semesters. Pre-requisite(s): BIOL 341, CHEM 122, ENV 101.

NRES 480

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits.

NRES 485

SPECIAL TOPICS 1-3 credits
Presentation and review of recent research, innovations and developments related to

natural resources management, hydrology, conservation biology, and environmental chemistry. Maximum of 9 credits.

Nutrition

NUTR 223

PRINCIPLES OF NUTRITION (3+0) 3 credits

Nutrient functions and bases for nutrient requirement at the cellular level. Pre-requisite(s): CHEM 110 or 121.

NUTR 240

INTRODUCTION TO SPORTS NUTRITION (3+0) 3 credits

Evaluation of current concepts in sports nutrition. Findings are translated into practical guidelines for fitness, dietary regimens, supplementation, ergogenic aids, and food consumption. Pre-requisite(s): NUTR 223.

NUTR 311

NUTRITION ASSESSMENT (3+3) 4 credits

Computerized dietary analysis systems, growth charts, national surveys of dietary intake, biochemical parameters and physical signs of nutritional status, and anthropometric assessment techniques. Three hour lecture, three hour laboratory. Pre-requisite(s): NUTR 223, MATH 124.

NUTR 370

NUTRITION IN THE LIFE CYCLE (3+0) 3 credits

Changes in nutrient needs during reproduction, growth and development and aging discussed with consideration given to physiologic, social, economic, and life-style factors that influence nutrition status, food choices and specific life-stage concerns. Pre-requisite(s): NUTR 223.

NUTR 407

COMPLEMENTARY AND INTEGRATIVE MNT (3+0) 3 credits

Emphasis on science-based literature to evaluate the safety, standardization and efficacy of popular therapies, including herbals, botanicals, and dietary supplements for preventative and nontraditional medical nutrition therapies. Pre-requisite(s): NUTR 223 and 370.

NUTR 408

NUTRITION, FOOD, AND POLICY (3+0) 3 credits

Discussions of laws and policies related to food (advertising, additives, nutraceuticals, phytochemicals, genetic engineering, herbal remedies, etc.) and the role of federal, business, and consumer protection agencies. Pre-requisite(s): NUTR 223.

Philosophy

PHIL 101

INTRODUCTION TO PHILOSOPHY (3+0) 3 credits

Study of selected great philosophers or basic problems involving imaginative and critical interpretations of experience and reality. Satisfies Humanities Core Curriculum.

PHIL 102

CRITICAL THINKING AND REASONING (3+0) 3 credits

Non-symbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; the uses of language, including techniques of persuasion.

PHIL 105

EVIDENCE AND INDUCTIVE REASONING (3+0) 3 credits

Introductory study of concrete issues, involving the analysis of evidence, causal explanation, statistical inference, generalization, and probability. Emphasizes issues in such areas as law, the sciences, economics, and education.

PHIL 109

INTRODUCTION TO FORMAL LOGIC (3+0) 3 credits

Includes topics such as validity and soundness in deductive arguments, strength and cogency in inductive arguments, traditional/Aristotelian logic, fallacies and elementary symbolic logic. Pre-requisite(s): MATH 127 or MATH 128.

PHIL 135

INTRODUCTION TO ETHICS (3+0) 3 credits

Historical and critical introduction to ethics from ancient Greece and Biblical ethics to the present. Includes such topics as conscience and self-betrayal, formation of

character, integrity, justice, and corruption. Satisfies Humanities Core Curriculum.

PHIL 245

CONTEMPORARY MORAL ISSUES (3+0) 3 credits

Introduction to ethics by way of such current issues as war and atrocity, the purpose of the university, racism, women's liberation, violence and aggression, the notions of happiness and success, or ethics of ecology. Satisfies Humanities Core Curriculum.

PHIL 248

PROFESSIONAL ETHICS (3+0) 3 credits
Ethical problems current in the law, medicine, finance, government, journalism, and business, with particular emphasis on the classics of our ethical heritage. Satisfies Humanities Core Curriculum.

Physics

Note: Laboratory courses require special expenses for materials and equipment in addition to regular registration fees.

PHYS 100

INTRODUCTORY PHYSICS (3+0) 3 credits
Concise treatment of mechanics, electricity, magnetism, heat, light, sound, relativity, and quantum mechanics. Pre-requisite(s): MATH 120.

PHYS 151

GENERAL PHYSICS I (3+3) 4 credits
For non-physical science majors. Kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion and sound. Course offered in Fall Semesters. Satisfies Natural Sciences Core Curriculum. Pre-requisite(s): MATH 128 or equivalent; \$25 lab fee.

PHYS 152

GENERAL PHYSICS II (3+3) 4 credits
For non-physical science majors. Electricity, magnetism, electromagnetic waves, optics, relativity, introductory quantum physics, and nuclear physics. Course offered in Spring Semesters. Satisfies Natural Sciences Core Curriculum. Pre-requisite(s): PHYS 151; \$25 lab fee.

PHYS 491

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits

Political Science

PSC 100

NEVADA CONSTITUTION (1+0) 1 credit
For students who have met the U.S. Constitution requirement with a course or courses that included no information about Nevada. Includes a brief history of Nevada prior to statehood, commentary on the Nevada Constitution, and analysis of the political, economic, and social characteristics of the state today. Satisfies Constitution Core Curriculum.

PSC 210

AMERICAN PUBLIC POLICY (3+0) 3 credits
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. Satisfies Social Sciences Core Curriculum. Pre-requisite(s): PSC 101 or equivalent.

PSC 211

INTRODUCTION TO COMPARATIVE POLITICS (3+0) 3 credits
Analysis of similarities and differences in the governing processes of different societies. Satisfies Social Sciences Core Curriculum.

PSC 231

INTRODUCTION TO INTERNATIONAL RELATIONS (3+0) 3 credits
Introduction to the study of international relations. Explores policymaking institutions, foreign policies and politics of various nations. Satisfies Social Sciences Core Curriculum.

PSC 306

EFFECTIVE ORGANIZATIONAL COMMUNICATION (3+0) 3 credits
Develop strategies for assessing and improving the agency and individual communication in a law enforcement agency. Learn how the values of an organization are generated through nonverbal communication.

PSC 307**LEGAL ISSUES FOR COMMAND LEVEL OFFICERS (3+0) 3 credits**

Provides the Command-Level Officers with updated recent developments in the Nevada Revised Statutes, and Federal and State Criminal Procedures as they relate to management policy-making decisions within their law enforcement agency. Legal issues pertaining to proper conduct in the workplace environment will be studied.

PSC 308**MASS MEDIA AND THE POLICE (3+0) 3 credits**

Police/media relations' issues and the impact on society. The role of mass media in society. The ethical and legal impact on providing information to the mass media. Issuing press releases during critical incidents. The role of the public information officer (PIO) with the mass media.

PSC 403**MANAGEMENT FOR LAW****ENFORCEMENT (3+0) 3 credits**

Identify management theory and functions needed in a law enforcement agency. Basic line functions, agency civilianization, administration, human resource management, collective bargaining, and training as tasks for the manager within a law enforcement agency.

PSC 441**PUBLIC FINANCIAL ADMINISTRATION**

(3+0) 3 credits

Analysis of current practices of budget implementation with emphasis on control systems, debt and cash management, and specific behaviors of budget officials.

PSC 442**PUBLIC PERSONNEL ADMINISTRATION**

(3+0) 3 credits

Methods of recruiting, examining, training and other techniques utilized in the management of employees in government service.

PSC 461**EXECUTIVE LEADERSHIP (3+0) 3 credits**

What is the role of the executive leader? Leaders will self-analyze their abilities in different leadership areas. Leaders in law enforcement, military, and business will be

studied to discover their positive and negative aspects of leadership.

PSC 464**CONTEMPORARY ISSUES IN LAW****ENFORCEMENT (3+0) 3 credits**

Dealing with issues facing the 21st century law enforcement leader. Students will provide solutions to modern issues through research, presentations, and leading the class in developed scenarios. Maximum participation by all students is required. Collaboration is encouraged.

Psychology**PSY 101****GENERAL PSYCHOLOGY (3+0) 3 credits**

Presents psychology as a science concerned with the actions of organisms in a social and cultural context. Satisfies Social Sciences Core Curriculum.

PSY 201**LIFESPAN AND HUMAN DEVELOPMENT**

(3+0) 3 credits

Overview of growth and development from the prenatal period through adulthood.

PSY 205**ELEMENTARY ANALYSIS OF BEHAVIOR**

(3+0) 3 credits

Survey of principles of reinforcement theory in the analysis of behavior. Principles of learning demonstrated. Pre-requisite(s): PSY 101.

PSY 210**INTRODUCTION TO STATISTICAL****METHODS (3+0) 3 credits**

Practice with statistical methods especially useful in the presentation and interpretation of psychological, sociological and educational data. Psychology majors should enroll during Fall semester of Sophomore Year. Pre-requisite(s): PSY 101; must have completed the college core requirements for mathematics.

PSY 240**INTRODUCTION TO RESEARCH****METHODS (3+0) 3 credits**

Critical examination of research methods in psychology including: experimental and quasi-experimental designs, co-relational methods, clinical research techniques, natural observation, survey methods, and

the phenomenological approach.
 Psychology majors should enroll during
 Spring semester of Sophomore Year.
 Satisfies Social Sciences Core Curriculum.
 Pre-requisite(s): 101, 210.

PSY 307

PRINCIPLES OF EDUCATIONAL

***PSYCHOLOGY* (3+0) 3 credits**

Educational applications of psychology to
 learning discipline, and social, emotional
 and intellectual behavior. Educational and
 psychological tests and measurements. Pre-
 requisite(s): PSY 101.

PSY 375

***ADVANCED UNDERGRADUATE
 RESEARCH* 1 to 3 credits**

Independent or collaborative empirical
 research. Course offered in Spring
 Semesters. Maximum of 6 credits. Pre-
 requisite(s): PSY 101, PSY 210, PSY 240.

PSY 403

***PHYSIOLOGICAL PSYCHOLOGY* (3+0) 3
 credits**

Physiological mechanisms associated with
 reflex action, emotions, motor skills, thinking
 and language. Effects of drugs, internal
 secretions and neural lesions on behavior.
 Course offered in Spring Semesters. Pre-
 requisite(s): PSY 101.

PSY 405

***PERCEPTION* (3+0) 3 credits**

Basic principles by which man perceives his
 environment. Topics can include the
 perception of form, color, space and depth.
 Course offered in odd Spring Semesters.
 Pre-requisite(s): PSY 101.

PSY 407

***APPLIED BEHAVIOR ANALYSIS* (3+0) 3
 credits**

Application of behavioral principles and
 techniques in the home, school, hospital and
 institution. Emphasis on motivational and
 learning procedures for use with problem
 behaviors in children and adults. Pre-
 requisite(s): PSY 101.

PSY 408

***HISTORY OF PSYCHOLOGY* (3+0) 3
 credits**

Study of the history of psychology. Course
 offered in even Spring Semesters. Pre-

requisite(s): PSY 101, 210, 240 and
 additional courses to total 18 credits in
 psychology.

PSY 412

***MOTIVATION AND EMOTION* (3+0) 3
 credits**

Basic principles and theories of motivation
 and emotion. Examination of major themes
 and contemporary research in the field.
 Course offered in even Spring Semesters.
 Pre-requisite(s): PSY 101

PSY 416

***COGNITIVE PSYCHOLOGY* (3+0) 3 credits**

Analysis of the theories, principles, and
 phenomena of cognitive psychology,
 including attention, pattern recognition,
 memory, language and problem solving.
 Course offered in even Fall Semesters. Pre-
 requisite(s): PSY 101, 210, and 240.

PSY 420

***PSYCHOLOGY OF LEARNING* (3+0) 3
 credits**

Examines the theories and principles of
 learning and conditioning and their
 application to human behavior. Course
 offered in odd Fall Semesters. Pre-
 requisite(s): PSY 101, and 210.

PSY 430

***DEVELOPMENTAL PSYCHOLOGY:
 INFANCY AND CHILDHOOD* (3+0) 3
 credits**

Study of human development from
 conception to late childhood. Pre-
 requisite(s): PSY 101. (Formerly PSY 440)

PSY 434

***DEVELOPMENTAL PSYCHOLOGY:
 ADOLESCENCE AND ADULTHOOD* (3+0)
 3 credits**

Study of human development from
 adolescence through adulthood. Pre-
 requisite(s): PSY 101. (Formerly PSY 441)

PSY 435

***PERSONALITY* (3+0) 3 credits**

Study of personality as a psychological
 construct with emphasis on its structure,
 development, and measurement. Course
 offered in odd Fall Semesters. Pre-
 requisite(s): PSY 101.

PSY 436**DRUGS, ADDICTION, AND MENTAL DISORDERS** (3+0) 3 credits

Considers the use, abuse, liability, and psycho-therapeutic effects of drugs in humans. Course offered in odd Fall Semesters. Pre-requisite(s): PSY 101

PSY 441**ABNORMAL PSYCHOLOGY** (3+0) 3 credits

Psychology of abnormal behavior stressing symptomatology, etiology, dynamics, and problems in diagnosis. Pre-requisite(s): PSY 101. (Formerly PSY 432)

PSY 442**PSYCHOLOGY OF AGING** (3+0) 3 credits

Exploration of the changes that occur in late adulthood. Areas of study include physiology, sensory and cognitive processes, personality, psychopathology, and death and dying. Course offered in Fall Semesters. Pre-requisite(s): PSY 101.

PSY 450**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY** (3+0) 3 credits

Application of psychological principles to individual and group management in government, business, and industry. Topics include selections, management supervision, morale and productivity. Pre-requisite(s): PSY 101.

PSY 460

SOCIAL PSYCHOLOGY (3+0) 3 credits
Social and group factors affecting individual behavior. Topics include social perception, opinions, and attitudes, influence processes, and small group behavior. Satisfies Social Science Core Curriculum. Course offered in Spring Semesters. Pre-requisite(s): PSY 101 or SOC 101.

PSY 466**PSYCHOLOGY OF SEX** (3+0) 3 credits

Psychological, physiological, and comparative study of sexual behavior. Course offered in Spring Semesters. Pre-requisite(s): PSY 101.

PSY 469**PSYCHOLOGY AND THE LEGAL SYSTEM** (3+0) 3 credits

Overview of the application of psychology to the criminal and civil justice systems and introduction to relevant case law. Topics include police psychology, eyewitness accuracy, jury decision-making, competency to stand trial, criminal responsibility, civil commitment, violence risk assessment, correctional psychology, and juvenile justice. Pre-requisite(s): PSY 240

PSY 470**HEALTH PSYCHOLOGY** (3+0) 3 credits

Overview of science and clinical practice of health psychology: promotion of health, treatment of illness, and psychosocial correlation of health and illness. Course offered in fall semester. Pre-requisite(s): PSY 101

PSY 481**PRINCIPLES OF PSYCHOLOGICAL ASSESSMENT** (3+0) 3 credits

Theoretical and psychometric bases of psychological assessment. Survey of standard test, interview and observational techniques for evaluating behavioral cognitive and personality characteristics of individuals. Course offered in even Spring Semesters. Pre-requisite(s): PSY 101.

PSY 496**ADVANCED INDEPENDENT STUDY** 1-5 credits

Individual reading projects under the direction of the faculty member.

PSY 497**SUPERVISED FIELD EXPERIENCE** (4+0) 4 credits

Individual field experience under the supervision of a faculty member.

PSY 498**ADVANCED INDEPENDENT RESEARCH** 1-5 credits

Individual research projects under the direction of a faculty member. Pre-requisite(s): PSY 101, 210, and 240.

PSY 499

ADVANCED SPECIAL TOPICS 1-6 credits
Exploration of special topics of current

interest. May be repeated to a maximum of six credits.

Sociology

SOC 101

PRINCIPLES OF SOCIOLOGY (3+0) 3 credits

Sociological principles underlying the development, structure and function of culture, society, human groups, personality formation and social change. Satisfies Social Science Core Curriculum.

SOC 102

CONTEMPORARY SOCIAL ISSUES (3+0) 3 credits

Designed to explore competing explanations for the causes of and cures for the enduring social issues and problems in the contemporary world. Critically analyzes dominant definitions of social problems, the political, economic, and cultural roots of these problems, and the public policies aimed at reducing them. Satisfies Cultural Diversity Core Curriculum.

SOC 240

INTRODUCTION TO RESEARCH METHODS (3+0) 3 credits

Research methods in sociology: how to ask sociological questions, how to think methodologically, and how to devise methods to study social phenomena. Review the basic foundations of social sciences thinking, and the four main research methods used by social scientists.

SOC 275

INTRODUCTION TO MARRIAGE AND FAMILY (3+0) 3 credits

(Same as WMST 275.) Critically examines the institutions of marriage and family. Addresses issues such as alternative life choices and family violence in the context of social, economic, and political factors.

SOC 342

SOCIAL STRATIFICATION (3+0) 3 credits

Analysis of major theories of stratification and inequality. Historical development of class systems with emphasis on the social class structure of American society.

SOC 356

THEORIES OF CULTURE (3+0) 3 credits
(Same as CST 301 and PHI 356.) Study of

the nature of culture norms, with reference to art, language, communication, religion, science, etc. Examination of the theoretical underpinnings of the study of culture in the humanities, the social sciences, and in "cultural studies." Pre-requisite(s): Upper-division standing.

SOC 397

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

SOC 402

SOCIOLOGY AND LITERATURE (3+0) 3 credits

Examination of selected ideas, concepts, and theories through use of fictional literature. Various topics include human alienation, social stratification, bureaucracy, prejudice, immigration, and deviance.

SOC 403

TECHNIQUES OF SOCIAL RESEARCH (4+0) 4 credits

Introduction to research design, data gathering techniques, and sociological analysis of data.

SOC 407

ENVIRONMENT AND SOCIETY (3+0) 3 credits

(Same as ENV 407.) Focuses on the conflict between private rights and the public interest and the extent to which this conflict affects society in the environmental arena.

SOC 411

FILMS AND SOCIETY (3+0) 3 credits

Understanding diversity and change in film themes and characterizations from the perspective of sociology. Specific topics vary from year to year and may investigate such things as "The Image of the American Hero," "Films as Social Protest," or "Science Fiction and Social Change." Emphasis on the American film.

SOC 414

POPULAR CULTURE (3+0) 3 credits

Different types of culture, the democratization of values, the organization of tastes. Characteristic forms of popular culture: music, cinema, the electronic media, the print media, outdoors, travel, and the graphic arts.

SOC 421

CLASSICAL SOCIAL THEORY (3+0) 3 credits

Major social theorists of the nineteenth and early twentieth centuries whose works have led to the development of sociology as a distinct discipline. Includes Durkheim, Marx, Simmel, and Weber.

SOC 422

MODERN SOCIOLOGICAL THEORY (3+0) 3 credits

Major theorists and important schools of thought in contemporary sociology. Includes some or all of the following: structural functionalism, conflict theory, symbolic interactionism, ethnomethodology. Pre-requisite(s): SOC 421.

SOC 429

GLOBALIZATION: ECONOMIC, POLITICAL AND CULTURAL PERSPECTIVES (3+0) 3 credits

Addresses the nature of globalization, and the degree to which it differentially impacts people in various geographical regions and social strata. Traces the extent to which economic, political, and cultural systems rooted in nation-states during most of the twentieth century are likely to be replaced by emerging global institutions. Satisfies Cultural Diversity Core Curriculum.

SOC 441

SOCIAL INEQUALITY (3+0) 3 credits

Analysis of causes and consequences of inequalities in wealth, prestige, and power in social life. Emphasis placed on the American class system, and inequalities of race, ethnicity, gender, and age also covered.

SOC 443

URBAN SOCIOLOGY (3+0) 3 credits

Analysis of the urban way of life, with attention to ecological and social characteristics of the city, urban problems, and trends in urban growth. Emphasis given to American society.

SOC 447

MARRIAGE AND THE FAMILY (3+0) 3 credits

Study of the institutions of marriage and the family and analysis of various factors and

forces affecting the family. Emphasis upon present trends.

SOC 449

SEX AND SOCIAL ARRANGEMENTS

(3+0) 3 credits

Examination of human sexuality in social contexts. Emphasis on cross-cultural and historical comparisons, with themes dealing with deviant sexuality, pornography, and homosexuality. Satisfies Cultural Diversity Core Curriculum.

SOC 453

GENDER AND SOCIETY (3+0) 3 credits (Same as WMST 453.) Examines the micro-social and political aspects of gender, including socialization into gender roles, same sex, and cross-sex communication, interactions, and long-term relationships. Satisfies Cultural Diversity Core Curriculum.

SOC 469

CROSSING BORDERS/GLOBAL MIGRATIONS (3+0) 3 credits

Examines how immigration policy has altered the social, political, and economic conditions facing undocumented and documented migrants. Additionally, the differences between women's and men's experiences with migration and connection between immigration policies and labor markets examined. Satisfies Cultural Diversity Core Curriculum. Pre-requisite(s): SOC 101 or 102.

SOC 471

RACIAL AND ETHNIC CONFLICT IN THE UNITED STATES (3+0) 3 credits

(Same as ETS 471.) Analysis of inter-and intra-group conflicts associated with racial, ethnic, and socio-cultural differences. Attention to both structural and symbolic forms of domination and oppression and to the effects of prejudice and discrimination on all members of society. Special attention given to social movements for justice and equality. Satisfies Cultural Diversity Core Curriculum. Pre-requisite(s): SOC 101 or SOC 102.

Spanish**SPAN 111**

ELEMENTARY SPANISH I (4+0) 4 credits
Introduction to the language through the development of language skills and through

structural analysis. Includes an introduction to Spanish and Latin American cultures. Satisfies Humanities Core Curriculum.

SPAN 112

ELEMENTARY SPANISH II (4+0) 4 credits
Introduction to the language through the development of language skills and through structural analysis. Includes an introduction to Spanish and Latin American cultures. Satisfies Humanities Core Curriculum. Pre-requisite(s): SPAN 111 or equivalent.

SPAN 211

SECOND YEAR SPANISH I (3+0) 3 credits
Structural review, conversation and writing, and readings in modern literature. Satisfies Humanities Core Curriculum. Pre-requisite(s) SPAN 112 or equivalent.

SPAN 212

SECOND YEAR SPANISH II (3+0) 3 credits
Structural review, conversation and writing, readings in modern literature. Satisfies Humanities Core Curriculum. Pre-requisite(s) SPAN 211 or equivalent. Completion of SPAN 212 satisfies the arts and science and foreign language requirement.

Statistics

STAT 391

APPLIED STATISTICS FOR BIOLOGICAL SCIENCES (3+0) 3 credits
Elements of probability, types of biological data, sampling, graphical display of data, commonly used distributions, sampling distributions, point estimations, interval estimation, testing of hypothesis, nonparametric tests, categorical data analysis, introduction to regression, and design of experiments. Pre-requisite(s): MATH 127 or equivalent.

STAT 499

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits.

Theatre

THTR 100

INTRODUCTION TO THE THEATRE (3+0) 3 credits
Survey of the art and craft of theatre including representative plays. Satisfies Fine Arts Core Curriculum.

THTR 491

SPECIAL TOPICS 1-4 credits
Study in special or unique areas of theatre. Topics announced in the class schedule each semester. May be repeated to a maximum of six credits.

THTR 495

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May be repeated to a maximum of six credits.

Visual Media

VIS 110

STORYBOARDING (3+0) 3 credits
A study of the visual techniques involved in the visual-information of storyboarding and editing, including scene description, movement, transitions, set-up and special instructions. This is an intensive study of visualization and complements pre-production work for game development, interactive media, and digital cinema.

VIS 111

WRITING THE NARRATIVE SCREENPLAY (1+4) 3 credits
Development of scripts for short films and videos through story boarding and constructing a paper edit.

VIS 160

VISUAL MEDIA INDUSTRIES (3+0) 3 credits
Examination of specific media industries as international business organizations: film, video, broadcasting, and multimedia.

VIS 250

INTRODUCTION TO GAME DESIGN AND DEVELOPMENT (3+0) 3 credits
This is an introductory course to "Video" game design and development for entertainment. Topics covered will be game theory, design and development of computer-based games, current game delivery systems and software, the commercial development cycle, case studies of current games, ethical issues including the current game rating system, and emerging technical developments in game development, and current game trends. Production will be in reference to developing new levels of existing games.

VIS 261**CONCEPTS AND HISTORY OF DIGITAL MEDIA (3+0) 3 credits**

Introduction to the concepts and processes utilized in electronic media, with examination of social and historical issues relating to emerging technologies.

VIS 290**INTRODUCTION TO DIGITAL CINEMA**

(1+4) 3 credits

Basic principles of video production, including equipment, professional procedures, and production techniques. Laboratory practices with a video camera and editing equipment for exercises and short projects. Equipment and software: Digital Video Camera and Adobe Premiere.

VIS 292**INTRODUCTION TO DIGITAL EDITING**

(3+0) 3 credits

Introductory principles of post-production including equipment, software, and fundamentals of editing concepts. This is an entry-level course designed to teach beginning skills in post-production.

VIS 320**ADVANCED DIGITAL ANIMATION (1+6) 4 credits**

Production of computer animation with focus on 3D animation for cinema and broadcasting. The course will explore contemporary animation techniques and genres such as Japanese animation, the 3D field, and art directing for the animated short and feature. Pre-requisite(s): VMT 220.

VIS 341**SOUND DESIGN FOR MEDIA PRODUCTION (1+6) 4 credits**

This class will explore the relationship between sound and image. Our approach will be both theoretical and practical. Most importantly, perhaps, we will listen to already existing sound design and listen to the environments around us. Our goal is to discover new ways to think and talk about sound, and new ways to incorporate sound into the creation of digital cinema and multimedia work.

VIS 362**INTRODUCTION TO CONTEMPORARY CRITICAL THEORY IN ART AND TECHNOLOGY (3+0) 3 credits**

A basic beginning survey of contemporary art, film and media theory, focusing on: realism, formalism, semiotics, psychoanalysis, feminism, Marxism, gender studies, post-structuralism, and broader issues of authorship, narratology, postmodernism and multiculturalism.

VIS 363**TOPICS IN IDENTITY AND POLITICS OF REPRESENTATION (3+0) 3 credits**

Examines the representation of different social groups in Hollywood film and television from early cinema to contemporary products. The emphasis centers on the relationship between these representations and the shifting patterns of identity. Different groups will be the topics of individual courses. Can be taken up to three times for 9 credits Pre-requisite(s): FIS 110.

VIS 380**TYPOGRAPHY AND PUBLICATION DESIGN (2+2) 3 credits**

The profession of graphic design will be explored through case studies of integrated typography and visual imagery. This course explores the principles of design and their application to newspapers, magazines, advertising, pamphlets, newsletters, and dynamic publications such as the World Wide Web. The course will provide training in various application programs of desktop publication on the Macintosh environment as well as design techniques such as layout, typography and graphic production used in various commercial arts. Pre-requisite(s): ART 243 or instructor approval.

VIS 381**CORPORATE/PUBLIC ORGANIZATION IDENTITY AND COMMUNICATIONS (3+0) 3 credits**

This course examines and applies corporate communications and shows how companies use visual design to implement marketing and public relations. The emphasis is on case studies of graphic identity, theories and principles of designing for corporate communications. Application of such theories as they relate to the creation of corporate identity graphics and specifically

applied design works in advanced trademark, signature, logotype design, publication, corporate web design, and general corporate promotions. Pre-requisite(s): VIS 351 or instructor approval.

VIS 430

ADVANCED DIGITAL IMAGING (1+6) 4 credits

The development of independent, innovative projects that utilize digital or digital-traditional hybrid means to make images on surfaces. Projects may employ any imaging strategies in concept, production and distribution; including installation, projection, printing and publishing. Pre-requisite(s): ART 243 or instructor approval.

VIS 450

GAME DESIGN, DEVELOPMENT, AND PRODUCTION (3+0) 3 credits

Advanced game development by producing interactive computer-based games. The process learned in the Introduction to Game Design and Development course will be put into practice by developing a story, characters, programming, and an interactive game based on current trends in game development. Use of actual game development systems for current console gaming systems. Pre-requisite(s): VMT 350.

VIS 460

MEDIA FINANCE AND DISTRIBUTION (1+6) 4 credits

Strategies for production financing for professional film, video, and interactive projects and ways to position and distribute a project in the marketplace. Students will develop a prospectus for their own projects. Pre-requisite(s): VIS 160, Senior standing.

VIS 462

INTERNATIONAL FILM AND TV BUSINESS (3+0) 3 credits

This course examines the practices of the international film and television business; the global organization of the entertainment industry; producing film and television for national and global audiences; social, aesthetic and economic implications of global media. Pre-requisite(s): VIS 460.

VIS 495

INDEPENDENT STUDY 4 credits (up to 8 credits)

Qualified students working on an individual basis with a professor who has agreed to supervise such work. Pre-requisite(s): Senior standing and consent of instructor.

Visual Media Technologies

VMT 220

INTERMEDIATE 3D ANIMATION (3+0) 3 credits

This intermediate class covers 3D character modeling and animation by building on the foundations of basic 2D and 3D digital media. Students will further their knowledge in points, curves, nurbs, textures, and other technical considerations for modeling. Programming for animation behaviors will be included in major projects. Pre-requisites: VIS 120 or instructor approval

VMT 341

SOUND DESIGN (3+0) 3 credits

Study of the relationship between sound and image through theoretical and applied models. Case studies of creative work and sound delivery media. Build sound projects that lend to multimedia productions. Pre-requisite: Instructor Approval

VMT 350

INTERMEDIATE GAME DESIGN (3+0) 3 credits

This class covers intermediate game design with scripting, graphics creation, and non-linear narrative expressions through team collaboration. Production will also focus on building immersive environments, digital prototyping, level design, user testing, project planning, and management. The course emphasizes achieving design goals by completing a fully functioning intermediate videogame project. Pre-requisites: VIS 250

VMT 361

CONCEPTS OF MEDIA ARTS (3+0) 3 credits

Examination of concepts in media technologies, specifically the social and historical issues related to emerging technologies. Case studies of problems inherent in digital media, technical, and aesthetic design. Explorations of how these

issues affect the way we interact and live in our world.

VMT 460

MULTIMEDIA DISTRIBUTION AND FINANCE (3+0) 3 credits

Students will examine strategies for financing media productions, methods of positioning and distributing in relevant industries and various platforms. Main issues include ideas of content, conduit, consumption, and convergence for media professionals.

VMT 490

SENIOR PROJECTS (3+0) 3 credits

Students will organize a substantive endeavor directed at solving problems related to media technologies. Activities include structuring management, operation, and evaluation of a proposed event or project. Students are required to demonstrate professionalism and develop protocols for timely completion and presentation of their project. Pre-requisite: Senior Standing

VMT 496

SENIOR PORTFOLIO (3+0) 3 credits

Preparations to meet professional expectations in media work. Practice in applied components for a career in media technologies, including idea origination, media organization, project evaluation, career development strategies, and ethics. Pre-requisite: Senior standing

Women's Studies

WMST 101

INTRODUCTION TO WOMEN'S STUDIES (3+0) 3 credits

Interdisciplinary analysis of women in culture and society from historical and cross-cultural perspectives. Satisfies Social Sciences Core Curriculum or Cultural Diversity Core Curriculum.

SCHOOL OF NURSING

The School of Nursing provides three different tracks for students to achieve their Bachelor of Science in Nursing (BSN) degree, as well as the Bachelor of Science in Occupational Science program leading to a career in Occupational Therapy.

Bachelor of Science in Nursing

Philosophy

The school of nursing philosophy contains the faculty's beliefs about nursing and nursing education.

The faculty believes that caring is the essence of nursing. Caring in the human health experience is the focus of the discipline of nursing. Caring is a relational process in which the aim is to nurture the wholeness of persons, including faculty, students, colleagues, and patients. Caring has both spiritual and ethical dimensions. Spirituality involves creativity and choice and is revealed in support, empowerment, growth, and hope in caring practice. The crucial part of ethical caring focuses on promoting the good and functions as the compass in the nurses' choice making.

In transpersonal caring, the nurse seeks to connect with the spirit of another in a mutual search for meaning and wholeness. Through transpersonal caring, the nurse develops a helping-trusting, authentic caring relationship with a client or patient to facilitate healing. The transpersonal nurse centers consciousness and intentionality on caring, healing, and wholeness, rather than on disease, illness, and pathology. Transpersonal caring calls for an authenticity of self, an ability to be present to self and others in a reflective frame. Caring in practice is developed and known through reflection-on-experience.

The holographic paradigm in nursing recognizes the interconnectedness of all

things, and that everything is a whole in one context and a part of the whole in another context. Spiritual/ethical caring infuses all nursing phenomena, including physical, social-cultural, legal, technological, economic, political, and educational structures. The holographic paradigm, based on the reality of practice, introduces the spiritual and ethical dimensions of caring to the whole of nursing.

Faculty philosophical beliefs are explicated further by defining each concept within the nursing metaparadigm.

A *person* is a unique functionally integrated individual connected with others and with the environment. To be human means to be free to choose, which gives meaning to life and affects a person's well-being.

The *environment* consists of diverse geographical, social-cultural, technological, economical and political structures that influence each other and the development of individuals. The Faculty view society as a dynamic, influential network of relationships that link nurses to other systems such as individuals, groups, communities, nations, and the universe.

Well-being (Health) is considered to be a dynamic process involving unity and harmony within the individual person as a whole (mind, body, soul). Health encompasses the entire nature of the individual; the physical, social, esthetic and moral realms. When the individual experiences his/her real self, harmony is the result. Harmony is associated with well-being.

Nursing is both an art and a practice science. The goal of nursing is to promote well-being through caring. Through transpersonal caring, the nurse is able to help the client recognize both harmony and disharmony within the individual. The nurse supports the well-being of persons, families, groups, communities and societies via a caring relationship.

The faculty believe that *knowledge* exists in the relationship, rather than the objective world or the subjective experience. Nursing requires integration of multiple types of

knowledge. These include empirics (the science of nursing), aesthetics (the art of nursing), ethics (moral knowledge), and personal knowledge (knowledge gained by life experience). The creation of nursing knowledge requires complex decision-making involving consciousness, caring, and choice. Learning involves the creation of understanding and appreciation of knowing within a context of value and meaning.

Education involves all aspects of caring for the person (student, faculty, patient, or community member). Undergraduate education in nursing builds on previously learned information and prepares the student as a beginning professional practitioner. Within nursing, learning and growth are lifetime endeavors.

Learning Outcomes

CRITICAL THINKING

- Integrate empirical, ethical, and personal knowledge to provide caring in the human-health experience.
- Use critical clinical decision-making to provide nursing care for individuals, groups, families, and communities.
- Analyze and evaluate research findings for application to best nursing practice.

COMMUNICATION

- Develop helping-trusting, authentic caring relationships with clients/patients to facilitate healing.
- Collaborate and communicate with other professionals and community resource groups to promote the health, safety, and well being of the community and its members.

EFFECTIVE CITIZENSHIP

- Create a therapeutic and caring environment that facilitates promotion, maintenance, and restoration of health for culturally diverse individuals of all ages.
- Facilitate change in meeting current and future societal health needs through the use of leadership skills and knowledge of the healthcare system.
- Assume professional responsibility and accountability through reflection on

experience, for own nursing practice within legal and ethical standards

Admission Requirements

To establish eligibility for admission into the nursing program, students must have the following:

- A cumulative GPA in all coursework of 2.5 or above and a nursing program-specific GPA of 3.00 or above.
- Courses completed with a grade "C-" or lower will not be considered for transfer.
- A student must complete all prerequisite course requirements prior to entry into the upper division major (see School of Nursing home page for more detailed information).
- Score on TEAS preadmission test
- Enrollment in the nursing program may be limited.

Retention Requirements

- All students must earn a grade of "C" or higher in each course (including clinical courses) used to complete the nursing degree to continue in the program.
- Maintain at least a 2.0 cumulative GPA.

Health Documents

Students must provide their own health insurance, as well as their own transportation to clinical sites. They must also provide documentation that they have met various health requirements prior to entry into the nursing major including:

- 1) Hepatitis B vaccination series
- 2) Rubella vaccine or titer
- 3) Rubeola vaccine or titer
- 4) Tetanus and diphtheria: inoculation within past ten (10) years
- 5) Chicken pox: history or documented receipt of vaccination
- 6) Tuberculosis: Must select one of the choices below:
 - a) Two-step TB skin test (PPD) for students with no history of receiving a PPD or have not been tested in the last 12 months;
 - b) Proof of a negative Tuberculin-PPD in the last 12 months and an original negative two-step;
 - c) Documentation of a negative chest x-ray within the past 5

- years for students with a history of past positive PPD
- 7) All students with a history of a past positive PPD must complete the tuberculosis signs and symptoms questionnaire available in the nursing program office yearly.
- 8) Negative result to an 8-panel drug screen.
- 9) CPR certification (health care provider)
- 10) Background check
- 11) Physical Exam
- 12) Health History

Bachelor of Science in Nursing (Regular Track)

Program Description

This is the traditional route for new and transferring students to become professional nurses. When admitted to NSC, students are identified as “pre-nursing” majors, once they complete prerequisite courses and are accepted to the School of Nursing they become nursing majors and work toward completing their BSN degree and preparing for licensure. BSN graduates are qualified to take the registered nurse licensing examination (NCLEX-RN) and begin their careers as nurses in positions in public health agencies, schools, hospitals and other health care agencies.

Curriculum

Regular Track Prerequisites and Curriculum

- I) Prerequisites (66-78 credits)
 - A) English (3-8 credits) – *Refer to English section of Core Curriculum*
 - B) Study & Technology Skills (0-2 credits) – *Refer to Study & Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits)
 - 1) MATH 124 – College Algebra 3
 - D) Natural Sciences (27 credits)
 - 1) BIOL 189 – Fundamentals of Life Science 4
 - 2) BIOL 223 – Human Anatomy & Physiology I 4
 - 3) BIOL 224 – Human Anatomy & Physiology II 4
 - 4) BIOL 251 – General Microbiology 4
 - 5) CHEM 110 – Chemistry for Health Sciences I 4
 - 6) CHEM 111 – Chemistry for Health Sciences II 4
 - 7) NUTR 223 – Principles of Nutrition 3
- E) Social Science (9 credits)
 - 1) ANTH 101 – Cultural Anthropology 3
 - OR
 - SOC 101 – General Sociology 3
 - 2) PSY 101 – General Psychology 3
 - 3) PSY 201 – Lifespan Human Development 3
- F) Fine Arts (3 credits) – *Refer to Fine Arts section of the Core Curriculum*
- G) Humanities (6 credits)
 - 1) COM 101 – Introduction to Speech Communication ... 3
 - 2) *Refer to Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) – *Refer to Constitution section of the Core Curriculum*
- I) Cultural Diversity (3 credits) – *Refer to Cultural Diversity section of the Core Curriculum*
- J) Statistical Methods (3 credits)
 - 1) PSY 210 – Statistical Methods 3
- K) Additional Pre-Requisites (6 credits)
 - 1) NURS 122 – Medical Terminology 3
 - 2) Electives 3
- II) Curriculum (56 credits):
 - A) NURS 328 – Health Assessment Across the Life Span 3
 - B) NURS 329 – Health Assessment Lab 1
 - C) NURS 330 – Fundamentals of Human Care Nursing 4
 - D) NURS 338 – Fundamental Nursing Skills Lab 1
 - E) NURS 339 – Foundations of Clinical Nursing Practice 4
 - F) NURS 331 – Pathophysiology/Pharmacology I 3
 - G) NURS 332 – Pathophysiology/Pharmacology II 3

H) NURS 345 – Caring for the Human Family: Maternal/Child.....	4
I) NURS 347 – Maternal/Child Nursing Skills Lab	1
J) NURS 348 – Maternal/Child Nursing Practice.....	4
K) NURS 418 – Nursing Research Methods	3
L) NURS 409 – Caring for the Human Family: Medical-Surgical and Mental Health.....	4
M) NURS 412 – Medical-Surgical and Mental Health Nursing Skills Lab	1
N) NURS 413 – Medical-Surgical & Mental Health Nursing Practice	5
O) NURS 431 – Community Health Nursing	4
P) NURS 438 – Community and Population Health: Practice	5
Q) NURS 447 – Human Care Nursing Management.....	3
R) NURS 448 – Professional Human Care Nursing Practice	3
II) Electives (if necessary)	0-9
Summary of credit requirements for the Bachelor of Science in Nursing (Regular Track)	
Core Curriculum.....	66-78
Major Requirements	56
Electives	0-6
Total	128

Bachelor of Science in Nursing (Accelerated Track)

Program Description

The accelerated track is a one-year program especially designed for people interested in becoming nurses who have already earned a Bachelors degree in any other field. This track is completed in 12 months (from August to August). It is a challenging but efficient way to embark on a new and fulfilling career in the nursing profession. After completion of the program, graduates are qualified to take the registered nurse licensing examination (NCLEX-RN) and begin their careers as nurses in positions in public health agencies, schools, hospitals and other health care agencies.

Curriculum

Accelerated Track Prerequisites and Curriculum

- III) Prerequisites (66-78 credits)
- A) English (3-8 credits) – *Refer to English section of Core Curriculum*
 - B) Study & Technology Skills (0-2 credits) – *Refer to Study & Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits)
 - 1) MATH 124 – College Algebra
 - D) Natural Sciences (27 credits)
 - 1) BIOL 189 – Fundamentals of Life Science
 - 2) BIOL 223 – Human Anatomy & Physiology I
 - 3) BIOL 224 – Human Anatomy & Physiology II
 - 4) BIOL 251 – General Microbiology
 - 5) CHEM 110 – Chemistry for Health Sciences I
 - 6) CHEM 111 – Chemistry for Health Sciences II
 - 7) NUTR 223 – Principles of Nutrition
 - E) Social Science (9 credits)
 - 1) ANTH 101 – Cultural Anthropology
 - OR
 - SOC 101 – General Sociology
 - 2) PSY 101 – General Psychology
 - 3) PSY 201 – Lifespan Human Development
 - F) Fine Arts (3 credits) – *Refer to Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits)
 - 1) COM 101 – Introduction to Speech Communication ...
 - 2) *Refer to Humanities section of the Core Curriculum*
 - H) Constitution (3-6 credits) – *Refer to Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) – *Refer to Cultural Diversity section of the Core Curriculum*
 - J) Statistical Methods (3 credits)
 - 1) PSY 210 – Statistical Methods
 - K) Additional Pre-Requisites (6 credits)

- 1) NURS 122 – Medical Terminology 3
- 2) NURS 337 – Pathophysiology 3
- III) Curriculum (53 credits):
 - A) NURS 323 – Pharmacology ... 3
 - B) NURS 328 – Health Assessment Across the Life Span 3
 - C) NURS 329 – Health Assessment Lab 1
 - D) NURS 330 – Fundamentals of Human Care Nursing 4
 - E) NURS 338 – Fundamental Nursing Skills Lab 1
 - F) NURS 339 – Foundations of Clinical Nursing Practice 4
 - G) NURS 418 – Nursing Research Methods 3
 - H) NURS 345 – Caring for the Human Family: Maternal/Child 4
 - I) NURS 347 – Maternal/Child Nursing Skills Lab 1
 - J) NURS 348 – Maternal/Child Nursing Practice 4
 - K) NURS 409 – Caring for the Human Family: Medical-Surgical and Mental Health 4
 - L) NURS 412 – Medical-Surgical and Mental Health Nursing Skills Lab 1
 - M) NURS 413 – Medical-Surgical & Mental Health Nursing Practice 5
 - N) NURS 447 – Human Care Nursing Management 3
 - O) NURS 431 – Community Health Nursing 4
 - P) NURS 438 – Community and Population Health: Practice 5
 - Q) NURS 448 – Professional Human Care Nursing Practice 3

Summary of credit requirements for the Bachelor of Science in Nursing (Accelerated Track)

Core Curriculum.....	66-78
Major Requirements	53
Electives	0-9
Total	128

Bachelor of Science in Nursing (RN to BSN Track)

Program Description

The RN to BSN track is for licensed registered nurses who have graduated from

accredited associate degree or diploma nursing programs. The nursing curriculum is online. Through a collaboration program with UNLV, RNs can complete two graduate courses as part of the BSN program. The nurse graduate can then apply those credits toward a nursing graduate program at UNLV. The BSN program is designed to support educational mobility and to strengthen community health and leadership abilities of nurses who already have a foundation in the profession.

Curriculum

RN to BSN Track Prerequisites and Curriculum

- I) Prerequisites (53-65 credits)
 - A) English (3-8 credits) – *Refer to English section of Core Curriculum*
 - B) Study & Technology Skills (0-2 credits) – *Refer to Study & Technology Skills section of the Core Curriculum*
 - C) Mathematics (3-5 credits) – *Refer to the Mathematics section of the Core Curriculum*
 - D) Natural Sciences (23 credits)
 - 1) BIOL 189 – Fundamentals of Life Science 4
 - 2) BIOL 223 – Human Anatomy & Physiology I 4
 - 3) BIOL 224 – Human Anatomy & Physiology II 4
 - 4) BIOL 251 – General Microbiology 4
 - 5) CHEM 110 – Chemistry for Health Sciences I 4
 - 6) NUTR 223 – Principles of Nutrition 3
 - E) Social Science (9 credits)
 - 1) ANTH 101 – Cultural Anthropology 3
 - OR
 - SOC 101 – General Sociology 3
 - 2) PSY 101 – General Psychology 3
 - 3) PSY 201 – Lifespan Human Development 3
 - F) Fine Arts (3 credits) – *Refer to Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits)
 - 1) COM 412 – Intercultural Communication 3

- 2) *Refer to Humanities section of the Core Curriculum*
- H) Constitution (3-6 credits) – *Refer to Constitution section of the Core Curriculum*
- I) Statistical Methods (3 credits)
- 1) PSY 210 – Introduction Statistical Methods 3
- II) Curriculum (66 credits):
- A) Credits by examination 34
- B) NURS 310 – Cultural Diversity in Healthcare (meets core Cultural Diversity requirement).....3
- C) NURS 319 – Chemical Principles of Pharmacology.....4
- D) NURS 408 – Conceptual Bases of Nursing 3
- E) NURS 416 – Introduction to Nursing Informatics.....3
- F) NURS 440 – Nursing Leadership in the 21st Century 4
- G) NURS 444 – Human Care Nursing in the Community..... 6
- H) NURS 418 – Nursing Research Methods 3
- I) UNLV courses (6 credits)
Choice of following undergraduate courses:
- NURS 410 – Physical Assessment..... 3
 - NURS 426 – Pathophysiology for Nursing Practice..... 3
 - Nursing elective 3
- OR
- Choice of following graduate courses:
- NURS 703 – Advanced Physical Assessment..... 3
 - NURS 704 – Pathophysiology for Advanced Nursing..... 3

Summary of credit requirements for the Bachelor of Science in Nursing (RN to BSN Track)

Core Curriculum.....	53-65
Major Requirements	66
Electives	0-9
Total Credits.....	128

Bachelor of Science in Occupational Science

Program Description

The Occupational Science Program is an early transfer degree program. Students who have completed the three years of required NSC coursework, and who have earned a sufficient GPA for admittance to the Touro University Nevada School of Occupational Therapy (TUNSOT) Master's degree, will be able to complete their education in five, as opposed to six years, meet state licensing requirements, and be out in the workforce serving a vital need in our community. After one year of successful coursework at Touro University Nevada, these students will transfer back the credits to NSC and earn a Bachelor of Science in Occupational Science degree with a minor in Psychology. They will then complete the coursework for the Masters of Science in Occupational Therapy degree at Touro University, Nevada, and be easily employed and serving a vital health need of the citizens of Nevada.

The bulk of coursework is similar to the Pre-Nursing science and social science requirements. Hence, students who are preparing to enter a Nursing program, but do not get in or determine they are not interested in nursing as a major, will have another option open to them to use the education they have acquired. Since students will be taking many psychology courses in their third year in the program, courses that will make them well prepared for a successful career in occupational therapy, they will be able to earn a minor in Psychology as well.

Admission Requirements

TUNSOT will consider for conditional acceptance all students who have successfully completed the pre-professional phase of the program (NSC curriculum) into the first year of instruction at TUNSOT provided the following conditions have been met:

- 1) The satisfactory completion of the entire pre-professional curriculum with a minimum overall GPA of 3.0 (on a scale of 0 to 4).

- 2) A personal interview by the TUNSOT Admissions Committee, a positive recommendation to accept the candidate, and ultimate approval of that recommendation by the Director of TUNSOT. This interview will occur prior to acceptance into the TUNSOT Program.
- 3) Demonstrate a commitment to occupational therapy studies. This commitment could be demonstrated by time spent shadowing an occupational therapist, and becoming knowledgeable about the occupational therapy profession.
- 4) Complete the Touro University Nevada Occupational Therapy Program application process during the final year of study at NSC.

Curriculum

- I) **College Core Curriculum..... 32-40**
 - A) English (3-8 credits) - *Refer to English section of the Core Curriculum*
 - B) Study and Technology Skills (0-2 credits) - *Refer to Study & Technology Skills section of the Core Curriculum*
 - C) Mathematics (3 credits)
 - 1) MATH 124 – College Algebra 3
 - D) Natural Science (8 credits)
 - 1) BIOL 189 – Fundamentals of Life Science 4
 - 2) CHEM 110 – Chemistry for Health Sciences I 4
 - E) Social Sciences (3 credits)
 - 1) PSY 101 - General Psychology 3
 - F) Fine Arts, (3 credits) - *Refer to the Fine Arts, section of the Core Curriculum*
 - G) Humanities (6 credits)
 - 1) COM 102 – Introduction to Interpersonal Communication 3
 - 2) Refer to the Humanities section of the Core Curriculum 3
 - H) Constitution (3 -4 credits) - *Refer to the Constitution section of the Core Curriculum*
 - I) Cultural Diversity (3 credits) - *Refer to the Cultural Diversity section of the Core Curriculum*

- II) Pre-Requisite.....6
 - A) PSY 210 – Introduction to Statistical Methods 3
 - B) IS 101 - Introduction to Information Systems 3
- III) Major Requirements 49-50
 - A) Natural Sciences (43 credits)
 - 1) ANTH 101 - Intro to Cultural Anthropology 3
 - 2) ART 100 - Visual Foundations 3
 - 3) BIOL 223 - Human Anatomy & Physiology I 4
 - 4) BIOL 224 - Human Anatomy & Physiology II 4
 - 5) NURS 122 - Medical Terminology 3
 - 6) NURS 310 - Cultural Issues in Health Care (meets Cultural Diversity core curriculum requirement 3
 - 7) OS 300 - Introduction to Occupational Science 3
 - 8) OS 301 - Introduction to Occupational Science: Field Experience 1
 - 9) OS 302 – Occupations Across the Lifespan 3
 - 10) OS 303 Occupations Across the Lifespan: Field Experience 1
 - 11) PSY 430 - Developmental Psychology: Infancy & Childhood 3
 - 12) PSY 434 - Developmental Psychology: Adolescence & Adulthood 3
 - 13) PSY 441 - Abnormal Psychology 3
 - 14) PSY 442 - Psychology of Aging 3
 - 15) SOC 101 - Principles of Sociology 3
 - B) Communications (3 credits)
 - A) Choose one course from the following:
 - COM 315 - Small Group Communication 3
 - COM 412 - Intercultural Communication 3
 - COM 434 - Conflict Management & Negotiation 3
 - C) Major Electives (3-4 credits)
 - A) Choose one course from the following:

- AM 145 - American Sign Language I 4
 - AM 146 - American Sign Language II 4
 - PSY 240 - Introduction to Research Methods 3
 - PSY 420 - Psychology of Learning 3
 - PSY 460 - Social Psychology 3
 - PSY 466 - Psychology of Sex 3
- D) Touro University Nevada Courses To Satisfy NSC Undergraduate Requirements (31 credits)
- 1) OCCT 500 - Fundamentals & Foundations of Occupational Therapy 3
 - 2) OCCT 502 - Analysis of Movement in Occupation . 3
 - 3) OCCT 504 – Introduction to Research & Evidence-Based Practice in Occupational Therapy 2
 - 4) OCCT 506 - Clinical Reasoning about Occupation 2
 - 5) OCCT 508 - Fieldwork Orientation Seminar 1
 - 6) OCCT 514 - Human Structure and Occupation 4
 - 7) OCCT 520 - Occupations Skills Lab: Children & Adolescents 2
 - 8) OCCT 523 – Quantitative & Qualitative Research Methodology 3
 - 9) OCCT 525 - Occupational Analysis and Evaluation I Lab 1
 - 10) OCCT 526 - Occupations of Children & Adolescents 5
 - 11) OCCT 527 - Psychosocial Approach to Occupation .. 2
 - 12) OCCT 528 - Brain, Behavior, & Occupation 3

Summary of credit requirements for the Bachelor of Science in Occupational Science

College Core Curriculum	32-40
Pre-Requisite	6
Major Requirements	80-81
Touro University Nevada Major Electives	1-10
Total Credits	128

COURSE DESCRIPTIONS

Nursing

NURS 100

EXPLORATION OF NURSING AS A PROFESSION (2+0) 2 credits

This course explores nursing as a potential career.

NURS 122

MEDICAL TERMINOLOGY (3+0) 3 credits

Study of word derivation and formation with emphasis upon the understanding of common usage in the field of health care.

NURS 310

CULTURAL DIVERSITY IN HEALTHCARE

(3+0) 3 credits

The effects of culture, heritage, ethnicity, religion, and ethnic background influences healthcare. Major concerns and issues encountered by healthcare providers in providing transcultural healthcare to individuals, families, groups, communities and institutions. Apply transcultural nursing framework to guide nursing and healthcare practices in diverse healthcare settings across lifespan.

NURS 319

CHEMICAL PRINCIPLES OF

PHARMACOLOGY (4+0) 4 credits

Incorporates core principles of chemistry and pharmacology as they relate to the human body and specifically, the molecular basis of drug classifications and drug actions. Discussion of selected drug classifications and how these drugs relate to pathophysiology. Includes exploration of modern drug design approaches. Pre-requisite(s): CHEM 110, NURS 408, Admission to the RN to BSN program track.

NURS 323

PHARMACOLOGY (3+0) 3 credits

Introduction to common pharmacotherapies, actions, interactions, indications, contraindications and adverse affects. Pre-requisite(s): Admission to accelerated nursing track or permission of instructor.

NURS 328

HEALTH ASSESMENT ACROSS THE

LIFESPAN (3+0) 3 credits

Introduction of theory needed to assess the

holistic health of individuals across the lifespan. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 329, 330, 331, 338, 339.

NURS 329

HEALTH ASSESMENT ACROSS THE LIFESPAN LAB (0+3) 1 credit

Application of theory and skills needed to assess the holistic health of individuals across the lifespan, including history taking and physical assessment. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 330, 331, 338, 339.

NURS 330

FUNDAMENTALS OF HUMAN CARE NURSING (4+0) 4 credits

Introduction to the art and science of nursing with focus on the transpersonal caring relationship between client and nurse. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 329, 331, 338, 339.

NURS 331

PATHOPHYSIOLOGY/PHARMACOLOGY I (3+0) 3 credits

Major pathophysiologic and pharmacologic concepts related to nervous, cardiovascular, and pulmonary systems. Using these concepts, critical thinking is developed as a basis for nursing practice. Pre-requisite(s): Admission to the nursing major.

NURS 332

PATHOPHYSIOLOGY/PHARMACOLOGY II (3+0) 3 credits

Major pathophysiologic and pharmacologic concepts related to nervous, gastrointestinal, and other selected systems. Using these concepts, critical thinking is developed as a basis for nursing practice. Pre-requisite(s): NURS 331

NURS 337

PATHOPHYSIOLOGY (3+0) 3 credits

Altered physiological processes across the lifespan including etiological factors, clinical manifestations and management of altered processes. Pre-requisite(s): BIOL 223, BIOL 224, BIOL 251.

NURS 338

FUNDAMENTALS OF NURSING LAB

(0+3) 1 credit

Beginning proficiency in the acquisition of

basic nursing skills for nursing care of adult and older adult clients. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 329, 330, 331, 339.

NURS 339

FOUNDATIONS OF CLINICAL NURSING - Practice (0+12) 4 credits

Using a reflective practice framework, students apply transpersonal, spiritual-ethical nursing care in collaboration with adult and older adult clients. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 328, 329, 330, 331, 338.

NURS 345

CARING FOR THE HUMAN FAMILY: MATERNAL-CHILD HEALTH (4+0) 4 credits

Focus on the nursing care of childbearing and child rearing families, including women, men and children's health. Integrates physiologic and psychosocial knowledge, cultural and developmental theories to spiritual-ethical caring relationships. Pre-requisite(s): NURS 328, 329, 330, 331, 338, 339. Co-requisite(s): NURS 332, 347, 348.

NURS 347

MATERNAL-CHILD NURSING SKILLS - Lab (0+3) 1 credit

Builds on prior skills acquisition and integrates complex skills and assessments for nursing care of childbearing families, infants and children. Pre-requisite(s): 328, 329, 330, 331, 338, 339. Co-requisite(s): NURS 332, 345, 348.

NURS 348

MATERNAL-CHILD NURSING PRACTICE - Practice (0+12) 4 credits

Application of the nursing process to the collaborative care of childbearing families and children with an emphasis on evidence-based and reflective practice. Pre-requisite(s): NURS 328, 329, 330, 331, 338, 339. Co-requisite(s): NURS 332, 345, 347.

NURS 408

CONCEPTUAL BASES OF NURSING

(3+0) 3 credits

Concepts, theories, and processes forming the basis of professional nursing practice. Pre-requisite(s): Licensed as a registered nurse, admission to RN to BSN track.

NURS 409**CARING FOR THE HUMAN FAMILY: MEDICAL-SURGICAL AND MENTAL HEALTH (4+0) 4 credits**

Focus on nursing care of adults and their families with acute and chronic health alterations with emphasis on the concepts of health, illness, healing, and dying. Emphasis is on nursing care of adults with human responses to medical-surgical, psychiatric, and mental health conditions. Integrates physiologic and psychosocial knowledge, cultural and developmental theories to spiritual-ethical caring relationships. Pre-requisite(s): 332, 345, 347, 348. Co-requisite(s): NURS 412, 413, 418.

NURS 412**MEDICAL-SURGICAL AND MENTAL HEALTH SKILLS - Lab (0+3) 1 credit**

Builds on prior skills acquisition and integrates complex skills and assessments for nursing care of medical-surgical and psychiatric clients. Pre-requisite(s): 332, 345, 347, 348. Co-requisite(s): NURS 409, 413, 418.

NURS 413**MEDICAL-SURGICAL AND MENTAL HEALTH NURSING - Practice (0+15) 5 credits**

Application of the nursing process to the collaborative care of acute medical-surgical, psychiatric, and mental health nursing clients with an emphasis on evidence-based and reflective practice. Pre-requisite(s): 332, 345, 347, 348. Co-requisite(s): NURS 409, 412, 418.

NURS 416**INTRODUCTION TO NURSING INFORMATICS (3+0) 3 credits**

An introduction to the fundamental knowledge and skills needed for effective delivery of patient care through application of clinical information systems. Emerging trends in information technology will be explored. Pre-requisite(s): Admission to the RN to BSN track or permission of faculty.

NURS 418**NURSING RESEARCH METHODS (3 + 0) 3 credits**

Research process and its relationship with nursing theory and practice. Emphasis on

evaluation and utilization of nursing research. Pre-requisite(s): Admission to nursing major and PSY 210.

NURS 430**AGING AND HEALTH (3+0) 3 credits**

Increases awareness of health issues in aging. Issues include definitions of health, high-risk elderly, normal aging physiological changes, and the future of aging.

NURS 431**COMMUNITY HEALTH NURSING (4+0) 4 credits**

Focus on evidence-based nursing practice and human care nursing for individuals, families, populations and communities. Integrates physiologic and psychosocial knowledge cultural and developmental theories to spiritual-ethical caring relationships. Pre-requisite(s): NURS 409, 412, 413, 418. Co-requisite(s): NURS 432, or 438, 447, 448.

NURS 432**COMMUNITY HEALTH NURSING - Practice (0+12) 4 credits**

Application of community health nursing theory and human care nursing with an emphasis on health promotion, disease prevention and regional/national health goals. Includes community-based learning project. Pre-requisite(s): NURS 409, 412, 413, 418. Co-requisite(s): NURS 431, 447, 448.

NURS 438**COMMUNITY AND POPULATION HEALTH – Practice (0+15) 5 credits**

Application of concepts of community health nursing for families, aggregates and populations. Includes community-based learning project. Pre-requisite(s): NURS 409, 412, 413, 418. Co-requisite(s): NURS 431, 447, 448.

NURS 440**NURSING LEADERSHIP IN THE 21ST CENTURY (3+0) 3 credits (Formerly: NURS 441)**

Integration and synthesis of previously learned theory, knowledge, and skills with contemporary leadership and management principles, enabling learners to critically analyze a variety of societal, economic, political, and professional issues that

influence contemporary nursing in health care delivery. Pre-requisite(s): NURS 408, and completion of all core curriculum requirements.

NURS 444

HUMAN CARE NURSING IN THE COMMUNITY (6+0) 6 credits

Focus on the community as the client, including community assessment and assessment of the needs within populations. Understand the relationship between health, disease and the environment, with emphasis on the role of community health agencies and programs for communities in need of health care support, regionally, nationally and globally. Includes community-based learning project. Pre-requisite(s): Admission to the RN to BSN track, NURS 408, and completion of all core curriculum requirements.

NURS 447

HUMAN CARE NURSING MANAGEMENT (3+0) 3 credits

Focus on nursing management/ leadership theory in a changing health care delivery system including contemporary nursing issues. Pre-requisite(s): NURS 409, 412, 413, 418. Co-requisite(s): NURS 431, 432 or 438, 448.

NURS 448

PROFESSIONAL HUMAN CARE NURSING - Practice (0+9) 3 credits

In this final integrating course the students will immerse themselves in the role of the professional nurse. Developing proficiency in leadership skills while providing nursing care to groups of clients. Pre-requisite(s): NURS 409, 412, 413, 418. Co-requisite(s): NURS 431, 432 or 438, 447.

NURS 490

SPECIAL TOPICS IN NURSING (1-3+0) 1-3 credits

Information related to broad topic areas. Separate units focus on aspects of: a) medical nursing, b) surgical nursing, c) psychiatric nursing, d) maternity nursing, e) pediatric nursing, f) gerontologic nursing, g) research in nursing, h) the profession of nursing, i) specialty areas in nursing, j) health promotion and preventive aspects of health care. May be repeated for a maximum of 9 credits.

NURS 493

BIOLOGY OF AGING (3+0) 3 credits

Explores the effects and biological perspectives associated with aging. Course centers on disease process/conditions that are present with aging.

NURS 498

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.

Occupational Science

OS 300

INTRODUCTION TO OCCUPATIONAL SCIENCE (3+0) 3 credits

This course provides an introduction to the basic concepts inherent in occupational science. The course includes an historical perspective of occupational science and its link to the profession of occupational therapy. The occupational therapy profession's core tenets and philosophical base will be explored.

OS 301

INTRODUCTION TO OCCUPATIONAL SCIENCE: Field Experience (0+3) 1 credit

This course provides an opportunity to observe and apply the basic concepts inherent in occupational science and discussed in OS 300: Introduction to Occupational Science.

OS 302

OCCUPATION ACROSS THE LIFESPAN (3+0) 3 credits

This course explores occupation and the basic tenets of occupational science related to humans from birth to death. The role of the occupational therapist in working with individuals of various age groups in a multitude of settings will be included.

OS 303

OCCUPATION ACROSS THE LIFESPAN: Field Experience (0+3) 1 credit

This course provides an opportunity to observe and apply the basic concepts inherent in occupational science and discussed in OS 302: Occupation Across the Lifespan

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