

CATALOG 2011 - 2012



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 and Recruitment, 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 the Registrar.

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2011-2012 Academic Calendar

AUGUST 2011

1 – Mon	Last Day to Apply for Residency for Fall 2011
5 – Fri	Fees Due & PURGE - Fall 2011 – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes 1st Payment Plan Installment Due
12 – Fri	PURGE – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes Financial Aid Office Begins Authorizing Disbursements of Financial Aid Funds
19 – Fri	PURGE – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes
22 – Mon	FALL 2011 - Classes Begin (Full Session) Fall 2011 1st 4 week Session Begins Fall 2011 1st 8 week Session Begins
Aug. 22 – Aug. 26	NIGHTLY PURGE – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes; contact the Office of the Registrar to be reinstated into classes
28 – Sun	Last Day to Add Individual Classes for Full Fall Session Last Day to Drop Individual Classes without a 'W' Grade and Receive a Refund Last Day to Change Grading Option Financial Aid Award Locked in for the Semester
29 – Mon	First day to Withdraw from Individual Classes with a 'W' Grade and No Refund
Aug. 29 – Sept. 2	NIGHTLY PURGE – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes; contact the Office of the Registrar to be reinstated into classes

SEPTEMBER 2011

2 – Fri	Last day to be reinstated into Fall 2011 classes without the approval of the Vice Provost for Enrollment Management & Student Services
3 – Sat	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Fall 2011 1st 4 Week Session
5 – Mon	Labor Day - Campus Closed 2nd Payment Plan Installment Due
12 – 17	Midterms - 1st 8 week Session
17 – Sat	Fall 2011 1st 4 week Session Ends
19 – Mon	Fall 2011 2nd 4 week Session Begins
21 – Wed	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Fall 2011 1st 8 Week Session

OCTOBER 2011

1 – Sat	Last Day for 50% Refund for Withdrawing Completely from the College Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Fall 2011 2nd 4 Week Session
3 – Mon	Last Day to Apply for Spring 2012 & Summer 2012 Graduation
5 – Wed	3rd Payment Plan Installment Due
3 – 8	Midterms - Fall 2011 Full Session
15 – Sat	Fall 2011 2nd 4 week Session Ends Fall 2011 1st 8 week Session Ends Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund
17 – Mon	Fall 2011 3rd 4 week Session Begins Fall 2011 2nd 8 week Session Begins
28 – Fri	Nevada Day Observed - Campus Closed
29 – Sat	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Fall 2011 3rd 4 Week Session

NOVEMBER 2011

5 – Sat	4th Payment Plan Installment Due
7 – Mon	Spring 2012 Registration Begins - Continuing Degree Students
7 – 12	Midterms - 2nd 8 week Session
11 – Fri	Veteran's Day Observed - Campus Closed
12 – Sat	Fall 2011 3rd 4 week Session Ends

14 – Mon	Spring 2012 Registration Begins - New Degree Seeking Students Fall 2011 4th 4 week Session Begins
16 – Wed	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Fall 2011 2nd 8 Week Session
24 – 26	Thanksgiving Holiday - Campus Closed
26 – Sat	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Fall 2011 4th 4 Week Session
28 – Mon	Spring 2012 Registration Begins - Non-Degree Students

DECEMBER 2011

1 – Thurs	Last Day to Apply for Residency for Spring 2012
5 – 10	Finals held on Last Class Day for Each Class
7 - Wed	Fees Due & PURGE - Winter Session 2012 – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes ** Payment plans are not available for 2012 Winter Session **
10 – Sat	Fall 2011 - Last Class Day Fall 2011 4th 4 week Session Ends Fall 2011 2nd 8 week Session Ends
14 – Wed	Fall 2011 Grades Due by 12:00 PM
15 – Thurs	Last Day to Change 'I' Grade from Spring and Summer 2011
26 – Mon	Winter Holiday - Campus Closed

WINTER SESSION 2012 - December 19, 2011 - January 14, 2012

**** Payment plans are not available for Winter Session ****

Dec 19 – Mon	Winter Session 2012 - CLASSES BEGIN Winter Session 2012 - Last Day to Add/Drop and Receive 100% Refund (No 2012 Winter Session refunds will be issued after this date)
Dec 26 – Mon	Winter Holiday - Campus Closed
Dec 31 – Sat	Winter Session 2012 - Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund
Jan 2 – Mon	New Year's Day Observed - Campus Closed
Jan 14 – Sat	Winter Session 2012 - CLASSES END
Jan 18 – Wed	Winter Session 2012 - Grades Due by 12:00 PM

JANUARY 2012

2 – Mon	New Year's Day Observed - Campus Closed
6 – Fri	Fees Due & PURGE - Spring 2012 – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes 1st Payment Plan Installment Due
9 – Mon	Financial Aid Office Begins Authorizing Disbursements of Financial Aid Funds
13 – Fri	PURGE – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes
16 – Mon	Martin Luther King, Jr. Birthday Observed – Campus Closed
17 – Tues	Spring 2012 - Classes Begin Spring 2012 1st 4 week Session Begins Spring 2012 1st 8 week Session Begins
17 – 20	NIGHTLY PURGE – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes; contact the Office of the Registrar to be reinstated into classes
23 – Mon	Last Day to Add Individual Classes for Full Fall Session Last Day to Drop Individual Classes without a 'W' Grade and Receive a Refund Last Day to Change Grading Option Financial Aid Award Locked in for the Semester
24 – Tues	First day to Withdraw from Individual Classes with a 'W' Grade and No Refund
23 – 27	NIGHTLY PURGE – Students who have not paid for classes or made payment arrangements will be administratively dropped from classes; contact the Office of the Registrar to be reinstated into classes
27 – Fri	Last day to be reinstated into Spring 2012 classes without the approval of the Vice Provost for Enrollment Management & Student Services
28 – Sat	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Spring 2012 1st 4 Week Session
Jan 30 – Feb 4	Midterms - 1st 8 week Session

FEBRUARY 2012

1 – Wed	Last Day to Apply for Fall 2012 Graduation if Walking in Spring 2012 Commencement
6 – Mon	2nd Payment Plan Installment Due
11 – Sat	Spring 2012 1st 4 week Session Ends Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Spring 2012 1st 8 Week Session
13 – Mon	Spring 2012 2nd 4 week Session Begins
20 – Mon	Presidents' Day Observed - Campus Closed
25 – Sat	Last Day to Receive 50% Refund for Withdrawing Completely from the College Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Spring 2012 2nd 4 Week Session
Feb 27 – Mar 3	Midterms - Fall 2011 Full Session

MARCH 2012

6 – Tues	3rd Payment Plan Installment Due
10 – Sat	Spring 2012 2nd 4 week Session Ends Spring 2012 1st 8 week Session Ends Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund
11 – 17	SPRING BREAK
12 – Mon	Spring 2012 3rd 4 week Session Begins Spring 2012 2nd 8 week Session Begins
24 – Sat	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Spring 2012 3rd 4 Week Session

APRIL 2012

2 – 7	Midterms - 2nd 8 week Session
2 – Mon	Summer and Fall 2012 Registration Begins - Continuing Degree Students
6 – Fri	4th Payment Plan Installment Due
7 – Sat	Spring 2012 3rd 4 week Session Ends Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Spring 2012 2nd 8 Week Session
9 – Mon	Summer and Fall 2012 Registration Begins - New Degree Seeking Students Spring 2012 4th 4 week Session Begins
16 – Mon	Summer 2012 Registration Begins for Non-Degree Students
21 – Sat	Last Day to Withdraw from Individual Classes with a 'W' Grade and No Refund - Spring 2012 4th 4 Week Session
23 – Mon	Fall 2012 Registration Begins for Non-Degree Students
April 30 – May 5	Finals held on Last Class Day for Each Class

MAY 2012

1 – Tues	Last Day to Apply for Fall 2012 Graduation if Not Walking in Spring 2012 Commencement Fees Due & PURGE - Summer 2012 - 1st 6 Wk and 12 Wk Sessions (students who have not paid for classes or made payment arrangements will be administratively dropped from classes)
4 – Fri	Financial Aid Office Begins Authorizing Disbursements of Financial Aid Funds
5 – Sat	Spring 2012– Last Class Day Spring 2012 4th 4 week Session Ends Spring 2012 2nd 8 week Session Ends Commencement at 7:00 PM
9 – Wed	Grades Due by 12:00 PM
14 – Mon	Summer Session - 1st 6 Wk & 12 Wk Session Classes Begin
15 – Tues	Last Day to change 'I' Grade from Fall 2011
20 – Sun	Summer Session - Last Day to Add/Drop and Receive 100% Refund for 12 Week Session Financial Aid Award Locked in for the Semester
28 – Mon	Memorial Day - Campus Closed

JUNE 2012

11 – Mon	Fees Due & PURGE - Summer 2012 - 2nd 6 Wk Session (students who have not paid for classes or made payment arrangements will be administratively dropped from classes)
23 – Sat	Summer Session - Last Class Day for 1st 6 Wk Session
25 – Mon	Summer Session - Classes Begin for 2nd 6 Wk Session
27 – Wed	Summer Session - 1st 6 Wk Grades by 12:00 PM

28 – Thurs **Summer Session** - Last Day to Add/Drop and Receive 100% Refund for 2nd 6 Wk Session
Financial Aid Award Locked in for the Semester

JULY 2012

4 – Wed Independence Day Observed - Campus Closed

AUGUST 2012

4 – Sat **Summer Session** - Last Class Day for 12 Wk & 2nd 6 Wk Session

8 – Wed **Summer Session** - Grades Due by 12:00 PM

President's Welcome



It is my pleasure to welcome you to Nevada State College. NSC was established in 2002 as Nevada's first and only mid-tier institution in the Nevada System of Higher Education. As the first four-year comprehensive college in the state, NSC is dedicated to providing quality education, social, cultural, economic, and civic advancement to the citizens of Nevada.

Our faculty and staff are committed to promoting a supportive atmosphere that facilitates learning necessary for student success. The full-time and adjunct faculty are teacher-scholars who offer excellent instruction and mentoring to our students. Our staff is committed to providing the personalized attention necessary in order for our students to register with ease, secure the financial aid necessary to attend, and receive timely academic advising while progressing towards their degree.

I am proud of the NSC community and their deep commitment to providing higher education opportunities for all Nevadans and improving the communities in which we live, and I am proud of our students, many of whom have overcome countless obstacles to pursue their undergraduate education and a better life for themselves and their families.

NSC is your opportunity for success; earning your degree will open many doors for you in life and will make you a valued professional and a leader in your community. I look forward to meeting you, watching you accomplish the goals you have set for yourself, and shaking your hand and handing you your degree as you cross the stage at a future NSC commencement ceremony.

We are delighted that you have joined us here to start to create your future.

Sincerely,
Lesley Di Mare

Lesley Di Mare, PhD
President
Nevada State College

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 2011, Nevada State College was granted independent accreditation by the Northwest Commission on Colleges and Universities (NWCCU). The effective date is September 2010.

State Approvals

The School of Education has full 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.

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>

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, WebCampus, or other technology services available to students, please contact the OIT support center at (702) 992-2400 or visit our 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. Our mission is to ensure that all students with qualified disabilities have equal access to participate in, contribute to, and benefit from all college programs.

Confidential, sensitive, and individualized services are provided free of charge.

Students who have documented disabilities that may require assistance should contact the Resource Center for Students with Disabilities in BWII room 113, or by calling (702) 992-2180 or through email at nsc.rcsd@nsc.nevada.edu

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. In addition to physical resources, students have access to a variety of electronic resources through specialized online databases and electronic books. Access to NSC Library services is available on campus through a system network and remotely via the Internet Library resources and services provided in Dawson Room 104 and in BWII Room 200. Additionally, Nevada State College students have on-site circulation privileges and borrowing rights among NSHE libraries.

Student Activities

Information about Student Government and Clubs is available through the Nevada State Student Alliance. Their office is located in the Great Hall of 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, social events for the campus community and family members, 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 Clubs & Organizations

Nevada State College has a variety of student clubs and 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 begin a new club or organization all you need is five interested student participants and a faculty/staff advisor to begin the recognition process. Seed money for clubs and organizations is provided by NSSA.

Contact NSSA

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

Phone: 702.992.2190

Website: <http://nsc.nevada.edu/97.asp>

Fax: 702.992.2101

e-mail: NSSA@nsc.nevada.edu

New & Transfer Student Orientation Programs

There are multiple programs that are planned for new and transfer students and their families.

NEW STUDENT ORIENTATION & REGISTRATION PROGRAM

This required program is held on multiple dates through the summer, focusing on providing academic advising, financial aid information, and registration assistance.

TRANSFER STUDENT ONLINE ORIENTATION

In order to meet the special needs of transfer students, an online orientation is offered to this student population. Topics similar to the New Student Orientation & Registration Program are covered in this required program.

SCORPION WELCOME

Held right before classes begin, this program introduces new and transfer students to campus resources that will help them be successful students at Nevada State College.

For more information on New & Student Orientation Programs, 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 the Registrar 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 Recruitment 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 semester

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 semester 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 and Recruitment 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 and Recruitment 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 for Higher Education Accreditation (CHEA) 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 for Higher

Education Accreditation (CHEA) 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 and Recruitment, 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 and Recruitment.

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 the Registrar 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 the Registrar 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 contact the school offering the course to obtain permission:

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

To enroll in more than 21 credits a semester (degree seeking students only), students must contact their school for permission and obtain a Credit Overload Form if permission is granted.

Remedial Policy

1. The Nevada System of Higher Education reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial to that individual and the university or college.
2. Placement testing should take place prior to matriculation. Additionally, English and Mathematics testing must take place no more than two years prior to matriculation.
3. All degree-seeking students who place in developmental/remedial coursework must take the prescribed sequence of courses until remediation is completed. Beginning

Fall 2007, students requiring remediation must complete all required coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution.

Returning Students

Students returning to the college after an absence of one year are required to reapply.

Students who have attended 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 who have a prior unpaid balance on their account are not allowed 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 the Registrar. 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 the Registrar and securing the required signatures. The completed form

must be filed in the Office of the Registrar before it becomes final.

Removal from a Major

Students on disqualification are removed from a major status by the Office of the Registrar. 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 the Registrar.

Change of Name

A student may change his or her name by completing a Name Change form in the Office of the Registrar. 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. 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 the Registrar. 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 the Registrar 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

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 the Registrar 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 the Registrar.

- "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 the Registrar 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 the Registrar, 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 the Registrar, 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 the Registrar.

Appealing a Final Grade

Refer to the Grade Appeal Policy and Procedure section on page 61.

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 the Registrar 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, suspension, and dismissal.

Points of Clarification

For Incomplete grades, the calculation of the GPA will be made in the semester in which the incomplete grade was assigned. Any academic action that is necessary due to a change from the incomplete grade to an earned grade will be taken at the end of the semester in which the incomplete grade is changed.

NSC Cumulative GPA calculations only include courses that are taken at NSC. Courses taken at another institution and transferred to NSC will not be included in the NSC Cumulative GPA.

Academic Warning

Students with the following actions will receive a Notice of Academic Warning from the Office of the Registrar:

- A student who earns a NSC Cumulative GPA of less than 2.0 based on his/her credits attempted (courses in which a grade of A, B, C, D, F, and/or W is earned).
- A student who withdraw from or fails to complete more than 70% of his/her attempted semester credits regardless of the NSC Cumulative GPA.

To help prevent academic probation, a student is required to meet with an academic advisor during the semester in which he/she is placed on academic warning.

Academic Probation

If a student fails to raise his/her NSC Cumulative GPA above the warning threshold by the end of the semester following the warning, he/she will be placed on academic probation according to the following:

- 0-29 total credits attempted and has a NSC Cumulative GPA of less than 1.6;
- 30-59 total credits attempted and has a NSC Cumulative GPA of less than 1.8; or
- 60 or more total credits attempted and has a NSC Cumulative GPA of less than 2.0.

A student on academic probation is required to meet with an academic advisor to develop an Academic Plan of Action as to how he/she will return to good academic standing. If a student on probation fails to develop an Academic Plan of Action with his/her advisor, an advising hold will be placed on the student's account, and the student will not be permitted to register. A student who develops an Academic Plan with his/her advisor and maintains a semester GPA of 2.0 while on probation will be allowed to enroll each semester in a

probationary status until the appropriate NSC Cumulative GPA based upon the total number of credits attempted has been earned.

Academic Suspension

If at the end of the probationary semester, a student fails to achieve a semester GPA of 2.0 or higher, or raise his/her NSC Cumulative GPA above the probation level, he/she will be suspended from taking classes at NSC for one semester. If the student re-enrolls after suspension and earns less than a 2.0 semester GPA and has a cumulative GPA below the probation threshold, then the student will receive a second suspension and will be prohibited from enrolling for two consecutive semesters.

A student who has been placed on suspension has the option to appeal the grade(s) that resulted in the suspension. The Academic Status of students appealing final grades will not be affected until a final decision has been made regarding grades in questions. Please refer to the Grade Appeal Policy for specific instructions to complete the Grade Appeal process.

Reinstatement from Suspension

A student returning to NSC following a suspension must meet with an academic advisor to develop an Academic Plan of Action prior to registration and the start of classes. The Academic Plan of Action will include minimum requirements of a semester GPA of 2.0 or higher for each semester following reinstatement until the student achieves good academic standing (based on the NSC Cumulative GPA). The student is also recommended to take an appropriate course load as approved by his/her academic advisor. Students reinstated from suspension are placed on academic probation until such time that the student meets the appropriate GPA for credits attempted, as listed in the Academic Probation section above.

Academic Dismissal

A student will be dismissed from NSC if his/her NSC Cumulative GPA is below the probation threshold and the student does not earn a semester GPA of 2.0 or higher in

any semester following their second suspension.

Appeal

If the student wishes to appeal the dismissal decision or apply for reinstatement, the student can proceed to file an appeal to the Dean of his/her school through the Office of the Registrar. The appeal form and associated instructions are located in the Office of the Registrar. The Dean must render a decision on the appeal by the first day of class of the following semester. The Dean's decision is final.

Students wanting to attend NSC after dismissal must reapply for admission through the Office of the Registrar at least one year after the date of dismissal.

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 Recruitment. 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.

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 any variation to the core as required by the school.

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. 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 the Registrar. 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 the Registrar, 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 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.

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 the Registrar 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 the Registrar for one year.

REGULATIONS FOR DETERMINING RESIDENCY FOR TUITION

REGULATIONS FOR TUITION CHARGES

The Office of the Registrar 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 the Registrar 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 or 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 the Registrar. This appeal must be filed with the Residency Appeals Board within thirty days of the decision of the Office of the Registrar. If the appeal is not filed within this time frame, the decision of the Office of the Registrar 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 the Registrar 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, Renteria 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

Registration Fees: The fees listed below are applicable to fall 2011 and spring 2012.

Tuition and Fees Due Dates

Fall 2011	Spring 2012	Summer 2012
August 5, 2011	Jan. 6, 2012	TBA

Registration Fees

Fall 2011 – Spring 2012	Summer 2012
\$113.25 per credit	\$113.25 per credit

Full Time Non-Resident Tuition

*Rates are assessed in addition to registration fees) ** Full-time non-resident tuition rates are assessed to students enrolled in 7 or more credits*

Fall 2011 – Spring 2012	Summer 2012
\$5,022.50 per semester	

Part-Time Non-Resident Tuition

*(Rates are assessed in addition to registration fees) ** Part-time non-resident tuition rates are assessed to students enrolled in fewer than 7 credits*

Fall 2011 – Spring 2012	Summer 2012
\$124.50 per credit	

GOOD NEIGHBOR TUITION *(Rates are assessed in addition to registration fees)*

Fall 2011 – Spring 2012	Summer 2012
\$68.00 per credit	

WESTERN UNDERGRADUATE EXCHANGE TUITION (WUE/WICHE) *(Rates are assessed in addition to registration fees)*

Fall 2011 – Spring 2012	Summer 2012
\$56.63 per credit	

Nonresident Tuition: Students who are not Nevada residents and who register at NSC must pay nonresident tuition in addition to the per credit fees each semester. Students eligible under Good Neighbor regulations pay a reduced nonresident tuition fee in addition to the per credit fees for each semester. *(Note: For summer 2012, Nonresident/Good neighbor tuition does not apply).*

Student Fees:

- Admissions Application fee.....\$30.00
- Graduation fee.....\$20.00
- New Student fee.....\$20.00
- Credit by Examination fee.....\$60.00
- Distance Education fee (hybrid and web instruction mode) (per credit).....\$25.00

- Student Success fee.....\$5.00
- Surcharge Fee.....\$14.75
- Technology Fee.....\$5.00
- Late Payment fee *(any student with an outstanding balance at the end of the regular payment period)*.....\$10.00
minimum or 10% of amount due
- Service charge for non-sufficient fund checks.....\$15.00
- Summer School registration surcharge (not charge to NV Prepaid students) (per credit).....\$3.00

NOTE: FEES, TUITION AND OTHER CHARGES SUBJECT TO CHANGE WITHOUT FURTHER NOTICE: Notwithstanding currently posted tuition and fees, all fees, tuition or other charges which students are required to pay each semester are subject to increase by action of the Board of Regents at any time before the commencement of classes (primarily due to budgetary shortfalls). The amount you are charged at the time of registration is not a final bill and may be increased. You will receive a supplemental invoice for any additional amounts which the Board of Regents may impose. Fee changes put in place less than 30 days before commencement of classes will not be subject to late fee penalties.

Paying Fees

Fees may be paid online at <http://www.nsc.nevada.edu>. Click MyNSC. or, fees may be paid in person at the Cashier's Office located at 303 South Water St., Henderson, NV 89115..

Payment Plans

Nevada State College provides students with payment plans for fall, spring and summer semesters. Options are available at MyNSC under Student Center. Failure to make scheduled payments will result in addition of late fees to the student's account (BOR Handbook Title 4, Chapter 17, Section 15), and placement of registration hold and a transcript hold. For questions, please call the Cashier's Office at (702) 992-2120.

Refund Procedures

a. Resident Fees

1) One hundred percent (100%) of resident fees shall be refunded for net credit load reductions made on or before the last day of registration. Only in exceptional circumstances may a refund of registration fees be granted for courses dropped after the last day of late registration.

2) One hundred percent (100%) of resident fees shall be refunded for withdrawal from the College completed by the last day of registration. For withdrawals after the last day of late registration and prior to the end of the sixth calendar week of instruction, a fifty percent (50%) refund of fees shall be granted. Only in exceptional circumstances may a refund be granted thereafter.

b. Nonresident Tuition

1) One hundred percent (100%) of non-resident tuition shall be refunded for net credit reduction to six (6) credits or less or withdrawal from the College on or before the last day of registration.

2) No refund of nonresident tuition shall be granted for courses dropped after the last day of late registration.

3) A fifty percent (50%) refund of non-resident tuition shall be granted for withdrawals made from the College after the last day of late registration but prior to the end of the sixth calendar week of instruction. Only in exceptional circumstances may a refund be granted thereafter.

c. Date of Refunds

Refunds of registration fees and non-resident tuition shall be issued near the end of the first six weeks of instruction.

d. Insurance and Special Fees

1) The optional hospital and accident insurance premium is non-refundable but shall remain in force for the duration of the policy.

2) Refund of course related special fees shall be pro-rated on the basis of actual usage or date of withdrawal, whichever is appropriate. Authorization for a refund of special fees must be originated by the department chair.

e. Continuing Education

For continuing education and summer session academic credit classes, a one hundred percent (100%) refund may be authorized to students officially dropping a class(es) or withdrawing from the College on or before the day instruction begins for each class; a fifty percent (50%) refund may be authorized to students officially dropping during the first twenty percent (20%) of the scheduled class time; thereafter, no refund will be made.

For non-credit classes and for academic credit classes taught as part of a conference, institute, or intensive course, the refund policy will be described in the publicity material for the course and may vary from course to course depending upon the circumstances.

f. No refund shall be given for the application or admission fee.

(NSHE, BOR, Procedures Manual, Chapter 7.)

Transcript Request Fees

Transcripts may be picked up or mailed to the student or to a specified address. An expedited mailing is also available. Refer to the fees below:

- Transcript fee.....\$3.00 per transcript
(processed within 2 working days)
.....\$5.00 per transcript
(same day processing)
- Expedited Mailing (FEDEX).....\$25.00
(in addition to the transcript fees)

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. Acts of bullying and/or intimidation in any form (in-person or on-line).
21. Acts of harassment, discrimination or threats of violence (either explicit or implicit) based on one's sexual orientation or preferences.
22. 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 Vice Provost of Enrollment Management and Student Services 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 Vice Provost of Enrollment Management and Student Services 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 Vice Provost for Enrollment Management and Student Services. 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 Vice Provost for Enrollment Management and Student Services or his/her 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 Vice Provost for Enrollment Management and Student Services 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, the Vice Provost for Enrollment Management and Student Services will compose a letter summarizing the agreement which will 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 Vice Provost of Enrollment Management and Student Services 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, within 10 college working days after the hearing, shall deliver to the Provost the determination of whether the student is responsible, and if found responsible, shall make a recommendation on the 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 10 college working days 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 10 college working days 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 or the Chair of the Board of Regents, as the case may be, may request a personal appearance of the person charged if the President or the chair of the Board of Regents is of the opinion that justice will be best 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 Enrollment Management and Student Services as soon as is reasonably possible, but no later than ninety (90) 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

appoint two (2) students to the hearing board and that the Faculty Senate shall appoint two (2) faculty 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.

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;

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 days 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 the Registrar. If the student or faculty contests 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 the Registrar.

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 Enrollment Management and Student Services 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 Vice Provost of Enrollment Management and Student Services

To report an allegation of hazing, please contact the Office of the Vice Provost of Enrollment Management and Student Services 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 Enrollment Management and Student Services, 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 the Registrar**. 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 Preparation - **Bachelor of Science**
- Business Administration - **Bachelor of Science**
- Criminal Justice – **Bachelor of Applied 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 Preparation - **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**
- 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 - **Bachelor of Arts**

Minors Offered

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

Educational Outcomes

Nevada State College has established an assessment program that identifies the educational outcomes students are expected to achieve. 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

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.....	7-8
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 1-17 in English or a Re-centered SAT score of 200-430 in Verbal, or to students who have not taken the ACT or SAT. Students who placed below ENG 100 on the placement exam are referred to developmental English courses at the community college.

COURSE	Enhanced ACT English	Re-centered SAT Verbal
ENG 100	18-20	440-500
ENG 101	21-29	510-670
ENG 102	30-36	680-800

Students who complete ENG 102 will satisfy the Core Curriculum Requirement. Typically, 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.

- ENG 100 – Composition I
Enhanced.....5

OR

- ENG 101 – Composition I..... 3
- 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. Students also will learn about student support services (e.g. advising, financial aid), library research skills, academic integrity (e.g. plagiarism), and our program in assessment of 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 CEP 123.

- CEP 123 – College and Career Success2

Mathematics (3-5 credits required)

The NSC Mathematics diagnostic test includes two components. If a student scores greater than 13 on the first diagnostic test, the second diagnostic test results will factor into the student's placement. Students who have taken the ACT, SAT or Accuplacer will not need to take the NSC Math Diagnostic Test.

- MATH 120 – Fundamentals of College Mathematics 3
- 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.

COURSE	Enhanced ACT Math	Re-Centered SAT Math	NSC Math Placement Test	Accuplacer Elementary Algebra (EA) and College Level Math (CM)
MATH 093*	Below 17	400 or below	12 or below on Part A	(EA) Below 76 (CM) N/A
MATH 097*	17-21	400-490	13 or above on Part A	(EA) At least 76 (CM) N/A
MATH 120	22	500-510	13 or above on Part A and at least 13 on Part B	(EA) At least 80 And (CM) At least 63
MATH 124	23-24	520-550	13 or above on Part A and at least 13 on Part B	(EA) At least 80 And (CM) At least 63
MATH 128	25-27	560-620	15 or above on Part A and at least 15 on Part B	(EA) At least 80 And (CM) At least 70
MATH 181	28 or above	630 or above	N/A	(EA) At least 80 And (CM) At least 101

Natural Sciences (7-8 credits required)

Students are required 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 all 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 Sciences 3
- GEOG 117 – Introduction to Meteorology 3
- GEOL 100 – Introduction to Geology..... 3
- 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 students with 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:

- ANTH 101 – Introduction to Cultural Anthropology..... 3
- ANTH 216 – Cultures Through Film. 3
- EDRL 402 – Literature of Young Adults. 3
- ENG 231 – World Literature I. 3
- ENG 232 – World Literature II 3
- ENG 290 – Introduction to African-American Literature 3
- 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 486A – Postcolonial Literature and Theory..... 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
- 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

Mission Statement

The mission of Nevada State College School of Education is to prepare highly qualified educators and Speech Language Pathologists 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.

TEACHER PREPARATION PROGRAM

Learner 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.

Learner Outcomes for the Teacher Preparation Program include:

- Students will design lesson plans that reflect a solid understanding of content knowledge and pedagogy for engaging diverse learners.
- Students will create and manage an effective classroom environment.
- Students will implement clearly written technology-rich lessons complete with effective questioning and discussion techniques, high quality activities and assignments, and productive use of assessments.
- Students will demonstrate high ethical standards and a sense of professionalism by engaging in reflection of instruction, maintaining accurate records, collaborating with colleagues, communicating with families, and participating in school activities as appropriate.

Accreditation

The School of Education programs are approved for licensure by the Nevada Department of Education. Future goals include seeking NCATE Accreditation.

Undergraduate Degrees

- Bachelor of Arts Elementary Education
- Bachelor of Arts Elementary Bilingual Education
- Bachelor of Arts Elementary Special Education
- Bachelor of Arts Secondary Education with a Concentration in English
- Bachelor of Arts Secondary Education with a Concentration in History
- Bachelor of Science Secondary Education with a Concentration in Biology
- Bachelor of Science Secondary Education with a Concentration in Environmental and Resource Science
- Bachelor of Science Secondary Education with a Concentration in Mathematics

Post-Baccalaureate Teacher Education Program (PB-TEP)

The School of Education offers coursework leading to initial teacher licensure for students returning with an undergraduate degree.

Initial Licensure:

- Elementary Education
- Special Education
- Secondary Education Biology
- Secondary Education General Science
- Secondary Education English
- Secondary Education History-Social Studies
- Secondary Education Mathematics

Endorsement Coursework

- Teaching English as a Second Language (TESL)
- Bilingual Education
- Autism
- Educational Technology

Field Experiences

Field experiences are a requirement of all undergraduate education majors. ALL education majors in Nevada State College Teacher Preparation Program must participate in a planned series of field experiences as an integral part of their training. Field experiences begin with the first education course, and culminate with student teaching. This enables pre-service teachers to receive guidance and feedback as they apply educational theory and practice in school settings. Opportunities to gain first-hand experience are provided in courses held at partnership schools, weekend student workshops, and arranged field work placements.

NSC field experiences are designed to:

1. provide the opportunity to immediately apply course content to classroom settings utilizing "A Framework for Teaching" by Charlotte Danielson as performance standards;
2. provide an opportunity for pre-service teachers to work cooperatively with professional teachers;
3. provide pre-service teachers with an opportunity to gain knowledge and

insight about themselves as professionals;

4. enhance awareness of the teaching profession through reflection;
5. assist pre-service teachers in gaining evaluative feedback about their proficiencies as potential educators; and
6. expose pre-service teachers to a variety of cultural and socioeconomic settings.

Program Admission

To establish eligibility for admission into the Teacher Preparation Program, students must meet the following criteria:

- Admission into Nevada State College;
- Completion of all 200-level education courses prior to entry into the upper division major (applies to degree seeking students only);
- Degree Seeking Students: Minimum cumulative GPA of 2.5.
Post-Baccalaureate Students: Bachelor's degree or higher with a minimum cumulative GPA of 2.5;
- A 500-word typed essay entitled: "Why I Want to Become a Teacher";
- Passing score on the reading, writing, and mathematics portions of the Pre-Professional Skills Tests (PPST; also referred to as the Praxis I);
- Signed Disposition.

Student Teaching

Student teaching is a full-time, semester long experience in an elementary or secondary classroom. A mandatory weekly seminar accompanies the supervised teaching during which the student gradually assumes classroom teaching responsibilities. Student teachers receive continual coaching and mentoring through regularly scheduled observations and evaluations by the cooperating teacher and the NSC supervisor. Outside employment during student teaching is strongly discouraged due to the intensity of this experience.

Before acceptance into student teaching, the student must meet the following criteria:

- Admittance to the Teacher Preparation Program;
- Submission of student teaching application;

- Earned minimum cumulative GPA of 2.5 or better;
- Completion of all courses in the program of study required prior to student teaching;
- C- or higher in all major coursework;
- Clear FBI fingerprint report;
- Proof of possession of \$1 million in liability insurance through NSEA;
- Substitute Teaching License in Nevada (optional for Southern Nevada students).

Student Teaching Completion

Development and presentation of a teaching portfolio is the culminating project required upon completion of the student teaching. The electronic portfolio is a collection of artifacts of effective teaching strategies, models of instruction, lesson planning, classroom management and professional growth that are collected in methods courses, field experiences, and student teaching. Students present their portfolio in an open forum at the end of student teaching. Therefore, students are strongly encouraged to collect artifacts throughout their course of study to include in their portfolio. The artifacts should reflect knowledge and skills outlined in any of the four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Program Completion

Requirements:

- Successful completion of student teaching requirements and portfolio;
- Completion of a minimum of 124 credits in the program of study;
- Minimum cumulative GPA of 2.5; and
- Passing scores on the Praxis II. Passing scores on Praxis II are required for licensure by the Nevada Department of Education. To ensure timely submission of the scores, students are strongly encouraged to take the test(s) one semester prior to student teaching. When completing registration material for the Praxis II, students must list NSC (R9020) and the Nevada Department of Education (R8670) as score recipients.

School of Education Policies

1. Students transferring to the NSC School of Education with all coursework

completed, except student teaching, will be required to see a School of Education faculty advisor to select 15 credits of residency coursework.

2. Teacher education coursework that applies towards a degree or initial licensure program at Nevada State College may not be older than 5 years at the time of admission to the program.
3. Student teaching placements are restricted to the State of Nevada.
4. Grades below a "C-" in major coursework, are not applied to the degree.

Bachelor of Arts in Elementary Education

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)
 - 1) PSY 101 – General Psychology3
 - F) Fine Arts (3 credits) - *Refer to the Fine Arts section of the Core Curriculum*
 - G) Humanities (6 credits)
 - 1) COM 101 – Fundamentals of Speech Communication ...3
 - 2) *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 major requirements12
 - 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.....	73
A)	EDU 203- Introduction to Special Education.....	3
B)	EDU 206 - Classroom Learning Environments.....	3
C)	EDU 210– Nevada School Law... ..	2
D)	EDU 214 – Preparing Teachers To Use Technology.....	3
E)	EDU 250- Foundations of Education	3
F)	EDRL 407- Teaching Literature	3
G)	EDRL 442- Literacy Instruction I	3
H)	EDRL 451A- Content Area Literacy Elementary.....	3
I)	EDRL 471- Language Acquisition, Development and Learning	3
	The following courses require program admission:	
J)	EDEL 433- Teaching Elementary School Mathematics	3
K)	EDEL 441- Standards-based Curriculum-Elementary Science (Physics emphasis)	4
L)	EDEL 443- Teaching Elementary School Science	3
M)	EDEL 445- Curriculum Development Elementary School Science (Earth Science emphasis)	4
N)	EDEL 453- Teaching Elementary School Social Science	3
O)	EDEL 483- Elementary Supervised Student Teaching	12
P)	EDRL 427- Teaching Writing across School Curriculum	3
Q)	EDRL 443- Literacy Instruction II	3
R)	EDRL 461- Diagnostic Assessment and Instruction Literacy	3
S)	EDRL 474- Methods for English Language Learners	3
T)	EDRL 475- Assessment and Evaluation English Language Learners.....	3

U)	EDRL 477- Curriculum Development English Language Learners.....	3
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Summary of credit requirements for the Bachelor of Arts in Elementary Education

-	College Core Curriculum	31-44
-	Additional Major Requirements	12
-	Major Core Requirements	73
-	Electives	0-8
Total Credits	124

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

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)	
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	73
A)	EDU 203- Introduction to Special Education.....	3
B)	EDU 206 - Classroom Learning Environments.....	3
C)	EDU 210– Nevada School Law... ..	2
D)	EDU 214 – Preparing Teachers To Use Technology.....	3
E)	EDU 250- Foundations of Education	3
F)	EDRL 407- Teaching Literature	3
G)	EDRL 442- Literacy Instruction I	3
H)	EDRL 451A- Content Area Literacy Elementary.....	3
I)	EDRL 471- Language Acquisition, Development and Learning	3
	The following courses require program admission:	
J)	EDEL 433 - Teaching Elementary School Mathematics	3
K)	EDEL 441 - Standards-based Curriculum-Elementary Science (Physics emphasis)	4
L)	EDEL 443 - Teaching Elementary School Science	3
M)	EDEL 445 - Curriculum Development Elementary School Science (Earth Science emphasis)	4
N)	EDEL 453 - Teaching Elementary School Social Science	3
O)	EDEL 483- Elementary Supervised Student Teaching	12
P)	EDRL 427- Teaching Writing Across School Curriculum	3
Q)	EDRL 443 – Literacy Instruction II	3
R)	EDRL 461- Diagnostic Assessment and Instruction Literacy	3
S)	EDRL 483- Methods in Bilingual Education.....	3
T)	EDRL 485- Assessment and Evaluation Bilingual Education	3

U)	EDRL 487- Curriculum Development Bilingual Education	3
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Summary of credit requirements for the Bachelor of Arts in Elementary Education with a Concentration in Bilingual Education

- College Core Curriculum	31-44
- Additional Major Requirements	12
- Major Core Requirements	73
- Electives	0-8
Total Credits	124

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

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)	
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	79
A)	EDU 203- Introduction to Special Education.....	3
B)	EDU 206 - Classroom Learning Environments.....	3
C)	EDU 208 – Students with Diverse Abilities and Backgrounds.....	3
D)	EDU 210– Nevada School Law... ..	2
E)	EDU 214 – Preparing Teachers To Use Technology.....	3
F)	EDU 250- Foundations of Education	3
G)	EDRL 442- Literacy Instruction I	3
H)	EDRL 451A- Content Area Literacy Elementary.....	3
I)	EDRL 471- Language Acquisition, Development and Learning	3
	The following courses require program admission:	
J)	EDEL 433- Teaching Elementary School Mathematics	3
K)	EDEL 441- Standards-based Curriculum-Elementary Science (Physics emphasis)	4
L)	EDEL 443- Teaching Elementary School Science	3
M)	EDEL 445- Curriculum Development Elementary School Science (Earth Science emphasis)	4
N)	EDEL 453- Teaching Elementary School Social Science	3
O)	EDEL 493- Supervised – Internship in Special Education	12
P)	EDRL 427 – Teaching Writing Across School Curriculum.	3
Q)	EDRL 443- Literacy Instruction II	3
R)	EDRL 461- Diagnostic Assessment and Instruction Literacy	3
S)	EDSP 414- Career Education for Students with Disabilities.....	3
T)	EDSP 432- Serving Individuals with Disabilities and Their Families	3
U)	EDSP 443- Special Education Curriculum: General Method ..	3
V)	EDSP 452- Assessment for Special Education Teachers.....	3

W)	EDSP 453- Behavior Management Techniques for Students with Disabilities.....	3
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Summary of credit requirements for the Bachelor of Arts in Elementary Education with a Concentration in Special Education

-	College Core Curriculum	31-44
-	Additional Major Requirements	12
-	Major Core Requirements	79
-	Electives	0-2
Total Credits	124

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
	<small>or higher (MATH 181 recommended)</small>	
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	89
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 (23 credits)
 - 1) BIOL 122 – Desert Plants. 3
 - 2) ENV 101 – Introduction to Environmental Sciences. . 3
 - 3) CHEM 241 – Organic Chemistry I 4
 - 4) CHEM 474 - Biochemistry I 3
 - 5) CHEM 475 - Biochemistry II 3
 - 6) PHYS 151 - General Physics I 4
 - 7) STAT 391 - Applied Statistics for Biological Sciences 3
- C) Secondary Education Courses (44 credits)
 - 1) EDU 210 – Nevada School Law. 2
 - 2) EDU 214 – Preparing Teachers to Use Technology. 3
 - 3) EDU 250 – Foundations of Education 3
 - 4) PSY 307 - Principles of Educational Psychology ... 3
 - 5) EDRL 471 - Language Acquisition, Development and Learning 3
 - 6) EDSC 408 – Classroom Management Secondary.. 3
 - 7) EDSP 411 - Students with Disabilities in General Education Settings 3

The following courses require program admission:

 - 8) EDRL 451B – Content Area Literacy Secondary. 3
 - 9) EDSC 321 – Secondary Pedagogy I. 3
 - 10) EDSC 404 – Secondary Pedagogy II. 3
 - 11) EDSC 463- Teaching Secondary Science 3
 - 12) EDSC 483 – Secondary Supervised Teaching Internship 12

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 89
- Electives 0-2
- **Total Credits 124**

Bachelor of Arts Secondary Education with a Concentration in English

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)
 - 1) Select one course from:
 - a) COM 101 – Fundamentals of Speech Communication. 3
 - b) ENG 271 – Introduction to Shakespeare..... 3
 - c) ENG 434A – Shakespeare: Tragedies..... 3
 - d) ENG 434B – Shakespeare: Comedies and Histories. 3
 - e) ENG 467B – Modern American Drama..... 3
 - f) THTR 100 – Introduction to the Theatre..... 3
 - 2) *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
- A) Required Classes (21 credits)
- 1) ENG 298 - Writing about Literature.....3
 - 2) ENG 303 - Introduction to Literary Theory and Criticism.....3
 - 3) ENG 401A – Advanced Composition. 3
 - 4) COM 250 – News Gathering and Writing I. 3
 - 5) ENG 211 – Introduction to Linguistics. 3
 - 6) ENG 411B – Principles of Modern Grammar..... 3
 - 7) Choose one of the following courses (*Note: No courses taken for this requirement can count towards the requirements for B 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
- B) Additional English Requirements (24 credits)
- 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 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
 - 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 486A – Studies in Postcolonial Literature and Theory
 - 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
- 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
- ENG 486A – Studies in Postcolonial Literature and Theory

- C) Secondary Education Courses (44 credits)
- 1) EDU 210 – Nevada School Law. 2
 - 2) EDU 214 – Preparing Teachers to Use Technology. 3
 - 3) EDU 250 – Foundations of Education 3
 - 4) PSY 307 - Principles of Educational Psychology ... 3
 - 5) EDRL 471 - Language Acquisition, Development and Learning 3
 - 6) EDSC 408 – Classroom Management Secondary. . 3
 - 7) EDSP 411 - Students with Disabilities in General Education Settings 3
- The following courses require program admission:**
- 8) EDRL 451B – Content Area Literacy Secondary..... 3
 - 9) EDSC 321 – Secondary Pedagogy I. 3
 - 10) EDSC 404 – Secondary Pedagogy II. 3
 - 11) EDSC 433- Teaching Secondary English 3
 - 12) EDSC 483 – Secondary Supervised Teaching Internship 12

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

- College Core Curriculum	31-44
- Major Core Requirements	89
- Electives	0-4
Total Credits	124

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..... 91-93
 - 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 (44 credits)
 - 1) EDU 210 – Nevada School Law. 2
 - 2) EDU 214 – Preparing Teachers to Use Technology. 3
 - 3) EDU 250 – Foundations of Education 3
 - 4) PSY 307 - Principles of Educational Psychology ... 3
 - 5) EDRL 471 - Language Acquisition, Development and Learning 3
 - 6) EDSC 408 – Classroom Management Secondary. . 3
 - 7) EDSP 411 - Students with Disabilities in General Education Settings 3
 - The following courses require program admission:**
 - 8) EDRL 451B – Content Area Literacy Secondary..... 3
 - 9) EDSC 321 – Secondary Pedagogy I. 3
 - 10) EDSC 404 – Secondary Pedagogy II. 3
 - 11) EDSC 463- Teaching Secondary Science 3
 - 12) EDSC 483 – Secondary Supervised Teaching Internship 12

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 91-93

Total Credits 124

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 Major Requirements..... (9 credits)
 - A) Social Sciences (9 credits)
Secondary education students must take a course in ECON,PSC and GEOG (Cultural Geography recommended).
- III) Major Requirements..... 80
 - 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 (44 credits)
 - 1) EDU 210 – Nevada School Law. 2
 - 2) EDU 214 – Preparing Teachers to Use Technology. 3
 - 3) EDU 250 – Foundations of Education 3
 - 4) PSY 307 - Principles of Educational Psychology ... 3
 - 5) EDRL 471 - Language Acquisition, Development and Learning 3
 - 6) EDSC 408 – Classroom Management Secondary. . 3
 - 7) EDSP 411 - Students with Disabilities in General Education Settings 3

The following courses require program admission:

 - 8) EDRL 451B – Content Area Literacy Secondary..... 3
 - 9) EDSC 321 – Secondary Pedagogy I. 3
 - 10) EDSC 404 – Secondary Pedagogy II. 3
 - 11) EDSC 473- Teaching Secondary Social Studies.... 3
 - 12) EDSC 483 – Secondary Supervised Teaching Internship 12

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

College Core Curriculum	31-44
Additional Major Requirements	9
Major Requirements	80
Electives	0-4
Total Credits	124

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 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 (4-5 credits)
MATH 128- Pre-Calculus & Trigonometry.....5
or higher (MATH 181 recommended)
- D) Natural Sciences (7-8 credits) -
1) PHYS 151- General Physics I..... 4
2) *Refer to the Natural Sciences section of the Core Curriculum*
- E) Social Sciences (3 credits)
1) PSY 101 – General Psychology3
- 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 Requirements83
- A) Mathematics/Science Requirements (39 credits)
- 1) MATH 181 – Calculus I4
 - 2) MATH 182 – Calculus II ..4
 - 3) MATH 283 – Calculus III ..4
 - 4) MATH 314 – History of Mathematics.....3
 - 5) MATH 330 – Linear Algebra I3
 - 6) MATH 352 – Probability and Statistics3
 - 7) MATH 381 – Methods of Discrete Mathematics.....3
 - 8) MATH 453 – Abstract Algebra3
 - 9) MATH 455 – Elementary Theory of Numbers.....3
 - 10) MATH 457 – Real Analysis I.3
 - 11) MATH 475 – Euclidean and Non-Euclidean Geometry.3
 - 12) Additional Mathematics courses. *Choose one:*

- MATH 427– Differential Equations 3
- or
- MATH 466 – Numerical Methods 3
- B) Secondary Education Concentration (44 credits)
 - 1) EDU 210 – Nevada School Law. 2
 - 2) EDU 214 – Preparing Teachers to Use Technology. 3
 - 3) EDU 250 – Foundations of Education 3
 - 4) PSY 307 - Principles of Educational Psychology ... 3
 - 5) EDRL 471 - Language Acquisition, Development and Learning 3
 - 6) EDSC 408 – Classroom Management Secondary.. 3
 - 7) EDSP 411 - Students with Disabilities in General Education Settings 3
 - The following courses require program admission:**
 - 8) EDRL 451B – Content Area Literacy Secondary 3
 - 9) EDSC 321 – Secondary Pedagogy I. 3
 - 10) EDSC 404 – Secondary Pedagogy II. 3
 - 11) EDSC 453- Teaching Secondary Mathematics. . 3
 - 12) EDSC 483 – Secondary Supervised Teaching Internship 12

Summary of credit requirements for the Bachelor of Science in Secondary Education with a concentration in Mathematics

College Core Curriculum	31-44
Major Requirements	83
Electives	0-8
Total Credits.....	124

Post-Baccalaureate Teacher Education Program (PB-TEP)

The School of Education offers course work leading to teacher certification in Elementary Education, Special Education, and Secondary Education for individuals who have earned their Bachelor of Arts or Science in any area.

The Post-Baccalaureate Teacher Education Program does not lead to a degree. Students completing the program will need to apply for a teaching license through the Nevada Department of Education.

Elementary Education

- I) **Course Requirements.....42-44**
- A) EDU 250 - Foundations of Education.....3
 - B) EDU 203 - Introduction to Special Education 3
 - C) EDU 206 - Classroom Learning Environments 3
 - D) EDRL 442 - Literacy Instruction I
 - E) (Optional) EDU 210 – Nevada School Law 2
 - The following courses require program admission:**
 - F) EDEL 433 - Teaching Elementary School Mathematics 3
 - G) EDEL 443 - Teaching Elementary School Science 3
 - H) EDEL 453 - Teaching Elementary School Social Science 3
 - I) EDRL 443 - Literacy Instruction II 3
 - J) EDRL 427 - Teaching Writing across School Curriculum 3
 - K) EDRL 474 - Methods for English Language Learners..... 3
 - L) EDEL 483 - Elementary Supervised Student Teaching..... 12

Special Education

- I) **Course Requirements.....51-53**
- A) EDU 203 - Introduction to Special Education..... 3
 - B) EDU 208 – Students with Diverse Abilities and Backgrounds.....3
 - C) EDRL 442 - Literacy Instruction I 3
 - D) PSY 307 - Principles of Educational Psychology..... 3
 - E) PSY 430 - Developmental Psychology: Infancy and Childhood 3
 - F) (Optional) EDU 210 - Nevada School Law 2
 - The following courses require program admission:**
 - G) EDEL 433 - Teaching Elementary School Mathematics 3
 - H) EDRL 443 - Literacy Instruction II 3

- I) EDRL 427 - Teaching Writing across School Curriculum..... 3
- J) EDSP 414 - Career Education for Students with Disabilities..... 3
- K) EDSP 432 - Serving Individuals with Disabilities and Their Families .3
- L) EDSP 443 - Special Education Curriculum: General Method .. 3
- M) EDSP 452 - Assessment for Special Education Teachers..... 3
- N) EDSP 453 - Behavior Management Techniques for Students with Disabilities..... 3
- O) EDEL 493 - Supervised Internship in Special Education..... 12

Secondary Education-Biology

I) Education Course

Requirements.....36-38

- A) EDU 250 - Foundations of Education.....3
 - B) EDSC 408 – Classroom Management Secondary.. 3
 - C) EDSP 411 - Students with Disabilities in General Education Settings..... 3
 - D) PSY 307 - Principles of Educational Psychology 3
 - E) (Optional) EDU 210 – Nevada School Law 2
- The following courses require program admission:**
- F) EDRL 451B – Content Area Literacy Secondary..... 3
 - G) EDSC 321 – Secondary Pedagogy I..... 3
 - H) EDSC 404 - Secondary Pedagogy II 3
 - I) EDSC 463 - Teaching Secondary Science..... 3
 - J) EDSC 483 – Secondary Supervised Teaching Internship 12

II) Biology Course Requirements.....36

(Prerequisite math and science courses may be required prior to enrolling.)

- A) BIOL 122 - Desert Plants.....3
- B) BIOL 223 - Human Anatomy and Physiology I.....3
- C) BIOL 224 - Human Anatomy and Physiology II.....3
- D) BIOL 341 – Principles of Ecology...3
- E) ENV 101 – Introduction to Environmental Sciences.....3
- F) Choose 2 courses from the following:

- 1) BIOL 189 - Fundamentals of Life Science.....4
 - 2) BIOL 196 – Principles of Modern Biology I 4
 - 3) BIOL 197 - Principles of Modern Biology II..... 4
 - 4) BIOL 251 – General Microbiology 4
- G) Choose 3 courses from the following:
- 1) CHEM 105 – Chemistry, Man, & Society..... 3
 - 2) CHEM 121 – General Chemistry I..... 4
 - 3) CHEM 122 – General Chemistry II..... 4
 - 4) CHEM 241 – Organic Chemistry I.....4
 - 5) CHEM 242 – Organic Chemistry II.....4

Secondary Education-English

I) Education Course

Requirements.....36-38

- A) EDU 250 - Foundations of Education.....3
 - B) EDSC 408 – Classroom Management Secondary..... 3
 - C) EDSP 411 - Students with Disabilities in General Education Settings 3
 - D) PSY 307 - Principles of Educational Psychology..... 3
 - E) (Optional) EDU 210 – Nevada School Law 2
- The following courses require program admission:**
- F) EDRL 451B – Content Area Literacy Secondary..... 3
 - G) EDSC 321 – Secondary Pedagogy I..... 3
 - H) EDSC 404 - Secondary Pedagogy II 3
 - I) EDSC 433 - Teaching Secondary English 3
 - J) EDSC 483 – Secondary Supervised Teaching Internship 12

II) English Course Requirements.....36

- A) ENG 211 - Introduction to Linguistics.....3
- B) ENG 303 - Introduction to Literary Theory and Criticism.....3
- C) ENG 401A – Advanced Composition.....3

- D) ENG 411B – Principles of Modern Grammar3
- E) COM 101 – Fundamentals of Speech Communication..... 3
- F) COM 250 – News Gathering and Writing I.....3
- G) Choose 2 courses from the following:
 - 1) ENG 241 - Survey of American Literature I.....3
 - 2) ENG 451A - American Literature.....3
 - 3) ENG 451B - American Literature II.....3
 - 4) ENG 436A - Major Figures in American Literature3
- H) Choose 2 courses from the following:
 - 1) ENG 235 - Survey of English Literature I.....3
 - 2) ENG 449A - British Literature I.....3
 - 3) ENG 449B - British Literature II.....3
 - 4) ENG 440A - Medieval English Literature3
- I) Choose 2 courses from the following:
 - 1) ENG 231 - World Literature I.....3
 - 2) ENG 232 - World Literature II.....3
 - 3) ENG 236 - Survey of English Literature II.....3
 - 4) ENG 242 - Survey of American Literature II.....3

Secondary Education-General Science

I) Education Course Requirements.....36-38

- A) EDU 250 - Foundations of Education.....3
 - B) EDSC 408 – Classroom Management Secondary.. 3
 - C) EDSP 411 - Students with Disabilities in General Education Settings..... 3
 - D) PSY 307 - Principles of Educational Psychology 3
 - E) (Optional) EDU 210 – Nevada School Law 2
- The following courses require program admission:**

- F) EDRL 451B – Content Area Literacy Secondary..... 3
- G) EDSC 321 – Secondary Pedagogy I..... 3
- H) EDSC 404 - Secondary Pedagogy II 3
- I) EDSC 463 - Teaching Secondary Science 3
- J) EDSC 483 – Secondary Supervised Teaching Internship 12

II) Science Course Requirements.....38

(Prerequisite math and science courses may be required prior to enrolling.)

- A) AST 104 – Introductory Astronomy: Stars & Galaxies 3
Must be taken with AST 105 to fulfill laboratory requirement.
- B) AST 105 – Introductory Astronomy: Stars & Galaxies Lab 1
- C) ENV 101 – Introduction to Environmental Sciences3
- D) GEOG 117 – Introduction to Meteorology 3
- E) GEOL 101 – Geology: Exploring Planet Earth 4
- F) PHYS 151 – General Physics I..... 4
- G) PHYS 152 – General Physics II.... 4
- H) Choose 2 courses from the following:
 - 1) BIOL 189 - Fundamentals of Life Science.....4
 - 2) BIOL 196 – Principles of Modern Biology I4
 - 3) BIOL 197 - Principles of Modern Biology II.....4
 - 4) BIOL 251 – General Microbiology4
- I) Choose 2 courses from the following:
 - 1) CHEM 121 – General Chemistry I..... 4
 - 2) CHEM 122 – General Chemistry II..... 4
 - 3) CHEM 241 – Organic Chemistry I.....4
 - 4) CHEM 242 – Organic Chemistry II.....4

Secondary Education-History/Social Studies

I) Education Course Requirements.....36-38

- A) EDU 250 - Foundations of Education.....3

- B) EDSC 408 – Classroom Management Secondary.. 3
 - C) EDSP 411 - Students with Disabilities in General Education Settings..... 3
 - D) PSY 307 - Principles of Educational Psychology 3
 - E) (Optional) EDU 210 – Nevada School Law 2
- The following courses require program admission:**
- F) EDRL 451B - Content Area Literacy Secondary..... 3
 - G) EDSC 321 - Secondary Pedagogy I 3
 - H) EDSC 404 - Secondary Pedagogy II 3
 - I) EDSC 473 - Teaching Secondary Social Studies..... 3
 - J) EDSC 483 – Secondary Supervised Teaching Internship 12

II) History/Social Studies Course

Requirements.....36

- A) ECON 102 – Principles of Microeconomics.....3
- B) ECON 103 – Principles of Macroeconomics.....3
- C) GEOG 106 – Introduction to Cultural Geography3
- D) PSY 101 – General Psychology3
- E) SOC 101 - Principles of Sociology.....3
- F) ETS 101 - Introduction to Ethnic Studies.....3
- G) PSC 210 - American Public Policy.....3
- H) HIST 101 - U.S. History to 1865....3
- I) HIST 102 - U.S. History 1865 to present.....3
- J) Any History of the World course.....3
- K) Any History of the World course.....3
- L) Any History of the World course.....3

Secondary Education-Mathematics

I) Education Course

Requirements.....36-38

- A) EDU 250 - Foundations of Education.....3
- B) EDSC 408 – Classroom Management Secondary.. 3

- C) EDSP 411 - Students with Disabilities in General Education Settings 3
 - D) PSY 307 - Principles of Educational Psychology..... 3
 - E) (Optional) EDU 210 – Nevada School Law 2
- The following courses require program admission:**
- F) EDRL 451B - Content Area Literacy Secondary..... 3
 - G) EDSC 321 - Secondary Pedagogy I 3
 - H) EDSC 404 - Secondary Pedagogy II 3
 - I) EDSC 453 - Teaching Secondary Mathematics.....3
 - J) EDSC 483 – Secondary Supervised Teaching Internship 12

II) Mathematics Course

Requirements.....36

- A) MATH 181 – Calculus I.....4
- B) MATH 182 – Calculus II4
- C) MATH 283 – Calculus III.....4
- D) MATH 352 – Probability and Statistics.....3
- E) MATH 330 – Linear Algebra I.....3
- F) MATH 453 – Abstract Algebra3
- G) Choose 1 course from the following:
 - 1) MATH 132 - Finite Mathematic.....3
 - 2) MATH 381 – Methods of Discrete Mathematics.....3
- H) Choose 1 course from the following:
 - 1) MATH 455 – Elementary Theory of Numbers I.....3
 - 2) MATH 466 – Numerical Methods I.....3
- I) Choose 4 courses from the following:
 - 1) MATH 314 – History of Mathematics.....3
 - 2) MATH 475 – Euclidean and Non-Euclidean Geometry.....3
 - 3) CS 135 – Computer Science...3
 - 4) MATH 427 – Differential Equations.....3
 - 5) MATH 457 – Real Analysis I.....3

SPEECH PATHOLOGY PROGRAM

Bachelor of Arts in Speech Pathology

Program Description

The Bachelor of Arts in Speech Pathology is a school-based program designed to prepare students in the area of speech and language assessment and therapy. Instructional emphasis is placed on the identification of speech and language disorders and intervention for students' ages 3-21. The American Speech and Hearing Association's (ASHA) credentialing requirements for Speech Language Pathology are used as a framework for the curriculum and program assessment.

Learner Outcomes

1. **Learner Outcome 1:** Students will apply theories and principles of communication development and disorders from birth to age 21.
2. **Learner Outcome 2:** Demonstrate knowledge and skills in the assessment and remediation of individuals with communication disorders. Understand the nature and characteristics of speech, language and auditory disorders in children.
3. **Learner Outcome 3:** Apply effective, clinical, problem-solving skills through scientific oral and written skills.
4. **Learner Outcome 4:** Demonstrate knowledge of contemporary professional issues and ethical standards in the profession.

Accreditation

The Speech Pathology Program is approved for licensure by the Nevada Department of Education.

Program Admission

To establish eligibility for admission into the Speech Pathology Program, students must meet the following criteria:

- Admission into Nevada State College;
- Completion of 30-45 credits that apply towards the major;
- Degree Seeking Students: Minimum cumulative GPA of 3.0.
Post-Baccalaureate Students: Bachelor's degree or higher with a minimum cumulative GPA of 3.0;
- A 500-word typed essay entitled: "Why I Want to Become a Speech and Language Pathologist";
- Passing scores on the reading, writing, and mathematics portions of the Pre-Professional Skills Tests (PPST or Praxis I);
- Signed Disposition.

Clinical Practicum

Clinical practicum is a full-time, semester long experience in a school-based setting. A mandatory, weekly seminar accompanies the supervised clinical practicum during which the student gradually assumes assessment and therapy responsibilities. Speech practicum students receive continual coaching and mentoring through regularly scheduled observations and evaluations by the site SLP supervisor and the NSC supervisor. Outside employment while completing practicum is strongly discouraged due to the intensity of this experience. Students will earn a letter grade in practicum.

The "Three Tier" clinical experience is an alternative practicum designed for licensed teachers only who are pursuing an endorsement in Speech Pathology. The "Three Tier" clinical practicum is expanded over three semesters starting in the fall. Observations and direct contact hours take place after school at Child Find sites and during the summer at extended school year and Child Find sites.

Clinical practicum placements are restricted to the State of Nevada.

Acceptance into clinical practicum includes all of the following:

- Admittance to the Speech Pathology Program;
- Submission of clinical practicum application;

- Earned minimum cumulative GPA of 3.0; (Resident GPA of 3.0 for post baccalaureate students);
- Completion of all courses in the program of study required prior to practicum (except for Three Tier alternative participants);
- B- or higher in all major coursework;
- Clear FBI fingerprint report;
- Proof of possession of \$1 million in liability insurance through NSEA.

Program Completion

Requirements:

- Completion of a minimum of 124 credits;
- Minimum cumulative GPA of 3.0;
- Completion of core and major requirements;
- Passing score on the Praxis II exam. Teaching Speech to Students with Language Impairments (test #0880). Passing scores on Praxis II are required for licensure by the Nevada Department of Education. To ensure timely submission of the scores, students are strongly encouraged to the test(s) one semester prior to student teaching. When completing registration material for the Praxis II, students must list NSC (R9020) and the Nevada Department of Education (R8670) as score recipients.

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
 - 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 210 – Nevada School Law..... 2
 - 6) EDU 214 – Preparing Teachers To Use Technology 3
 - 7) EDRL 442 – Literacy Instruction I 3
 - 8) ENG 211- Introduction to Linguistics..... 3
 - 9) PSY 210 – Statistical Methods 3
 - 10) PSY 307 – Principles of Educational Psychology ... 3
 - 11) PSY 430 – Developmental Psychology: Infancy and Childhood 3
 - 12) SPA 301 – Survey of Speech Pathology 3
 - 13) SPA 320 – Introduction to Phonetics..... 3
 - 14) SPA 362 – Introduction to Audiology..... 3
 - The following courses require program admission:**
 - 15) EDSP 414 – Career Education for Students with Disabilities 3
 - 16) EDSP 432 – Serving Individuals with Disabilities and Their Families 3
 - 17) SPA 330 – Communication Science..... 3
 - 18) SPA 340 – Speech and Language Development ... 3
 - 19) SPA 364 – Articulation Disorders 3
 - 20) SPA 370 – Methods of Clinical Management 3
 - 21) SPA 400 – Assessment of Communication Disorders 3

- 22) SPA 401 – Fluency and Voice Disorders 3
- 23) SPA 439 – Neurology and Speech Pathology 3
- 24) SPA 441 – Clinical Practicum 10
- 25) SPA 466 – Rehabilitation for Hearing Handicapped 3
- 26) SPA 467 – Communication and Language Disorders in Children 3

Summary of credit requirements for the Bachelor of Arts in Speech Pathology

College Core Curriculum	31-44
Major Requirements	86
Electives	0-7
Total Credits	124

Post-Baccalaureate Teacher Education Program (TEP) Speech Pathology

The Post-Baccalaureate Teacher Education Program-Speech Pathology provides an opportunity for students with a bachelor's degree or higher to apply for the endorsement for speech and language impairment from the Nevada Department of Education or obtain the necessary academic requirements to apply to graduate programs in speech pathology and audiology. This endorsement is limited to the public school systems in the state of Nevada.

The Post-Baccalaureate Teacher Education Program does not lead to a degree. Students completing the program will need to apply for a teaching license through the Nevada Department of Education.

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

The following courses required program admission:

SPRING I

- 4) SPA 330 - Communication Science 3

- 5) SPA 340 - Speech and Language Development 3

SUMMER I

- 6) SPA 364 - Articulation and Voice Disorders 3
- 7) SPA 466 – Rehabilitation for Hearing Handicapped 3

FALL II

- 8) SPA 467 – Communication and Language Disorders in Children . 3
- 9) SPA 400 - Assessment of Communication Disorders..... 3
- 10) SPA 401 – Fluency and Voice Disorders..... 3

SPRING II

- 11) SPA 370 – Methods of Clinical Management 3
- 12) SPA 439 - Neurology and Speech Pathology 3

SUMMER II

- 13) EDU 203 – Introduction to Special Education 3
- 14) EDSP 432 – Serving Individuals with Disabilities and Their Families. ... 3

FALL III

- 15) SPA 441 - Clinical Practicum 10

MINOR

Minor in Education/Instruction

- 1) EDU 250- Foundations of Education.. 3
- 2) EDU 203- Introduction to Special Education..... 3
- 3) PSY 307- Principles of Educational Psychology..... 3
- 4) Nine credits of upper division education courses
 - o **Literacy** (3 credits)
 - Elementary Majors (Choose One)
 - EDRL 442 - Literacy Instruction I..... 3
 - EDRL 443 - Literacy Instruction II..... 3
 - EDRL 427 - Teaching Writing across School Curriculum... 3
 - OR
 - Secondary Majors (Choose One)
 - EDRL 427 - Teaching Writing across School Curriculum... 3

- EDRL 451B- Content Area Literacy Secondary....3
- **Pedagogy** (3 credits)
 - Elementary Majors (Choose One)
 - EDEL 433- Teaching Elementary School Mathematics.....3
 - EDEL 443 - Teaching Elementary School Science.....3
 - EDEL 453 - Teaching Elementary School Social Science .3
 - OR**
 - Secondary Majors (Choose One)
 - EDSC 321 - Secondary Pedagogy I...3
 - EDSC 408 – Classroom Management Secondary....3
- **Specialty Area** (3 credits)
 - Special Education (Choose One)
 - EDSP 432 - Serving Individuals with Disabilities and Their Families.....3
 - EDSP 414 - Career Education for Students with Disabilities....3
 - OR**
 - TESL (Choose One)
 - EDRL 471- Language Acquisition, Development and Learning.....3
 - EDRL 474 - Methods for English Language Learners...3
 - OR**
 - Bilingual (Choose One)
 - EDRL 471- Language Acquisition, Development and Learning.....3
 - EDRL 483- Methods in Bilingual Education....3

COURSE DESCRIPTIONS

Education

EDU 111

CONTEMPORARY ISSUES IN EDUCATION (3+0) 3 credits

An introduction to education as a career choice, with a focus on historical and contemporary issues, information literacy, and strategies to promote academic success.

EDU 203

INTRODUCTION TO SPECIAL EDUCATION (3+0) 3 credits

Survey of the characteristics, training, and educational needs of students with various exceptionalities. Designed for undergraduate students in elementary/special education, general education, nursing, psychology and related fields.

EDU 206

CLASSROOM LEARNING ENVIRONMENTS (3+0) 3 credits

Function and analysis of elementary school classrooms, daily activities and methods of behavior management. Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDU 208

STUDENTS WITH DIVERSE ABILITIES AND BACKGROUNDS (3+0) 3 credits

A study of instructional techniques for use with learners with mild/moderate disabilities from culturally diverse backgrounds. Addresses assessment and instructional methods, accommodations, adaptations, strategies, and materials appropriate for teaching individuals with exceptionalities in a variety of educational settings.

EDU 210

NEVADA SCHOOL LAW (2+0) 2 credits

This course is designed to acquaint prospective teachers with the legal aspects of the school setting, identify legal issues in education, and illustrates the implications of laws/mandates in the schools. Concepts covered include teacher liability, teacher/student right to free speech and privacy, and accommodations for religious practices and students with disabilities.

EDU 214***PREPARING TEACHERS TO USE TECHNOLOGY*** (3+0) 3 credits

The course focuses on the operation and utilization of technology applications in the classroom for teaching and learning. Students practice using web-based resources, educational software, and instructional technology tools for effective teaching and learning in the 21st century classroom. Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Speech Pathology and Speech Pathology Post-Baccalaureate 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 399***FOUNDATIONS OF EDUCATIONAL TECHNOLOGY*** (3+0) credits

This course is an overview of the field of educational technology, emphasizing current issues, technology use, planning, and evaluation and synthesis of research. Students will explore the effects of technology on education, including issues of equity, student achievement, and instructor efficacy.

EDUC 409***TECHNOLOGY APPLICATIONS IN EDUCATION*** (3+0) 3 credits

Emphasis on the use of technology as a tool to create a constructivist, higher order thinking, learning environment. Students will become proficient in a wide range of instructional technologies.

EDUC 416***INTERNET APPLICATION FOR EDUCATORS*** (3+0) credits

Examines methods of integrating technology into teaching and learning. Students actively explore interactive technologies, telecommunications, educational multimedia, student and teacher productivity tools, online collaborative applications, and other educational online resources.

EDUC 417***LITERACY & TECHNOLOGY*** (3+0) credits

Examines appropriate and effective uses of technology in literacy development. Explores impact of technology on definition of literacy. New literacies are defined and explored as students create literacy lessons and centers using a wide range of instructional technologies.

EDUC 492***EDUCATION INDEPENDENT STUDY*** (1-3 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. S/U Grading.

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 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. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDEL 441***STANDARDS-BASED CURRICULUM-ELEMENTARY SCIENCE (PHYSICS EMPHASIS)*** (4+0) 4 credits

Elementary science curriculum standards as outlined by state and national agencies. Emphasis is placed on teacher knowledge

and skills of physics content and integration of effective science pedagogy.

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

Current methods and materials for teaching life, physical, and earth science using process skills, guided discovery activities, and curriculum integration techniques. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDEL 445

CURRICULUM DEVELOPMENT ELEMENTARY SCHOOL SCIENCE (EARTH SCIENCE EMPHASIS) (4+0) 4 credits

Elementary science curriculum standards as outlined by state and national agencies. Emphasis is placed on teacher knowledge and skills of earth science content and integration of effective science pedagogy. 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. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDEL 483

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

Full-time supervised practice teaching in a K-5 placement. 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. Course Fee: \$250

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. Field Experience hours required. 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. Field Experience hours required. 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 III (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. Field Experience hours required. 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. Field Experience hours required. 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. Field Experience required. 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. Field Experience required. 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. Field Experience required. 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. Field Experience required. 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. Field Experience required. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDHH 483

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

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, 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. Course Fee: \$250

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 various cultural perspectives, that prepares teachers to work with pupils in elementary and secondary schools.

EDRL 407

TEACHING LITERATURE (3+0) 3 credits

Integration of reading, language arts, and literature for diverse learners. Students will examine literature critically by reading outside of class and reflecting on various issues connected with adolescent and children's literature. Focus is placed on text selection, student engagement, and comprehension strategies. Pre-requisite(s): EDU 250.

EDRL 427

TEACHING WRITING ACROSS SCHOOL CURRICULUM (3+0) 3 credits

Introduction to current theories and practices in the teaching of writing. Focus on writing for learning in all subject areas. Students will review the writing process, including assessment and conferencing strategies. Pre-requisite(s): EDRL 442 and admission to the Teacher Preparation Program. (Note: Pre-requisites do not apply to Secondary Education majors and Alternative Route to Licensure majors.)

EDRL 442

LITERACY INSTRUCTION I (3+0) 3 credits

Learning theories and practice relating to reading, writing, oral language and literature for the K-3 grades. Pre-requisite(s): EDU 250. Pre-requisite(s) do not apply to Speech Pathology and Alternative Route to Licensure majors.)

EDRL 443

LITERACY INSTRUCTION II (3+0) 3 credits

Learning and instruction in reading, writing, oral language and literature for the 4-8 grades. Pre-requisite(s): EDRL 442 and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDRL 451A**CONTENT AREA LITERACY****ELEMENTARY** (3+0) 3 credits

Strategies for developing comprehension and critical reading and writing in content areas for students in grades K-8.

Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDRL 451B**CONTENT AREA LITERACY****SECONDARY** (3+0) 3 credits

Strategies for developing comprehension and critical reading and writing in content areas for students in grades 7-12.

Pre-requisite(s): EDU 250 and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDRL 461**DIAGNOSTIC ASSESSMENT AND****INSTRUCTION LITERACY** (3+0) 3 credits

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** (3+0) 3 credits

Contemporary philosophies of second language acquisition, with selected topics related to language use and ideology.

EDRL 472**METHODS FOR ELEMENTARY ENGLISH LANGUAGE LEARNERS** (3+0) 3 credits

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. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to TESL and Alternative Route to Licensure majors.)

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

Review and administration of formal and informal assessments to determine stages of English language proficiency. The process for identifying and serving English language learners, including state and federal guidelines, is addressed.

Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to TESL and Alternative Route to Licensure majors.)

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. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to TESL and Alternative Route to Licensure majors.)

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

Methods for primary language instruction emphasizing listening, speaking, reading, and writing skills. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Bilingual Certification majors.)

EDRL 485

ASSESSMENT AND EVALUATION

BILINGUAL EDUCATION (3+0) 3 credits

Examination a variety of methods of alternative assessments in both English and Spanish. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Bilingual Certification majors.)

EDRL 487

CURRICULUM DEVELOPMENT

BILINGUAL EDUCATION (3+0) 3 credits

Emphasis placed on techniques and strategies for language and literacy development as well as the examination and evaluation of bilingual materials. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Bilingual Certification majors.)

Education - Secondary

EDSC 321

SECONDARY PEDAGOGY I (3+0) 3 credits

A study of effective instructional planning and techniques at the secondary level. Emphasis on decision making, learning principles, instructional strategies, planning, and objective writing. Field Experience hours required. Pre-requisite(s): EDU 250, Admission to the Teacher Preparation Program, completion of at least half of content major requirement. Pre-requisite(s) do not apply to Alternative Route to Licensure majors.

EDSC 403

TEACHING METHODS SECONDARY (SPECIFIC SUBJECT AREA) (3+0) 3 credits

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. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDSC 404

SECONDARY PEDAGOGY II (3+0) 3 credits

Develops prospective teacher's understanding of the use of technology to create motivating, effective lessons and the basic principles of successful classroom assessment techniques. Students will create and develop Wikis for both classroom instruction and professional portfolios. Use of teaching technology is emphasized throughout this course. Field experience in secondary school setting is required. Pre-requisite(s): EDU 250, EDSC 321 and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDSC 408

CLASSROOM MANAGEMENT

SECONDARY EDUCATION (3+0) 3 credits

Emphasis on effective classroom management techniques and management programs for the secondary school environment. Students develop and evaluate teaching philosophies and classroom management plans. Topics include school and classroom climates, student motivation, effective communication, and problem solving. Field experience hours required. Pre-requisite(s): EDU 250

EDSC 433

TEACHING SECONDARY ENGLISH (3+0) 3 credits

This course will address instructional approaches and resources for students in secondary English settings. 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. (Pre-requisite(s) do not apply to NON-ARL majors.)

EDSC 453

TEACHING SECONDARY MATHEMATICS

(3+0) 3 credits

Methods, materials, teaching techniques and strategies unique to secondary mathematics; curriculum; classroom organization; test construction/evaluation, use of technology and resources. 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. (Pre-requisite(s) do not apply to NON-ARL majors.)

EDSC 463

TEACHING SECONDARY SCIENCE (3+0)

3 credits

Methods, materials, teaching techniques and strategies unique to secondary science; curriculum; classroom organization; test construction/evaluation, use of technology and resources. 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. (Pre-requisite(s) do not apply to NON-ARL majors.)

EDSC 473

TEACHING SECONDARY SOCIAL STUDIES (3+0) 3 credits

Methods, materials, teaching techniques and strategies unique to secondary social studies and history; curriculum; classroom organization; test construction/evaluation, use of technology and resources. 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. (Pre-requisite(s) do not apply to NON-ARL majors.)

EDSC 483

SECONDARY SUPERVISED TEACHING INTERNSHIP (12 credits) S/U only

Full-time supervised practice teaching in a 7-12 placement. 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. Course Fee: \$250

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.

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

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

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. Pre-requisite(s): EDRL 442 or EDRL 443, EDEL 433 and Admission to the Teacher Preparation Program. Co-requisite(s): EDSP 432.

EDSP 445

CHARACTERISTICS OF STUDENTS WITH AUTISM (3+0) 3 credits

An overview of the characteristics, identification, and educational considerations of students with Autism Spectrum Disorder (ASD). An in-depth study of the definition, categories and identification of ASD will be followed by an overview of current issues and service delivery options considered to be best practices in the field of autism.

EDSP 446

CURRICULUM AND METHODS FOR TEACHING STUDENTS WITH AUTISM

(3+0) 3 credits

Teaching strategies and methods for teaching students with Autism Spectrum Disorder (ASD). An overview of the nature and characteristics of ASD will be followed by an in-depth study of educational and behavioral interventions, with an emphasis in Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT), recognized *best practices* in the field of autism..

This course has been designed to ensure that students demonstrate required knowledge and skill in the area of methods and strategies for teaching students who have Autism identified under the Autism Endorsement criteria, Nevada Department of Education (NAC 391.378)

EDSP 452

ASSESSMENT FOR SPECIAL EDUCATION TEACHERS (3+0) 3 credits

Focus on the assessment of students with disabilities in all content areas and performance domains. Techniques in the use of standardized and informal assessments will be reviewed and applied. Students will learn strategies that can be used to integrate assessment into both instruction and the IEP process. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDSP 453

BEHAVIOR MANAGEMENT TECHNIQUES FOR STUDENTS WITH DISABILITIES

(3+0) 3 credits

Principles of behavior management and social learning theory to aid parents and educators in improving academic and social behavior of students with disabilities in the classroom and home settings.

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

EDSP 454

BEHAVIOR MANAGEMENT STRATEGIES AUTISM (3+0) 3 credits

Course is designed to teach the knowledge and skills necessary to apply best practice strategies associated with behavior characteristics and challenges that exist among students with autism.

EDSP 455

ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH DISABILITIES (3+0) 3 credits

Overview of low and high end assistive technology. Course content will include various computer software and hardware adaptations that can be used to compensate for academic, communication, and physical challenges among students with and without identified disabilities.

EDSP 493

SUPERVISED INTERNSHIP IN SPECIAL EDUCATION (12 credits) S/U only

Full-time supervised practice teaching with exceptional children in a K-5 placement. Placement will be 8 weeks in an elementary classroom and 8 weeks in a special education setting. 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. Course Fee: \$250

Speech Pathology and Audiology

SPA 301

***SURVEY OF SPEECH PATHOLOGY* (3+0)**

3 credits

An introduction to the field of speech-language pathology and human communication disorders. This course 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. Mastery and application of professional and technical vocabulary is a major focus. Observation hours are required for this course.

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. Pre-requisite(s): Admission to the Speech Pathology Program.

SPA 340

SPEECH AND LANGUAGE

***DEVELOPMENT* (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. Pre-requisite(s): Admission to the Speech Pathology Program.

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. Admission to the Speech Pathology program.

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. Admission to the Speech Pathology program.

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 the public school setting. Pre-requisite(s): SPA 301, SPA 320, SPA 340. Admission to the Speech Pathology program.

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 364. Admission to the Speech Pathology program. Prerequisite(s) or Co-requisite(s): SPA 467

SPA 401

***FLUENCY AND VOICE 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.
Admission to the Speech Pathology program.

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): SPA 330 and admission to the Speech Pathology program.

SPA 441

CLINICAL PRACTICUM (0+16) 10 credits

Formal application and acceptance. This seminar and practicum 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. The on-site practicum will prepare students in speech-language pathology to plan for and provide appropriate speech and language therapy to children in a school setting while receiving the necessary support during the weekly seminars. Students 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 IEIP 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 assigned to the master clinician's caseload. Pre-requisite(s): Admission to the Speech Pathology program. Course Fee: \$250

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. Admission to the Speech Pathology program.

SPA 467

COMMUNICATION AND LANGUAGE DISORDERS IN CHILDREN (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, Admission to the Speech Pathology program.

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. The Biology program infrastructure provides ongoing support, guidance and encouragement to our students as they strive to meet personal and professional goals.

Learning Outcomes

Biology students 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 credits)
- 1) MATH 181 – Calculus I 4
- 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 9 credits must be upper division) 17-28
- Total Credits 120**

Bachelor of Science in Biology with a Concentration in Graduate School Preparation

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 4NOTE: 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 Preparation

- College Core Curriculum 37-47
- Major Core Requirements 59
- Electives (at least 9 credits must be upper division) 14-24
- Total Credits 120**

Bachelor of Science in Business Administration

Mission Statement

The business program at NSC is anchored by a well-rounded business core and a strong focus on technology and innovation. Our commitment to technology is reflected in what students study, but also how we teach. The study of technology keeps us on the leading edge of industry advances, and our use of technology in the classroom creates a progressive and engaging learning experience.

Our program also is defined by real-world examples and business cases that prepare students to meet the evolving demands of modern market. From a look at how Facebook rewrites the rules of marketing to a study of corporate ethics through the lens of the “Great Recession,” our versatile program will keep students at the forefront of the debate.

Supporting these elements of our program is a superb liberal arts and sciences

foundation that trains students in the critical thinking and communication skills needed to identify, define and resolve practical problems, no matter where and when they may surface. Overall, this combination of business acumen and real-world adaptability helps ensure that students can meet the challenges of a dynamic global economy and craft a future of their own choosing.

Transfer credits of business pre-requisite, (e.g. pre-business core) or business major classes 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

Curriculum

- I) College Core Curriculum..... 34-45
- 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 Mathematics3
- 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..33
- A) Social Science Requirements (3 credits) - *Refer to the Social Sciences section of the Core Curriculum*
- B) Communications (9 credits)
- 1) COM 101 – Fundamentals of Speech Communication ...3
- 2) COM 102 – Interpersonal Communication3
- 3) ENG 407A – Fundamentals of Business Writing.....3
- C) Pre-Business Core (21 credits)
- Courses in the pre-business core must earn a grade of "C-" or higher
- 1) ACC 201 – Financial Accounting.....3
- 2) ACC 202 – Managerial Accounting.....3
- 3) BUS 101 – Introduction to Business.....3
- 4) ECON 102 – Principles of Microeconomics3
- 5) ECON 103 – Principles of Macroeconomics3
- 6) ECON 261 – Principles of Statistics I3
- 7) IS 101 – Introduction to Information Systems.....3
- III) Major Requirements44
- A) BLW 302 – Legal Environment3

- 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 480 – International Management 3
- J) MKT 301 – Marketing Management 3
- K) SCM 352 – Operations Management 3
- L) Choose one of the following 9 credit emphases:
 - 1) Management Emphasis (complete the following):
 - MGT 415 – Business and Society 3
 - MGT 492 – Advanced Organizational Behavior. 3
 - MGT 494 – Seminar in Management 3
 - OR
 - 2) Marketing Emphasis (complete the following):
 - MKT 312 – Buyer Behavior. 3
 - MKT 400 – Market Research. 3
 - MKT 423 – Advertising Management 3
- M) Business Capstone Course
 - 1) Select one course from:
 - BUS 497 – New Venture Creation and Strategy 3
 - BUS 498 – Global Business Strategy 3

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

- College Core Curriculum 34-45
- Additional College Requirements 33
- Major Core Requirements 44
- Electives 0-9

Total Credits 120

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) prior to entering the program
- II) College Core Curriculum - up to 27 credits. (A number of categories may be fulfilled by AAS degree coursework. This will be confirmed by NSC Admissions upon receipt of an official AAS transcript.)
 - 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) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
 - H) 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 448 – Police Leadership in Critical Incidents 3
- E) CRJ 458 – Seminar in Emergency Management and Admin. Planning 3
- F) CRJ 481 – Terrorism: Theory and Response..... 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 credits can be from 200-level courses. All 30 credits must come from classes listed in the groups below. A class can only count towards one group, even if it appears in more than one group.
- 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 486A – Studies in Postcolonial Literature and Theory
 - 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
- ENG 486A – Studies in Postcolonial Literature and Theory

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)	40-53
Total Credits	120

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 credits)
 - 1) MATH 181 – Calculus I 4
 - 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) 17-29
- Total Credits 120**

Bachelor of Science in Environmental & Resource Science with a Concentration in Graduate School Preparation

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 4NOTE: 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 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 Preparation

- College Core Curriculum 37-47

- Major Core Requirements	56-60
- Graduate School Concentration	18-20
- Electives	0-9
Total Credits	120

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)

Approved classes for either are:

HIST 211 – History of East Asia I
 HIST 212 – History of East Asia II
 HIST 320 – Hispanic Culture in the U.S.
 HIST 418 – American Indian Relations
 HIST 424 – Role of Religion
 HIST 432 – History of Women in U.S.
 HIST 433 – African-American History
 HIST 436 – Nazi Holocaust from American Perspectives
 HIST 444 – Latinos in the West
 HIST 449 – History of Japan
 HIST 450 – Modern Chinese History
 HIST 470 – History of Mexico
 HIST 478 – Middle Eastern Studies

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) 40-53
- Total Credits 120**

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..... 3
 - OR**

ENV 345 – Environmental Regulations: History, Law, and Methods 3

OR

- PSY 469 – Psychology and the Legal System.....3
 - B) COM 101 – Fundamentals of Speech Communication..... 3
 - C) HIST 101 – U.S. History to 1865 3
 - 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)
- Approved classes for either are:
- HIST 211 – History of East Asia I
 - HIST 212 – History of East Asia II
 - HIST 320 – Hispanic Culture in the U.S.
 - HIST 418 – American Indian Relations
 - HIST 424 – Role of Religion

HIST 432 – History of Women in U.S.
 HIST 433 – African-American History
 HIST 436 – Nazi Holocaust from American Perspectives
 HIST 444 – Latinos in the West
 HIST 449 – History of Japan
 HIST 450 – Modern Chinese History
 HIST 470 – History of Mexico
 HIST 478 – Middle Eastern Studies

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)	28-41
Total Credits	120

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 120 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. 60 of the 120 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 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) Integrated Studies Core 6
- A) ISC 300 – Introduction to Integrated Studies 3
 - B) 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 Curriculum 31-44
- Integrated Studies Core 6
- 24 credit Concentration & 18 credit Minor 42
- Electives (at least 18 credits must be upper division) 28-41
- Total Credits 120**

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

HEALTH AND WELLNESS

- Select one of the following:
NURS 337 – Pathophysiology...3
OR
KIN 175 – Physical Activity and Health 3
- Select one of the following:
NURS 493 – Biology of Aging
OR
PSY 442 – Psychology of Aging..3
- Select one of the following:
PSY 466 – Psychology of Sex .. 3
OR

- PSY 403 – Physiological Psychology 3
- Select one of the following:
PSY 441 – Abnormal Psychology 3
OR
PSY 436 – Drugs, Addiction and Mental Disorders 3
- Select one of the following:
COU 320 – Drugs and Behavior 3
OR
COU 322 – Perspectives on Addictions 3
- PSY 201 – Lifespan and Human Development 3
- PSY 470 – Health Psychology... 3
- NUTR 223 – Principles of Nutrition 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

INFORMATION MANAGEMENT AND TECHNOLOGY

- IS 101 – Introduction to Information Systems..... 3
- ENG 407A – Business Writing... 3
- Select one of the Foundation courses:
BUS 101 – Introduction to Business 3
OR
CS 135 – Computer Science 3
- Select one of the following:
IS 301 – Management Information Systems..... 3
OR
CS 135 – Computer Science 3
- Select one of the Marketing courses:
MKT 210 – Marketing Principles..3
OR
MKT 312 – Buyer Behavior..... 3
OR
MKT 400 – Market Research..... 3

- Select one of the Visual Literacy courses:
COM 220 – Visual Communication..... 3
OR
COM 431 – Visual Literacy..... 3
OR
EDU 417 – Literacy and Technology 3
OR
VIS 261 – Concepts and History of Digital Media..... 3
OR
VMT 361 – Concepts of Media Arts 3
- Select one of the Business/Marketing courses:
BUS 320 – Introduction to E-Business..... 3
OR
COM 261 – Introduction to Public Relations..... 3
OR
COM 262 – Introduction to Advertising 3
OR
MKT 301 – Marketing Management..... 3
OR
MKT 380 – Principles of Internet Marketing..... 3
OR
MKT 423 – Advertising Management..... 3
- Select one of the Digital Production courses:
ART 243 – Digital Imaging 3
OR
EDUC 409 – Technology Applications and Education 3
OR
EDU 416 – Internet Application for Educators..... 3
OR
VIS 290 – Introduction to Digital Cinema 3
OR
VIS 292 – Introduction to Digital Editing..... 3
OR
VIS 380 – Typography and Publication Design..... 3

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 or the School of Education for details.

Liberal Arts and Sciences

- Biology
- Business
- Communication

- Counseling
 - Addiction Treatment & Prevention
- English
- Environmental and Resource Science
- Ethnic Studies
- Gerontology
- History
- Law Enforcement
- Mathematics
- Promotion
- Psychology
- Sociology
- Visual Media

Education

- Education/Instruction

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 aptitude in the following areas:

CRITICAL THINKING

- Successful students will understand and apply the principles and processes of management to the administration of law enforcement agencies
- Successful students will understand and analyze the dilemmas faced by today's law enforcement leadership

COMMUNICATION

- Successful students will understand and apply varied aspects and theories of effective organizational communication in both written and oral formats

EFFECTIVE CITIZENSHIP

- Successful students will understand how diversity issues, globalization, and ethical guidelines affect law enforcement leadership, organizations, and the community
- Successful students will understand how law enforcement agencies and personnel can best serve the public and other relevant constituents

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) Major Requirements 36
 - A) Law Enforcement
 - 1) PSC 307 – Legal Issues for Command Level Officers..... 3
 - 2) PSC 308 – Mass Media and the Police..... 3
 - 3) PSC 403 – Management for Law Enforcement 3

- 4) PSC 461 – Executive Leadership 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 306 – Effective Organizational Communication. 3
 - 4) PSC 441 – Public Financial Administration 3
 - 5) PSC 442 – Public Personnel Administration 3
- C) Organizational Management
 - 1) MGT 301 – Principles of Management and Organizational Behavior..... 3
 - 2) MGT 492 – Advanced Organizational Management 3

Summary of credit requirements for the Bachelor of Public Administration in Law Enforcement

- College Core Curriculum	31-44
- Major Requirements	36
- Electives (at least 3 credits must be upper division)	44-57
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) prior to entering the program
- II) College Core Curriculum - up to 25 credits (A number of categories may be

fulfilled by AAS degree coursework.

This will be confirmed by NSC Admissions upon receipt of an official AAS transcript.)

- A) English (3 credits)
 - 1) ENG 102 – Composition II 3
- B) Mathematics (3 credits)
 - 1) MATH 124 - College Algebra 3
- 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 section of the Core Curriculum*
- 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) Constitution (3-6 credits) – *Refer to the Constitution section of the Core Curriculum*
- H) Cultural Diversity (3 credits) - *Refer to the Cultural Diversity section of the Core Curriculum*

III) Applied Science Management Core Curriculum (21credits)

- 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) IS 301 – Management Information Systems. 3
- E) MGT 367 – Human Resource Management..... 3
- F) MKT 301 – Marketing Management..... 3
- G) PHIL 248 Professional Ethics 3

IV) Area of Study

Students will choose at least 12 upper division credits in an area of study. All areas of study must be approved by the student's 60+ advisor and typically occur in either one subject or are a combination of subjects that relate to a theme.

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

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

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 the prime components of these outcomes are 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. Students who are considering a career involving therapy or social work are strongly encouraged to complete the minor in Counseling along with the psychology degree.

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 Curriculum	31-44
- Additional College Requirements	6
- Major Requirements	36-37
- Electives (at least 21 must be upper division)	33-47
Total Credits	120

Bachelor of Science in Psychology

The Bachelor of Science in Psychology provides our most 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. Students who are considering a career involving therapy or social work are strongly encouraged to complete the minor in Counseling along with the psychology degree.

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, 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)
PSY 210 and PSY 240 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
 - 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)	21-33
Total Credits	120

Bachelor of Arts in Visual Media

Mission Statement

The goal of the Visual Media degree is to examine the media arts industry, provide an understanding of various visual communication methods, as well as how these visual media forms help inform our collective identities and societies.

The Visual Media degree allows students an interdisciplinary education in the critical, conceptual, historical, and technical components of the fields of film, television, and computer technology, among others. Students are able to learn both the elements of production of visual media as well as the

founding through which to effectively study various fields of visual media.

Learning Outcomes

CRITICAL THINKING

- Develop insight into the ways that various media forms help inform identities and societies.
- Using historical and theoretical frameworks, analyze and interpret various forms of visual media.

COMMUNICATION

- Develop the means to express viewpoints about various forms of visual media and/or develop ways to express one's self creatively in a significant way through a field or fields of visual media.

EFFECTIVE CITIZENSHIP

- Develop an understanding and insight into the ways that visual media can affect the lives of members of diverse communities.
- Meet current and future media industry needs through the use of skills and knowledge developed through the study of existing, new, and emerging technologies.

Curriculum

- I) 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 (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) Required Classes 6
- 1) ART 100 – Visual Foundations 3
- 2) FIS 100 – Introduction to Film 3
- OR**
- FIS 110 – Language of Film 3
- B) 30 credits total must be completed from the following areas:
- 1) Cinema Studies and Digital Cinema Production (at least 9 credits)
- ENG 476B – History of the American Film
 - ENG 477C – Genre Studies in Film
 - FIS 410 – Major Figures in Cinema
 - FIS 470 – Women in Film
 - FIS 495/ENG 477A – Film and Literature
 - HIST 426 – American West Through Film
 - SOC 411 – Films and Society
 - VIS 110 – Storyboarding
 - VIS 111 – Writing the Narrative Screenplay
 - VIS 290 – Introduction to Digital Cinema
 - VIS 292 – Introduction to Digital Editing
 - VIS 341 – Sound Design for Media Production
 - VIS 430 – Advanced Digital Imaging
 - VIS 460 – Media Finance and Distribution
- 2) Visual Theory (at least 3 credits)
- FIS 400 – Film Theory
 - VIS 261 – Concepts and History of Visual Media
 - VIS 362 – Introduction to Contemporary Critical Theory in Art and Technology
- 3) Visual Culture (at least 3 credits)
- ANTH 216 – Cultures Through Film
 - COM 220 – Visual Communication
 - COM 380 – Women in Media
 - HIST 452B – Popular Culture in Twentieth Century America
 - JOUR 481 – Race, Gender, and Media
 - SOC 414 – Popular Culture
- 4) Art (at least 3 credits)
- ART 260 – Survey of Art History I
 - ART 261 – Survey of Art History II
 - ART 265 – Introduction to Contemporary Art
 - ART 475 – History of Photography
- 5) Electives (can fulfill up to 12 outstanding credits)
- COM 261 – Introduction to Public Relations
 - COM 262 – Introduction to Advertising
 - IS 101 – Introduction to Information Systems
 - MKT 301 – Marketing Management
 - VIS 362 – Personal Narrative
 - VIS 363 – Topics of Identity and Politics of Representation
 - VIS 380 – Typography and Publication Design
 - VIS 381 – Corporate/Public Organization Identity and Communications
 - VMT 361 – Concepts of Media Arts
- Summary of credit requirements for the Bachelor of Arts in Visual Media**
- | | |
|--|------------|
| College Core Curriculum | 33-44 |
| - Major Core Requirements | 36 |
| - Electives (at least 21 credits must be upper division) | 44-55 |
| Total Credits | 124 |
- ## 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 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 Communication

- 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

Minor in Counseling

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 will provide 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. 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. 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
 - 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
 - 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 Promotion

- 1) COM 315 – Small Group Communications 3
 2) COM 404 – Principles of Persuasion 3
 3) COM 412 – Intercultural Communication 3
 4) COU 300 – Introduction to Human Services and Counseling 3
 5) PSY 240 – Research Methods..... 3
 6) PSY 420 – Psychology of Learning 3

Minor in Psychology

- 7) PSY 101 – General Psychology.... 3
 8) Foundations and Principles..... 6
 9) Applied Methods and Populations 3
 10) 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.

- 1) SOC 101 – Principles of Sociology .. 3
 2) Pick two of the following courses 6
 • SOC 441 – Social Inequality
 • 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

Minor in Visual Media

- 18 credits of Visual Media courses chosen with an academic advisor. At least 9 credits must be at the upper division level.

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. Course offered Fall semesters. Pre-requisite(s): MATH 097 or higher.

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. Course offered Spring semesters. 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. S/U Grading.

Aerospace Studies

AES 110

FOUNDATIONS OF THE UNITED STATES

AIR FORCE I (1+0) 1 credit

AES110 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES 111

AFROTC LEADERSHIP LAB I-A (0+2) 2 credits

Progression of experience designed to develop leadership ability and awareness of the Air Force lifestyle with emphasis on: Air Force customs and courtesies; drill and ceremonies, physical fitness, the Air Force officer's environment and culture and opportunities available to commissioned officers. S/U grading only. Co-requisite: AES 110

AES 120

FOUNDATIONS OF THE UNITED STATES

AIR FORCE II (1+0) 1 credit

AES120 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES 121

AFROTC LEADERSHIP LAB I-B (0+2) 2 credits

Progression of experience designed to develop leadership ability and awareness of the Air Force lifestyle with emphasis on: Air Force customs and courtesies; drill and ceremonies, physical fitness, the Air Force officer's environment and culture and opportunities available to commissioned officers. S/U grading only. Co-requisite: AES 120

AES 230

EVOLUTION OF USAF AIR AND SPACE POWER I (1+0) 1 credit

A course designed to examine general aspects of air and space power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements.

AES 231

AFROTC LEADERSHIP II-A (0+2) 2 credits

In-depth progression of experience developing leadership ability and awareness of the Air Force lifestyle. Focuses on continued military training related to uniform wear, military customs and courtesies, and military ceremonies. AES 231 is required for all cadets applying to attend Field Training. S/U grading only. Co-requisite: AES 230

AES 240***EVOLUTION OF USAF AIR AND SPACE POWER II*** (1+0) 1 credit

A course designed to examine general aspects of air and space power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Pre-requisite(s): AES 230

AES 241***AFROTC LEADERSHIP LAB II-B***

(0+2) 2 credits

In-depth progression of experience developing leadership ability and awareness of the Air Force lifestyle. Focuses on continued military training related to uniform wear, military customs and courtesies, and military ceremonies. AES 231 is required for all cadets applying to attend Field Training. S/U grading only. Co-requisite: AES 230

AES 351***AIR FORCE LEADERSHIP STUDIES I***

(3+0) 3 credits

AES 351 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical

application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Pre-requisite(s): AES 240 or junior standing

AES 352***AFROTC LEADERSHIP LAB III-A***

(0+2) 2 credits

Study of advanced leadership topics such as: planning and controlling the military activities of the AFROTC cadet corps, preparing and presenting military briefings and written communications, and providing guidance, direction, and information to increase the understanding, motivation, and performance of other cadets. S/U grading only. Co-requisite: AES 351

AES 361***AIR FORCE LEADERSHIP STUDIES II***

(3+0) 3 credits

AES 361 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Pre-requisite(s): AES 351 or junior standing

AES 362***AFROTC LEADERSHIP LAB III-B***

(0+2) 2 credits

Study of advanced leadership topics such as: planning and controlling the military activities of AFROTC cadet corps, preparing and presenting military briefings and written communications, and providing guidance, direction, and information to increase the understanding, motivation, and performance of other cadets. S/U grading only. Co-requisite: AES 361

AES 471**NATIONAL SECURITY
AFFAIRS/PREPARATION FOR ACTIVE
DUTY I** (3+0) 3 credits

AES 471 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Pre-requisite: AES 361 or junior standing.

AES 472**AFROTC LEADERSHIP LAB IV-A**
(0+2) credits

Provides senior AFROTC cadets advanced leadership experiences involving: planning and controlling military activities of the AFROTC cadet corps, preparing and presenting military briefings and written communications, and providing guidance, direction and information to increase the understanding, motivation, and performance of other cadets. S/U grading only. Co-requisite: AES 471

AES 481**NATIONAL SECURITY
AFFAIRS/PREPARATION FOR ACTIVE
DUTY II** (3+0) 3 credits

AES 481 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Pre-requisite: AES 471 or junior standing.

AES 482**AFROTC LEADERSHIP LAB IV-B**
(0+2) 2 credits

Provides senior AFROTC cadets advanced leadership experiences involving: planning and controlling military activities of the AFROTC cadet corps, preparing and presenting military briefings and written communications, and providing guidance, direction and information to increase the

understanding, motivation, and performance of other cadets. S/U grading only. Co-requisite: AES 481

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 or Cultural Diversity Core Curriculum (can only be used for one category).

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 216

CULTURES THROUGH FILM (3+0) 3 credits

An exploration of societies, cultures and cultural anthropology through film. Ethnographic and documentary films are shown. Satisfies Cultural Diversity Core Curriculum.

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. S/U Grading.

Art

ART 100

VISUAL FOUNDATIONS (1+4) 3 credits

Explores visual forms and contemporary concepts through a variety of media, presentations, and discussions.

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 technologies. 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 *avante gardes* 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. S/U Grading.

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. (non-lab credit).

AST 104

INTRODUCTORY ASTRONOMY: STARS AND GALAXIES (3+0) 3 credits

Survey course at the beginning level that 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. (non-lab credit).

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. (lab credit). 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. (lab credit). \$35 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. (lab credit).

Recommended Pre-requisite(s): MATH 124;
\$35 *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; \$35 *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); \$35 *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 or BIOL 196; \$35 *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; \$35 *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; \$35 *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; \$35 *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; \$35 *lab fee*.

BIOL 453

IMMUNOLOGY (3+0) 3 credits

Study of cell-mediated and humoral immune responses. 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; \$35 *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. Includes 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. S/U Grading.

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.

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. Pre-requisite(s): BUS 101

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. Course offered Spring semesters. Pre-requisite(s): BUS 101

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; the legal system; constitutional law; administrative law; antitrust; consumer protection; torts; and product liability. Pre-requisite(s): BUS 101.

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. (non-lab credit). 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. (lab credit). Pre-requisite(s): MATH 096 or 097 or placement in MATH 120 or higher; \$45 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. (lab credit). Pre-requisite(s): CHEM 110; \$45 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. (lab credit). Course offered in Fall Semesters. Pre-requisite(s): MATH 128 or Co-requisite(s): MATH 128. (Formerly CHEM 101); \$45 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. (lab credit). Course offered in Spring Semesters. Pre-requisite(s): CHEM 121 and MATH 128 or higher. (Formerly CHEM 102); \$45 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; \$45 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; \$45 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. Offered Fall Semesters.

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. Provides an 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. Includes 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 with an 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

Explores 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. Includes theoretical, critical, and practical applications. 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. S/U Grading.

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. S/U Grading.

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, and will develop a personal stress management plan. Satisfies Social Science Core Curriculum.

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. Offered Spring semesters. Pre-requisite(s): COU 300

COU 320

DRUGS AND BEHAVIOR (3+0) 3 credits
Familiarizes the student with various classes of substances while analyzing the physiological and behavioral effects of these substances. 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 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.

Provides 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 are 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. S/U Grading. 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 are 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

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. S/U Grading. 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): PSY 101, 210, and 240.
Crosslisted with PSY 497.

Counseling and Educational Psychology

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.

Note: CEP 121 has been phased out.

Students should only take CEP 122 if they have already completed CEP 121 in a previous semester with a passing grade.

Students who have not taken CEP 121 should not take CEP 122, but instead take CEP 123.

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 480

SPECIAL TOPICS IN LAW AND SOCIAL CONTROL (3+0) 3 credits

Focused analysis of specific forms of criminal behavior or particular theoretical approaches to crime causation. Content differs each semester. May be repeated to a maximum of six credits.

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. S/U Grading.

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. Offered Fall semesters.

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. Satisfies Social Science Core Curriculum for non-business majors. Offered Spring semesters.

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): 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. Offered Fall semesters. Pre-requisite(s): ECON 102.

ECON 490

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits. S/U Grading.

English

ENG 100

COMPOSITION I ENHANCED (5+0) 5

credits

For information regarding composition placement, please refer to the NSC College Core Curriculum section on English.

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

For information regarding composition placement, please refer to the NSC College Core Curriculum section on English.

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

For information regarding composition placement, please refer to the NSC College Core Curriculum section on English.

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 205

INTRODUCTION TO CREATIVE WRITING, FICTION AND POETRY (3+0) 3 credits
A writer's workshop for students who would like to develop their skills in narrative and verse. Emphasizes creative inquiry, a study of exemplary literature, and the craft of writing. Pre-requisite(s): ENG 102

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 (can only be used for one category). 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 (can only be used for one category). 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. Pre-requisite(s): ENG 102

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 (can only be used for one category). Pre-requisite(s): ENG 102

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 (can only be used for one category). Pre-requisite(s): ENG 102

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 401A

ADVANCED COMPOSITION (3+0) 3 credits

Explores writing and literacy. Students will develop greater awareness of themselves as strategic writers by studying and creating texts for different audiences, purposes and contexts in a variety of styles and genres. Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 432A

CHAUCE (3+0) 3 credits

Selected works by Chaucer. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 434A

SHAKESPEARE: TRAGEDIES (3+0) 3 credits

Intensive study of Shakespeare's major tragedies. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 440A

MEDIEVAL ENGLISH LITERATURE (3+0) 3 credits

English language and literature from 1100 to 1485, exclusive of Chaucer's Canterbury Tales. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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. Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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. Recommended pre-requisite(s): ENG 298 and ENG 303

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. Recommended pre-requisite(s): ENG 298 and ENG 303

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. Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 462C

MODERN AMERICAN POETRY (3+0) 3 credits
Study of twentieth-century American poetry. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 467B

MODERN AMERICAN DRAMA (3+0) 3 credits
Study of twentieth-century American drama. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 473C

THE CONTEMPORARY AMERICAN NOVEL (3+0) 3 credits
The American novel since 1945. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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. Recommended pre-requisite(s): ENG 298 and ENG 303

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
Recommended pre-requisite(s): ENG 298 and ENG 303

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. Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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. Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 486A

STUDIES IN POSTCOLONIAL LITERATURE AND THEORY (3+0) 3 credits
Literature, film, and theory about the colonized world, including Africa, Asia, the Americas, Ireland, the Pacific, and their diasporas. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum (can only be used for one category). Pre-requisite(s): ENG 102
Recommended pre-requisite(s): ENG 298 and ENG 303

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. Topically, 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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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. Recommended pre-requisite(s): ENG 298 and ENG 303

ENG 495B
MODERN AFRICAN-AMERICAN LITERATURE (3+0) 3 credits

Study of recent and contemporary works of African-American literature. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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 (can only be used for one category). Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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. S/U Grading. Pre-requisite(s): ENG 102. Recommended pre-requisite(s): ENG 298 and ENG 303

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 (non-lab credit).

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 or CHEM 241

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. \$25 lab fee

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. \$25 lab fee

ENV 493

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits. S/U Grading.

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 (can only be used in one category).

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 interdisciplinarity focus 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

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.
S/U Grading.

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.

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 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 106****INTRODUCTION TO CULTURAL****GEOGRAPHY** (3+0) credits

Systematic consideration of the spatial aspects of human culture. Major theses: spatial history and morphology, society-land relations and political/economic development. Discussion sessions required.

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 (non-lab credit). Offered in Spring Semesters.

Geology**GEOG 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 9non-lab credit).

GEOG 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 (lab credit). \$25 lab fee

GEOL 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 (lab credit). Pre-requisite(s): MATH 120 or higher. \$25 lab fee

GEOL 110

GLOBAL WARMING (3+0) 3 credits

Introduction to the science of global warming and investigation of the wide array of evidence that documents global warming, including changes in cryosphere, biosphere, hydrosphere, and atmospheric greenhouse gas concentrations. Investigates the use of climate models to forecast climate under varying greenhouse gas concentrations.

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. S/U Grading.

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. Or when combined with HIST 102 (from an NSHE institution excluding UNR), HIST 217, or PSC 100, satisfies Constitution Core Curriculum (can only be used for one category).

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. Or when taken at NSHE institution (excluding UNR) and combined with HIST 101, satisfies Constitution Core Curriculum (can only be used for one category).

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 Humanities Core Curriculum. Or when taken with HIST 101 or when taken with PSC 101 (equivalent from out-of-state) satisfies the Nevada Constitution Requirement (can only be used for one category).

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.

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 (can only be used for one category).

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. Covers the period from American Revolution through 1920. Satisfies Humanities Core Curriculum.

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.

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

U.S. 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 (can only be used for one category).

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 (can only be used for one category).

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 (can only be used for one category).

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 (can only be used for one category).

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 (can only be used for one category).

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 (can only be used for one category).

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 (can only be used for one category).

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 (can only be used for one category).

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 467

MODERN JEWISH HISTORY (3+0) credits
Cultural and political history of the Jews since the 17th century; Africa, Europe, the Middle East and the United States. 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 (can only be used for one category).

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 (can only be used for one category).

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 487

TOPICS IN AMERICAN STUDIES (3+0) 3 credits
Interdisciplinary analysis of selected topics in American history, literature, art, science and material culture. Topics vary from semester to semester. 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. S/U Grading.

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) HIST 251 and History credits at 300 level or above; approval of undergraduate advisor.

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 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. This course requires a basic understanding of Microsoft Excel. Pre-requisite(s): IS 101

IS 490

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits. S/U Grading.

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

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): 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. Course offered in Fall semesters. Pre-requisite(s): 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. Course offered in Fall semesters. Pre-requisite(s): Junior standing, MGT 301, BLW 302

MGT 423

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): Junior standing. 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. Course offered Spring semesters. Pre-requisite(s): Junior standing, MGT 301

MGT 491

ADVANCED SEMINAR IN MANAGEMENT (3+0) 3 credits

Advanced study of selected topics in Management. Pre-requisite(s): Junior standing, MGT 301

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 312

BUYER BEHAVIOR (3+0) 3 credits

Individual differences, social and cultural factors, and situational variables that impact on attitude formation and change, learning, decision making, and behavior of consumers. Emphasis on the use of this information to develop marketing programs. Pre-requisite(s): Business majors; MKT 301. Non-business majors; Department approval.

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, BUS 101 or department approval.

MKT 400

MARKET RESEARCH (3+0) 3 credits

Basic research techniques, survey techniques, sources of marketing information, criteria for evaluation of research studies, and practical experience in making marketing research studies. Pre-requisite: Business majors: Junior standing, BUS 101 and ECON 261; Non-business majors: Departmental approval, PSY 210 recommended.

MKT 423

ADVERTISING MANAGEMENT (3+0) credits

In-depth study of the factors important for the development of successful advertising campaigns. Topics include a situation analysis, selection of target markets, development of objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation. Pre-requisite(s): Business majors: Junior standing and MKT 301. MKT 400

recommended. Non-business majors:
Department approval.

NOTE: Students are advised to take MKT 400 prior to taking MKT 423.

MKT 490

INDEPENDENT STUDY 1-3 credits

Independent study in selected topics. May be repeated to a maximum of six credits.
S/U Grading.

Mathematics

MATH 093

PRE-ALGEBRA (3+0) 3 credits

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

A course intended to review arithmetic and to preview elementary algebra.

MATH 097

ELEMENTARY AND INTERMEDIATE ALGEBRA (5+0) 5 credits

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

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

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

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

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

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

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

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

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

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

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

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

For information regarding Math placement, please refer to the NSC College Core Curriculum section on Mathematics.

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 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 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 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 453

ABSTRACT ALGEBRA (3+0) 3 credits
Sets, functions, groups, quotient groups, homomorphism theorems, Abelian groups, rings, polynomial rings, division rings, Euclidean domains, fields and vector spaces. Course offered in odd Fall Semesters. Pre-requisite(s): MATH 330

MATH 455

ELEMENTARY THEORY OF NUMBERS (3+0) 3 credits

Topics include divisibility, arithmetic functions, congruences, quadratic residues, primitive roots, Diophantine equations, continued fractions, algebraic numbers, partitions. Course offered in even Spring Semesters. Pre-requisite(s): MATH 181 or approval of instructor

MATH 457

ELEMENTARY COMPLEX ANALYSIS (3+0) 3 credits

Topics include finite and infinite sets, axiomatic study of real numbers, topology of Cartesian spaces, sequences of functions,

continuous functions, differentiation of functions of one variable. Course offered in even Fall Semesters. Pre-requisite(s): MATH 283

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 S/U Grading.

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.

MIL 302

ADVANCED LEADERSHIP

DEVELOPMENT (2+0) credits

Continuation of MIL 301. 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 Advanced Camp. Prerequisites: MIL 301 and consent of instructor.

MIL 304

ADVANCED TOPICS IN LEADERSHIP

(2+0) credits

Directed reading and research in contemporary military issues oriented towards a student's transition from cadet to commissioned officer. Maybe repeated twice for credit. Prerequisite: Consent of instructor.

MIL 350

LEADERSHIP DEVELOPMENT AND ASSESSMENT COURSE (2+0) credits

A five-week course offered during the summer at Fort Lewis, WA that emphasizes a variety of leadership positions, simulate stressful combat situations, formal evaluations on different scenarios, must meet physical fitness standards, and demonstrate proficiency in other military skills. Prerequisite: Consent of instructor.

MIL 401

SEMINAR ON DYNAMICS OF THE MILITARY (2+0) credits

Contemporary military policy and related subjects of topical military interest, military law, the military justice system, courts-

martial, personal ethics and the role of the junior officer. Prerequisite: Consent of instructor.

MIL 402

SEMINAR IN LEADERSHIP (2+0) credits
Continuation of contemporary military policy and related subjects of topical military interest, including military law, the military justice system, courts-martial, personal ethics and the role of the junior officer. Prerequisite: MIL 401 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 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. S/U Grading.

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, and CHEM 220 or CHEM 241

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. S/U Grading.

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. \$25 lab fee.

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. Does not satisfy humanities core curriculum.

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. Does not satisfy humanities core curriculum.

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. Does not satisfy humanities core curriculum. 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

General Physics I is intended primarily for students in liberal arts, medicine, and the biological sciences. Lecture and laboratory exercises in kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion and sound. Course offered in Fall Semesters. Satisfies Natural Sciences Core Curriculum (lab credit). Pre-requisite(s): MATH 128 or equivalent; \$25 lab fee.

PHYS 152**GENERAL PHYSICS II** (3+3) 4 credits

General Physics II is intended primarily for students in liberal arts, medicine, and the biological sciences. Lecture and laboratory exercises in electricity, magnetism, electromagnetic waves, optics, relativity, introductory quantum physics, and nuclear physics. Course offered in Spring Semesters. Satisfies Natural Sciences Core Curriculum (lab credit). 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 S/U Grading.

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 when combined with PSC 101 (equivalent from out-of-state).

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 407R**POLITICS AND HISTORY OF ANTISEMITISM (3+0) 3 credits**

Analysis of one of the longest standing hatreds in Europe and America, sources of hostility towards Jews.

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) or Co-requisite(s): PSY 101; must have completed the college core requirements for mathematics. Crosslisted with SOC 210.

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): PSY 101, 210. Crosslisted with SOC 240.

PSY 244

SPORT PSYCHOLOGY (3+0) 3 credits
An examination of the psychological principles associated with sport and exercise performance at the group and individual levels. Topics will include motivation, stress,

goal-setting, leadership, interpersonal relations, and self-efficacy.

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 - 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; \$25 lab fee.

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

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

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

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 101

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. S/U Grading.
Note: A grade-point average of 3.5 or higher is required for PSY 496.

PSY 497

SUPERVISED FIELD EXPERIENCE (4+0) 4 credits
Individual field experience under the supervision of a faculty member. Pre-requisite(s): PSY 101, 210, and 240. Crosslisted with COU 497.

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.
Note: A grade-point average of 3.5 or higher is required for PSY 498.

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 210

INTRODUCTION TO STATISTICAL METHODS (3+0) 3 credits
Introduction to statistical reasoning: creating measures at levels; description of samples and comparisons to populations; making statistical decisions; applying statistical models. Crosslisted with PSY 210.

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. Crosslisted with PSY 240.

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 397

INDEPENDENT STUDY 1-3 credits
Independent study in selected topics. May

be repeated to a maximum of six credits.
S/U Grading.

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 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. S/U Grading.

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, productions processes, materials, manpower, and/or equipment. When appropriate, computer assistance utilized. Pre-requisite(s): Junior standing, MGT 301, ECON 261

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. S/U Grading.

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 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. Includes laboratory practices with a video camera and editing equipment for exercises and short projects. Equipment and software: Digital Video Camera and Adobe Premiere. *\$40 lab fee*

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 341

SOUND DESIGN FOR MEDIA

PRODUCTION (1+6) 4 credits

Exploration of the relationship between sound and image. The approach is both theoretical and practical. Course includes listening to already existing sound design and the surrounding environment. Students will discover new ways to think and talk about sound, and new ways to incorporate sound into the creation of digital cinema and multimedia work. *\$40 lab fee*

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. *\$40 lab fee*

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. \$40 lab fee

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. \$40 lab fee

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. S/U Grading. Pre-requisite(s): Senior standing and consent of instructor.

Visual Media Technologies**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 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 (can only be used for one category).

SCHOOL OF NURSING

The School of Nursing provides four different tracks for students to achieve their Bachelor of Science in Nursing (BSN) degree: Regular traditional track, accelerated track for second degree students, part-time track, and the RN to BSN track.

Bachelor of Science in Nursing

Philosophy

The nursing program philosophy contains the faculty's beliefs about person, well-being (health), nursing, and nursing education.

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 (health).

Well-being (health) is considered to be a dynamic process involving unity and harmony encompassing the entire nature of the individual; the physical, social, esthetic and moral realms. When individuals experience real self, harmony is the result. Harmony is associated with well-being (health). Moreover, individual well-being (health) contributes to community well-being (health).

Nursing is both an art and a practice science. The faculty believes that caring in the human health experience is the essence of the discipline of nursing. That is, the goal of nursing is to promote well-being (health) through caring. The nurse supports the well-being of persons, families, groups, communities and societies via a caring relationship.

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. Spiritual caring involves creativity and choice. Nurses use support, empowerment, growth, and hope in spiritual

caring practice. The crucial part of ethical caring promotes the good and functions as the compass in nurses' choice making.

In transpersonal caring, the nurse seeks to connect with the spirit of another in a mutual search for meaning and wholeness. The nurse, through transpersonal caring, develops a helping-trusting, authentic relationship with a patient to facilitate healing.

Caring nursing practice includes application of both the art and science of nursing. Caring practice by the nurse incorporates cultural sensitivity and humility, professionalism, leadership, collaboration, critical thinking, and expert clinical reasoning in the context of evidence-based practice to provide safe, quality, patient-centered care. On the personal level, caring in the individual nurse's practice is developed through reflection-on-experience. At the system level, the nurse demonstrates caring through continuous quality improvement.

The nurse, patient, and health-care system are dynamically interconnected. For example, system and patient-care decisions incorporate expert application of information management and patient care technology. Nurses as leaders in the health-care system focus on optimal patient, family, and community physical, emotional, and spiritual wellness. Professional collaboration and communication with patients and health-care professionals, in a variety of settings, is essential to achieve positive health outcomes.

The faculty believes that 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 application of nursing knowledge requires complex decision-making involving consciousness, caring, and choice. 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,

personal and professional learning and growth are lifetime endeavors.

Program Learning Outcomes

- Provide safe, quality, holistic, evidence-based patient-centered care in a variety of health care settings to diverse patient populations across the lifespan.
- Use critical thinking and clinical reasoning to make patient-centered care decisions.
- Implement quality improvement strategies within a variety of health care systems.
- Collaborate and communicate with patients, health care professionals, and members of community groups to improve health outcomes.
- Use information management systems and patient care technology when providing patient care.
- Engage in leadership/management of care activities to improve direct and indirect patient care within a variety of health care systems.
- Assimilate professional, legal, and ethical guidelines in practice as a professional nurse.
- Develop authentic caring, culturally sensitive relationships with patients to promote wellness, prevent disease, and facilitate well being.

Admission Requirements to the Nursing Program

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 3.25 or above.
- Courses completed with a grade of "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).
- Biological science courses, BIOL 223, BIOL 224, and BIOL 251 (Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology) may only be attempted

two times. A "W" counts as a course attempt for all new students, including transfer, effective Fall 2012.

- Biological science courses, BIOL 223, BIOL 224, and BIOL 251 (Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology) must have been taken within seven years of the date of application to the School of Nursing.
- Applicants must complete the three biology courses (BIOL 223, BIOL 224, and BIOL 251) **prior** to submitting their application to the School of Nursing (SON). NURS 337 can be in progress.
- The GPA used for admission into the School of Nursing will be determined using grades up to and including the semester prior to application to the School of Nursing.
- Courses taken during the summer before entering the program must be taken at NSC.
- No more than 12 credits may be in progress when applying to the nursing program for **Spring** entry.
- No more than 16 credits may be in progress when applying to the nursing program for **Fall** entry.
- Applications must be filled out completely. Incomplete applications will not be considered.
- All applications must be accompanied by an updated Degree Audit Report (DAR).
- Score on TEAS (version V) preadmission test is required.
- 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.
- Must maintain at least a 2.0 cumulative GPA.

Provisional Admission to the Nursing Program

Effective Fall 2011, students can attain provisional admission to the nursing program if **all** of the following parameters are met:

- GPA on admission to the college

- High School students: 3.75 or higher;
- Transfer students: 3.75 or higher with 24 or more credits including a grade of “B” or higher on the first attempt for the following courses: BIOL 189, BIOL 223, and BIOL 224;
- No remedial courses;
- All Biology courses are complete with a grade of “B” or higher on the first attempt;
- Maintain a 3.75 program specific GPA up to application to nursing program
- Complete the nursing pre-requisites in two calendar years including winter and summer terms;
- Meet specified Test of Essential Academic Skills (TEAS) benchmark.

In the event the number of applicants who qualify for provisional admission exceed the number of available spots, admission decision will be based on several factors. Such factors might include, but not limited to, being in the first generation of a family to attend college; demonstrated experience with, or commitment to, serving or working with historically under-served or under-privileged populations, geographic diversity (including students from rural or inner-city areas who might be under-represented on campus); evidence of overcoming socioeconomic or educational disadvantage; and/or graduation from high schools with historically low college enrollment.

(See School of Nursing home page for more detailed information.)

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 10-panel drug screen.
- 9) Polio – proof of vaccination or titer.
- 10) CPR certification (health care provider)
- 11) Background check
- 12) Physical Exam
- 13) 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 120 – Foundations of College Math or higher (excluding MATH 122 and MATH 123)..... 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 – Intro to Statistical Methods..... 3

- K) Additional Pre-Requisites (6 credits)
 - 1) NURS 122 – Medical Terminology..... 2
 - 2) NURS 337 - Pathophysiology..... 3
 - II) Curriculum (58 credits):
 - A) NURS 301 – Health Assessment..... 4
 - B) NURS 323 – Pharmacology.... 3
 - C) NURS 309 – Foundations of Nursing Care..... 7
 - D) NURS 486 – Gerontology..... 2
 - E) NURS 349 – Maternal/Child Nursing..... 9
 - F) NURS 352 – Adult Health Nursing I..... 6
 - G) NURS 418 – Nursing Research Methods..... 3
 - H) NURS 404 – Psychiatric/ Mental Health Nursing..... 4
 - I) NURS 452 – Adult Health Nursing II..... 7
 - J) NURS 437 – Nursing Care in the Community..... 6
 - K) NURS 424 – Transition to Practice Seminar..... 2
 - L) NURS 447 – Human Care Nursing Management/Leadership..... 2
 - M) NURS 448 – Professional Human Care Nursing Practice..... 3
 - II) Electives (if necessary)0-6
- Summary of credit requirements for the Bachelor of Science in Nursing (Regular Track)**
- | | |
|-------------------------|------------|
| Core Curriculum..... | 66-78 |
| Major Requirements..... | 58 |
| 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 Bachelor's 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 (65-77 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 120 – Fundamentals of College Math or higher (excluding MATH 122 and MATH 123)..... 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 – Intro to Statistical Methods..... 3

- K) Additional Pre-Requisites (5 credits)

- 1) NURS 122 – Medical Terminology..... 2
- 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.....	65-77
Major Requirements.....	53
Electives.....	0-10
Total	128

Bachelor of Science in Nursing (Part-Time Track)

Program Description

The Part-Time Track is completed in eight consecutive semesters, including summers. It is designed for individuals who have obligations that impact their ability to attend the rigorous full-time academic schedule of the Regular Track. Students attend class, lab and practicum two to three days per week, usually Thursday through Saturday during both day and evening hours. 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

Part-Time 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 120 – Fundamentals of College Math or higher (excluding MATH 122 and MATH 123)..... 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 (5 credits)
 - 1) NURS 122 – Medical Terminology..... 2
 - 2) NURS 337 – Pathophysiology 3
- II) Curriculum (58 credits):
 - A) NURS 301 – Health Assessment..... 4
 - B) NURS 323 – Pharmacology . 3
 - C) NURS 309 – Foundations of Nursing Care 7
 - D) NURS 486 – Gerontology 2
 - E) NURS 349 –Maternal/Child Nursing..... 9
 - F) NURS 352 –Adult Health Nursing I 6
 - G) NURS 418 – Nursing Research Methods..... 3
 - H) NURS 404–Psychiatric/Mental Health Nursing 4
 - I) NURS 452 – Adult Health Nursing II 7
 - J) NURS 437 – Nursing Care in the Community 6
 - K) NURS 424 –Transition to Practice Seminar 2
 - L) NURS 447 – Human Care Nursing Management/Leadership 2
 - M) NURS 448 – Professional Human Care Nursing Practice 3
 - N) Electives (if necessary) 0-9

Summary of credit requirements for the Bachelor of Science in Nursing (Part-Time Track)

Core Curriculum.....	66-78
Major Requirements	58
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 to Statistical Methods 3
 - II) Curriculum (73 credits):
 - A) Credits by examination 38
 - 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) Nursing Elective 3
 - J) UNLV courses (6 credits)
- Choice of following undergraduate courses:
- NURS 410 – Physical Assessment..... 3
 - NURS 426 – Pathophysiology for Nursing Practice..... 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	73
Electives	1-2
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 (2+0) 2 credits
Study of word derivation and formation with emphasis upon the understanding of common usage in the field of health care.

NURS 301

HEALTH ASSESSMENT (3+3) 4 credits
Theory and skills to assess the health and environments of individuals and families across the lifespan in a variety of settings. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 309, 323, 486. Course Fee: \$300

NURS 309

FOUNDATIONS OF NURSING CARE

(3+3+9) 7 credits
Introduction to the art and science of nursing with the focus on the transpersonal caring relationship between client and nurse. Using a reflective practice framework, students apply spiritual-ethical nursing care in collaboration with adult and elder clients. Pre-requisite(s): Admission to nursing major. Co-requisite(s): NURS 301, 323, 486. Course Fee: \$300

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, 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 the nursing major.

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, 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, 338, 339. Course Fee: \$300

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, 338, 339.

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, 339. Course Fee: \$300

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, 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, 323, 338, 339. Co-requisite(s): NURS 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, 323 338, 339. Co-requisite(s): NURS 345, 348. Course Fee: \$300

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, 323, 338, 339. Co-requisite(s): NURS 345, 347.

NURS 349**MATERNAL/CHILD NURSING** (4+3+12) 9 credits

Focus on nursing theory and practice related to childbearing and childrearing families across the health and illness continuum. Integrates nursing knowledge, psychomotor skills, nursing process and reflection to promote spiritual-ethical caring relationships with children and families. Pre-Requisite(s): NURS 301, 309, 323, 486. Co-requisite(s): NURS 352. Course Fee: \$300

NURS 352**ADULT HEALTH NURSING I** (3+0+9) 6 credits

Focus on nursing theory and practice related to collaborative care of adults with *commonly-occurring* acute and chronic health problems. Integrates nursing knowledge, psychomotor skills, nursing process, and reflection to promote spiritual-ethical caring relationships with the clients and their families. Pre-requisite(s): NURS 301, 309, 323, 486. Co-requisite(s): NURS 349. Course Fee: \$100

NURS 404**PSYCHIATRIC/MENTAL HEALTH NURSING** (2+0+6) 4 credits

Focus on mental health concepts and selected theoretical frameworks related to adaptive and maladaptive coping behaviors. Emphasis on use of communication in therapeutic relationships with clients of varying age groups in psychiatric settings. Reflective practice achieved in acute care and community-based clinical experiences. Pre-requisite(s): NURS 349, 352. Co-requisite(s): NURS 418, 452. Course Fee: \$100

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. Course Fee: \$300

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 research utilization as related to evidence-based practice. Pre-

requisite(s): Admission to nursing major and PSY 210.

NURS 424**TRANSITIONS TO PRACTICE SEMINAR (2+0) 2 credits**

Assimilates major concepts for the first, second and third semesters while reinforcing major concepts of the fourth semester. Explores the pathway to licensure, initial job preparation, and excelling in practice settings. Pre-requisite(s): NURS 404, 418, 452. Co-requisite(s): NURS 437, 447, 448.

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 437**NURSING CARE IN THE COMMUNITY (3+0+9) 6 credits**

Theories of health promotion and disease prevention across the lifespan are explored in the context of population-focused practice in diverse communities. A holistic approach to health care is emphasized for individuals, families and communities using evidenced-based and reflective practice. Students critically analyze health status of communities for development of a community-based learning experience. Pre-requisite(s): NURS 404, 418, 452. Co-requisite(s): NURS 424, 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 (4+0) 4 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/LEADERSHIP (2+0) 2 credits

Focus on nursing management/ leadership theory in a changing health care delivery system including contemporary nursing issues. Pre-requisite(s): NURS 404, 452, 418. Co-requisite(s): NURS 437, 424, 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 404, 452, 418. Co-requisite(s): NURS 424, 437, 447.

NURS 452

ADULT HEALTH NURSING II (3+0+12) 7 credits

Focus on nursing theory and practice related to collaborative care of adults with *complex* acute and chronic health problems.

Integrates nursing knowledge, psychomotor skills, nursing process, and reflection to promote spiritual-ethical caring relationships with the clients and their families. Pre-requisite(s): NURS 349, 352.

Co-requisite(s): NURS 404, 418. Course Fee: \$100

NURS 459

HEALTH PROMOTION IN NURSING (3+0)

3 credits

RN-BSN elective course. This online course will guide the professional nurse to apply evidence-based concepts and national initiatives to health-promotion, health protection, and disease and injury prevention practices in individuals and diverse populations across the lifespan. Pre-requisite(s): enrolled in RN to BSN track; NURS 408.

NURS 486

GERONTOLOGY (2+0) 2 credits

Study of age-related changes of the elderly relevant to their needs and delivery of health care. Pre-requisite(s): Admission to the nursing major. Co-requisite(s): NURS 301, 309, 323.

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 491

DIRECTED STUDY IN CLINICAL NURSING (0+9) 3 credits

An elective nursing course providing the application of transpersonal human caring with emphasis on evidence-based and reflective practice through selected clinical

experience in a variety of settings. Pre-requisite courses: NURS 301, NURS 309, NURS 486, NURS 323

discussed in OS 302: Occupation Across the Lifespan.

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. S/U Grading.

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

Nevada System of Higher Education

Daniel Klaich, Chancellor

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Mark Stevens, Vice Chancellor of Finance

Steven Zink, Vice Chancellor for Information Technology

Dr. Maurizio Trevisan, M.D., Executive Vice Chancellor and Chief Executive Officer for Health Sciences System

Marcia Turner, Vice Chancellor of Operations and Chief Operating Officer for Health Sciences System

Scott Wasserman, Chief Executive Officer and Special Counsel to the Board of Regents

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James Dean Leavitt

Kevin C. Melcher

Dr. Jack Lund Schofield

Michael Wixom

President

DiMare, Lesley, President, Ph.D. - 1984, Indiana University; M.A. -1981, California State University Hayward; Secondary Teaching Credential -1974, California State University Sacramento; B.A. -1972, California State University Chico.

Executive Faculty

Beck, Erika, Provost and Executive Vice President, Ph.D.-2001, University of California, San Diego; M.A.-1996, San Diego State University; B.A.-1994, University of California, San Diego.

Kuniyuki, Andrew, Dean for the School of Liberal Arts and Sciences and Associate Professor of Biology, Ph.D.-1975, University of California, Berkeley; B.S.-1971, University of Hawaii.

LaBuda, James, Interim Dean, Ed.D.-1995, University of Nevada, Las Vegas; M.Ed.-1989, University of Nevada, Las Vegas; M.S.-1981, University of Wisconsin; B.S.-1979, University of Wisconsin.

Neel, Buster, Senior Vice President for Finance And Administration, M.B.A. -1981, Auburn University at Montgomery; B.A. Mathematics -1970, Huntingdon College

Raker III, J. Russell, Associate Vice President for Development, Ph. D.-1972, Teachers College, Columbia University; M.A.-1964, Teachers College, Columbia University; B.A.-1963, Alderson-Broadbush College.

Snyder, Shirlee, Dean of the School of Nursing and Professor of Nursing, Ed.D.-1988, University of San Francisco; M.S.-1973, University of Alabama; B.S.N.-1971, University of Wisconsin, Milwaukee.

Stewart, Spencer, Associate Vice President for College Relations, Ed.D.-2010, university of Pennsylvania; M.A.-University of Nevada, Las Vegas; B.S.-2001, Brigham Young University.

Young, Lee, Vice Provost for Enrollment Management and Student Services, M.S. - 1976, Jackson State University; B.S. - 1974, Jackson State University.

Full-Time Faculty

Adams, Cathy, Nursing Lecturer, M.N. – 2005, Washington State University; B.S.N. – 1998, Lewis-Clark State College.

Bachman, Ling-Chih, Mathematics Lecturer, M.S.-1988, University of Illinois; B.S.-1983, Universidade de Brasilia, Brazil.

Brautbar, Shirli, Assistant Professor of History, Ph.D.-2005, University of Southern California; M.A.-1997, University of Chicago; B.A.-1995, Carnegie Mellon University.

Buck, Paul, Associate Professor of Anthropology, Ph.D.-1990, University of Washington; M.A.-1983, University of Washington; B.A.- 1978, California State University, Chico.

Canfield, Beverly, Nursing Lecturer, M.N. – 1997; University of South Alabama; B.S.N. – 1984: University of Louisiana at Lafayette.

Chaffin, Amy, Associate Professor of Nursing, Ph.D. – 2005, University of Nevada, Reno; M.S.N. – 1972, University of California, San Francisco; BSN – 1971, Arizona State University.

Coffman, Sherrilyn, Assistant Dean for the School of Nursing and Professor of Nursing, D.N.S.-1988, Indiana University; M.S.N.-1971, Indiana University; B.S.N.-1968, Indiana University.

Dahn, Carol, Nursing Lecturer, M.S.N.-1986 University of Texas, BSN-1981, Ursuline College, Ohio.

Duong, Hon-Vu, Biology Lecturer, M.D.-1994, Ross University; B.S.-1989, Pennsylvania State University.

Graziano, Kevin, Associate Professor of Education, Ed.D.-2003, University of San Francisco; M.S.-2000, Central Connecticut State University; B.A.-1993, University of Connecticut.

Growe, Susan, Nursing Lecturer, M.S.N.-2006, B.S.N.-2004, University of Phoenix.

Harris, Christopher, Assistant Professor of Communication Studies, Ph.D. -2010,

University of Miami; M.P.S. -2004, Cornell University; B.A. -2001, Rutgers University.

Herlands, Robin, Assistant Professor of Biology, Ph.D.-2007, Yale University; M.Phil.-2004, Yale University; B.S.-2001, Haverford College.

Herbst-Damm, Kathryn, Assistant Professor of Psychology, Ph.D.-2008, University of California, San Diego; M.A.-2002, University of California, San Diego; B.A.-2000, University of California, San Diego.

Hudson, Rhoton Titus, Associate Professor of Education, Ed.D.-1999, University of Nevada, Las Vegas; M.S.-1984, University of Nevada, Las Vegas; B.S.-1973, University of Georgia.

Jacobson, Linda, Nursing Lecturer, M.S.N.-2004, St. Joseph's College, Maine, BSN-1997 Graceland College, Iowa.

Kebede, Kebret, Associate Professor of Biology, M.D.-1985, Aristotle University, Medical School.

La Chapelle, Peter, Department Chair of Humanities and Associate Professor of History, Ph.D.-2002, University of Southern California; M.A.-1997, California State University, Bakersfield; B.A.-1992, University of Arizona, Tucson.

Liasus, Ludy, Nursing Lecturer, M.S.N.-2001, University of Nevada, Las Vegas; B.S.N.-1991, West Visayas State University, Philippines.

Mecham, Kelly, Nursing Lecturer, M.S.N.-2003, University of Nevada, Las Vegas; B.S.N.-1999, Point Loma Nazarene University.

Moore, Richard, Professor of Economics, Ph.D.-1965, Claremont Graduate School; M.B.A.-1956, University of California, Berkeley; B.S.-1955, Claremont Men's College.

Navarrete, Lori, Associate Professor, Ph.D.-1992, University of New Mexico, M.S.-1985, University of New Mexico, B.S.-1984, University of New Mexico.

Price, Edwin, Assistant Professor of Environmental Science, Ph.D.-1982, Washington State University; M.S.-1977, University of Georgia; B.S.-1973, University of Georgia.

Robinson, Gregory, Assistant Professor of English, Ph.D.-2008, University of Nevada, Las Vegas, M.L.I.S.-1999, Louisiana State University; M.A.-1996, State University of New York at Fredonia; B.A.-1994, State University of New York at Fredonia.

Rudd, Lawrence, Assistant Professor of Education, Ph.D.-2005, University of Arizona, M.A.-1980, University of Denver, B.A.-1975, Wittenberg University.

Scinta, Anthony, Associate Dean of Liberal Arts and Sciences, Department Chair of Social Sciences and Business Administration, and Associate Professor of Psychology, Ph.D.-2004, University of California, Los Angeles; M.A.-1999, University of California, Los Angeles; B.A.-1998, State University of New York at Buffalo.

Sharp, Gwen, Department Coordinator of Social Sciences and Business Administration and Assistant Professor of Sociology, Ph.D.-2005, University of Wisconsin-Madison; M.S.-2001, University of Wisconsin-Madison; B.A.-1997, University of Oklahoma.

Shearer, Joanna, Assistant Professor of English, Ph.D. – 2007, University of Florida; M.A. – 2003, University of Florida; B.A. – 2000, University of Dallas.

Stansbury, Roxanne, Assistant Dean of Education, M.A.-2003, University of Phoenix, B.S.-1993, Kent State University.

Thanki, Sandip, Department Chair of Physical and Life Sciences and Associate Professor of Physical Sciences, Ph.D. – 2004, University of Nevada, Las Vegas; M.S. – 1999, University of Nevada, Las Vegas; B.S. – 1997, Widener University.

Wertz, Ruby, Assistant Dean for the School of Nursing and Nursing Lecturer, M.H.A.-1998, University of St. Francis, Illinois, B.S.N.-1989 Bloomsburg, PA.

Wong, Aaron, Assistant Professor of Mathematics, Ph.D.-2007, University of California, San Diego; M.A.-2004, University of California, San Diego; B.A./B.S.-2002, University of California, Santa Barbara.

Yao, Richard, Counseling Lecturer, Ph.D. - 2009, Fielding Graduate University; M.A. - 1995, Eastern Illinois University; B.A.-1993, Eastern Illinois University.