

2014-2015 CATALOG



NEVADA STATE
COLLEGE
be bold. be great. be State.

1125 Nevada State Drive
Henderson, Nevada 89002

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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.

Nevada State College is a member of the Nevada System of Higher Education (NSHE). All NSHE students are issued a single student identification number (NSHE ID) for use at all NSHE institutions. Limited personal information is shared by NSHE institutions in accordance with NSHE policies governing security and privacy of student information.

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 Records, the Office of Recruitment, 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; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent;)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, email addresses, major fields of study, student participation in officially recognized activities, dates of attendance, enrollment status (full-time; part-time), 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 inquire about restricting the release of directory information by contacting the Office of Admissions and Records, (702) 992-2110.

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

NSHE ID

DATE

This authorization can be mailed, faxed, or delivered in person to the **Office of Admissions and Records**, 311 South Water St., Henderson, Nevada 89015, 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. You may also update this authorization via myNSC.

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ACADEMIC CALENDAR 2014 - 2015

Fall 2014

FULL SESSION

August

25	Mon.	• CLASSES BEGINS
September		
1	Mon.	• Labor Day - CAMPUS CLOSED
October		
13 - 18	Mon.	• Midterm
31	Fri.	• Nevada Day Observed - CAMPUS CLOSED
November		
11	Tues.	• Veteran's Day Observed - CAMPUS CLOSED
27 - 29	Thurs. - Sat.	• Thanksgiving Holiday - CAMPUS CLOSED
December		
13	Sat.	• Last Class Day
17	Wed.	• Fall 2014 Grades Due by 12:00 pm
25	Thurs.	• Christmas Holiday - CAMPUS CLOSED

MINI SESSION

August

25	Mon.	• 1 st 4 Wk and 8 Wk Sessions Begin
September		
20	Sat.	• 1 st 4 Wk Session Ends
22	Mon.	• 2 nd 4 Wk Session Begins
October		
18	Sat.	• 2 nd 4 Wk and 1 st 8 Wk Sessions End
20	Mon.	• 3 rd 4 Wk and 2 nd 8 Wk Sessions Begin
November		
15	Sat.	• 3 rd 4 Wk Session Ends
17	Mon.	• 4 th 4 Wk Session Begins
December		
13	Sat.	• 4 th 4 Wk and 2 nd 8 Wk Sessions End

Spring 2015

WINTER SESSION-DECEMBER 15, 2014 - JANUARY 10, 2015

December

15	Mon.	• Winter Session - Classes Begin
25	Thurs.	• Winter Holiday - CAMPUS CLOSED

January

1	Thurs.	• New Year's Day Observed - CAMPUS CLOSED
10	Sat.	• Last Class Day
14	Wed.	• Grades Due by 12:00 pm

FULL SESSION

January

19	Mon.	• Martin Luther King Jr. Birthday Observed - CAMPUS CLOSED
20	Tues.	• CLASSES BEGIN

February

16	Mon.	• President's Day Observed - CAMPUS CLOSED
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March

9 - 14	Mon. - Sat.	• Midterm
29 - April 5	Sun. - Sat.	• Spring Break <i>(Mini sessions will meet; contact your instructor)</i>

May

9	Sat.	• Last Class Day • COMMENCEMENT
13	Wed.	• Grades Due by 12:00 pm

Summer 2015

Summer 2015

May

18	Mon.	• Classes Begin for 12 Week Session • Classes Begin for 1 st 6 Week Session
25	Mon.	• Memorial Day

June

27	Sat.	• Classes End for 1 st 6 Week Session
29	Mon.	• Classes Begin for 2 nd 6 Week Session

July

3	Fri.	• 4 th of July Holiday Observed - CAMPUS CLOSED
4	Sat.	• 4 th of July Holiday Observed - CAMPUS CLOSED

August

8	Sat.	• Classes End for 12 Week Session • Classes End for 2 nd Week Session
12	Wed.	• Grades Due by 12:00 PM

PRESIDENT'S WELCOME



Welcome to Nevada State College (NSC), home of Scorpion Nation! We are so excited that you have chosen NSC as your College of choice. NSC is a terrific place which prides itself on the tradition of providing access and affordable education to students of diverse backgrounds in Nevada.

At NSC, our main goal is to provide a quality education while promoting student success. We do this through the dedication of our amazing faculty who are accomplished scholars, teachers and mentors.

Our faculty use creative and innovative means to understanding curriculum material.

I fully understand the sacrifices and hard work required to earn a college education. NSC is your window of opportunity to the future. By pursuing a degree at NSC, our objective is

that you will gain critical thinking and real world skills that will allow you to have a successful career, make informed decisions, and achieve a better life for you and your family. Earning your baccalaureate degree will open many opportunities in your life as a valued professional and leader, and will help strengthen our communities.

Once again, congratulations on selecting NSC as your institution of choice. Our faculty and staff are here to assist you in completing the goals and dreams you have set for yourself. We look forward to seeing you walk across the stage at your future commencement ceremony.

Be Bold, Be Great, Be STATE!

Bart Patterson
President

ABOUT NEVADA STATE COLLEGE

Policy Statement

Nevada State College has many policies pertaining to academic and student affairs. Students are responsible for complying with these policies. The following is merely a guide to the policies that are most relevant to students, as well as processes and systems that support them; it is not a compilation of all policies or their word-for-word presentation.

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules, and policies adopted by the Board of Regents, or by the President or designee of the campus. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, the institution, and the Nevada System of Higher Education.

More current or complete information can be found in the online Nevada State College Policy Library at www.nsc.edu/policy. Where no specific policy is in place for Nevada State College, the college will follow the current applicable policy in force at 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 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

Action/Equal

Title IX Notice of Non-Discrimination

NSHE and its member institutions do not discriminate on the basis of sex in their education programs and activities: Title IX of the Education Amendments Act of 1972 is a federal law that states at 20 U.S.C. § 1681(a):

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Inquiries concerning the application of Title IX may be referred to each member institution's Title IX Coordinator or the Office for Civil Rights of the United States Department of Education.

Contact information for Title IX Coordinator: Cheri Canfield, Cheri.Canfield@nsc.edu, 702-992-2322, 303 S. Water Street, Ste. 200, Henderson, NV 89015.

NSHE Non-Discrimination Policy

A. NSHE Non-Discrimination Policy

1. Policy Applicability and Sanctions

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of discrimination on the basis of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion. Where discrimination is found to have occurred, the NSHE will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.

No employee or student, either in the workplace or in the academic environment, should be subject to discrimination. It is expected that students, faculty and staff will treat one another and campus visitors with respect.

2. Policy Applicability and Sanctions

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

3. Training

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy. Each institution shall provide this policy to its students at least annually and may do so electronically. Each institution shall include this policy and complaint procedure on its website and in its general catalog. Each institution shall have an ongoing non-discrimination training program and shall designate a person or office to be responsible for such training.

4. Discriminatory Practices

It is illegal to discriminate in any aspect of employment or education, such as:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- grading;
- acceptance or participation in an academic program or school activity;
- use of employer's facilities;
- training programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or

- other terms and conditions of employment.

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

Discriminatory practices also include:

- discrimination on the basis of a person's age, disability (including service- connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment or education decisions based on stereotypes or assumptions about the abilities, traits or performance of individuals of a certain age, disability (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion; and
- conduct that has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

This behavior is unacceptable in the work place and the academic environment. Even one incident, if it is sufficiently serious, may constitute discrimination. One incident, however, does not necessarily constitute discrimination.

Policy Against Sexual Harassment

Contact information for Title IX Coordinator: Cheri Canfield, Cheri.Canfield@nsc.edu, 702-992-2322, 303 S. Water Street, Ste. 200, Henderson, NV 89015.

B. Policy Against Sexual Harassment

1. Sexual Harassment is Illegal Under Federal and State Law

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

including sexual violence, is a form of discrimination; it is illegal.

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

2. Policy Applicability and Sanctions

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

3. Training

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain a record that each new employee received the policy. Each institution shall provide this policy to its students at least annually and may do so electronically. Each institution shall include this policy and complaint procedure on its website and in its general catalog. Each institution shall have an on-going sexual harassment training program for employees.

4. Sexual Harassment Practices

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or
3. The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn. Sexual harassment may take many forms - subtle and indirect, or blatant and overt. For example,

- It may occur between individuals of the opposite sex or of the same sex.

- It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship (such as by a supervisor with regard to a supervised employee or an instructor regarding a current student).

- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.

- It may consist of repeated actions or may even arise from a single incident if sufficiently severe.

- It may also rise to the level of a criminal offense, such as battery or sexual violence.

- Sexual violence is a physical act perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

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

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

- Rape, sexual assault, sexual battery, sexual coercion or other sexual violence;
- Sexually explicit or gender related statements, comments, questions, jokes, innuendoes, anecdotes, or gestures;
- Other than customary handshakes, uninvited touching, patting, hugging, or purposeful brushing against a person's body or other inappropriate touching of an individual's body;
- Remarks of a sexual nature about a person's clothing or body;
- Use of electronic mail or computer dissemination of sexually oriented, sex-based communications;
- Sexual advances, whether or not they involve physical touching;
- Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;

- Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;
- Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct.

Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not necessarily constitute sexual harassment.

C. Complaint and Investigation Procedure

This section provides the complaint and investigation procedure for complaints of discrimination or sexual harassment, including sexual violence (except that complaints against students may be referred to student disciplinary processes). The Chancellor (for the System Office) and each president shall designate no fewer than two administrators to receive complaints. The administrators designated to receive the complaints may include the following: (1) the Title IX Coordinator; (2) the Affirmative Action Program Officer; (3) the Human Resources Officer; or (4) any other officer designated by the president. The President shall also designate a primary investigating officer (Primary Officer) to process all complaints. The Primary Officer may be any of the individuals identified above. All complaints, whether received by the Affirmative Action Officer, Human Resources Officer or other designated officer, must immediately be forwarded to the Primary Officer. All Title IX complaints must be immediately forwarded to the Title IX Coordinator.

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

An individual against whom a complaint of alleged discrimination or sexual harassment is filed shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Primary Officer, or by the Primary Officer's designee. It shall be the choice of the individual against whom the complaint is filed to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged perpetrator. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department

chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

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

1. Employees

a. An employee who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged - but it is neither necessary nor required, particularly if it may be confrontational - to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. An employee is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the employee.

b. The employee may file a discrimination or sexual harassment complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.

c. If the employee feels uncomfortable about discussing the incident with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.

d. After receiving any employee's complaint of an incident of alleged discrimination or sexual harassment, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.

2. Students

a. A student who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged - but it is neither necessary nor required particularly if it may be confrontational - to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A student is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the student.

b. The student may file a complaint with his or her major department chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.

c. If the student feels uncomfortable about discussing the incident with the department chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

3. Non-Employees and Non-Students

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

4. Investigation and Resolution

a. After receiving a complaint of the incident or behavior, the Primary Officer, or designee, will initiate an investigation to gather information about the incident. If the Primary Officer is unable to initiate an investigation, due to a conflict or for any other reason, the President shall designate another individual to act as Primary Officer for the matter. Each institution may set guidelines for the manner in which an investigation shall be conducted. The guidelines shall provide for the prompt, thorough, impartial, and equitable investigation and resolution of complaints, and shall identify the appropriate management level with final decision-making authority. The guidelines shall, at a minimum, provide the person subject to the complaint with information as to the nature of the complaint, and shall further provide that the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses and provide documentation pertaining to the complaint. In most cases, an investigation should be completed within 45 calendar days of receipt of the complaint.

b. The standard for evaluating complaints shall be a preponderance of the evidence. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.

c. After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken, as applicable, in accordance with NSHE Code Chapter 6 or Chapter 10 (or applicable Student Code of Conduct), or, in the case of classified employees, Nevada Administrative Code (NAC) Chapter 284. Other appropriate actions will be taken to correct problems and remedy effects,

if any, caused by the conduct, if appropriate. If proceedings are initiated under Title 2, Chapter 6 or Chapter 10, the applicable Student Code of Conduct, or the NAC, the investigation conducted pursuant to this policy may be used as part of such investigations. The administrative officer, in his or her discretion, may also supplement the investigation with additional investigation. In any disciplinary hearings conducted pursuant to a Student Code of Conduct or under Title 2, Ch. 6 or Chapter 10, the burden of proof shall be by a preponderance of the evidence. In connection with any such disciplinary hearings, the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses, and provide and receive documentation and witness lists pertaining to the complaint, and if an appeal is provided, to appeal the decision.

d. After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed concurrently of the resolution.

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

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

g. In the event a student is found to have engaged in sexual harassment of another student, the institution shall disclose to the student who was harassed, information about the sanction imposed on the student who was found to have engaged in harassment when the sanction directly relates to the harassed student.

5. Prompt Attention

Complaints of discrimination or sexual harassment are taken seriously and will be dealt with promptly, thoroughly, impartially, and equitably. Where discrimination is found to have occurred, the NSHE institution or unit where it occurred

will act to stop the discrimination or sexual harassment, to prevent its recurrence, to remedy its effects, if any, and to discipline those responsible.

6. Confidentiality

The NSHE recognizes that confidentiality is important. However, confidentiality cannot be guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of discrimination or sexual harassment to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the NSHE is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

7. Retaliation

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

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

a. Employees

I. An employee who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.

II. If the employee feels uncomfortable about discussing the alleged retaliation with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.

III. After receiving any employee's complaint of an incident of alleged retaliation, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.

b. Students

i. A student who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her major department chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.

ii. If the student feels uncomfortable about discussing the alleged retaliation with the department chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

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

8. False Reports

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

9. Supervisors' Responsibilities

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

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

If a supervisor receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the supervisor must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken. Failure to take the above action to prevent the occurrence of or stop known discrimination or harassment may be grounds for disciplinary action.

10. Relationship to Freedom of Expression

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

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 available at www.nsc.edu/policy.
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 available at www.nsc.edu/policy.
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

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

Accreditation

Nevada State College is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes

through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through Accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. The criteria for NWCCU Accreditation can be found [here](#).

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052 (425) 558-4224
www.nwccu.org

NSC Core Themes

Promote Student Success

Nevada State College faculty, staff and administrators are united by an unwavering commitment to the success of our students. As stated in our mission, the College facilitates this success on a broad scale through “excellence in teaching.” This excellence, in turn, yields learning experiences characterized by innovative engagement. This engagement is manifested in “innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills.” Our innovative methods routinely incorporate experiential learning opportunities, an active examination of real-world issues, and the pursuit of progressive instructional practices. The “technology-rich” approach immerses students in the study and application of technology and keeps them poised to adapt to the increasingly sophisticated demands of the modern world.

Taken together, these efforts are expected to promote a variety of essential student learning outcomes. In promoting the acquisition of “interdisciplinary knowledge and skills,” we strive to impart students with the critical thinking ability needed to solve complex real-world problems and adapt to the shifting challenges of a rapidly evolving society. Moreover, the broad availability of free, high-quality information engendered by the Internet era compels our educators to place an increased emphasis on the effective evaluation and application of this information. Successful students also develop strong written and oral communication skills and exhibit the integrity and discipline-specific expertise needed to thrive in a chosen career path. Finally, in the pursuit of “a stronger community and a better future for

all of Nevada,” successful graduates cultivate a respect for all forms of diversity, a commitment to the common good, and an ability to work well with others.

Foster Educational Opportunity

Nevada State College is founded on the belief that all students deserve an opportunity to succeed at the highest level. The fulfillment of this goal hinges on the provision of “quality, four-year degree programs” to a “diverse population of students” from largely under-served, first generation, non-traditional and/or financially challenged backgrounds. A large proportion of the students the College recruits and supports are particularly likely to benefit from our dedicated faculty and staff, personalized service, and focus on teaching and learning. As such, one of our chief aims is to “open the door to career success and enhanced quality of life” for students who otherwise might face limited opportunities for success in higher education.

To accomplish this, we offer a wide array of affordable four-year degree programs in flexible learning formats that meet the needs of a working, commuter student population. Our School of Education helps address a statewide need by preparing 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 School of Nursing provides critical support to Nevada's health care community and offers degrees in a variety of learning formats, including a second degree accelerated track, an RN to BSN track, and a part-time program designed for students whose external obligations prohibit full-time enrollment. A range of bachelor's degrees in the Liberal Arts & Sciences prepares students for success in a number of fields, from professional careers in medicine, psychological counseling, and law enforcement to rapidly growing fields in business, biotechnology, and visual media.

Students are guided along each of these degree paths by personalized student support services in critical facets of the college experience. The combined goal of our service and educational initiatives is to “open the door to career success” by improving the retention, persistence and graduation rates of our students. The College aspires to improve the outcomes of all students, particularly those who come from first-generation, non-traditional, and other under-represented backgrounds. Our success in this regard plays an integral role in the future economic and social health of a state burdened by one of the lowest proportions of college graduates in the nation. The graduates of Nevada State College are expected to lighten this burden and contribute to a more diverse workforce and diversified economy.

Strengthen the Community

As a public institution, Nevada State College is determined to provide returns on the investment made by the state and its citizens. Foremost among these returns, as stated in our mission, is the development of graduates who can deliver on “the promise of a stronger community and a better future for

all of Nevada.” Aided by the knowledge, skills, and integrity they acquire at NSC, our graduates support existing, high-demand fields and help fulfill the needs of growing industries that promise to diversify the state economy.

This effort to strengthen the community extends to our faculty and staff, who establish partnerships that advance the fortunes of public and private entities across the region. Furthermore, our faculty share their expertise with the community in productive ways, and community leaders are likewise welcomed to contribute their expertise to the growth and edification of our students. Ultimately, we hope that the sum of these endeavors is a community strengthened by a more civic-minded populace and a more diverse, capable workforce.

Contact Information

<http://www.nsc.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 of Nevada State College

As the only four-year, comprehensive public college in the state of Nevada, Nevada State College places a special emphasis on the advancement of a diverse and largely underserved student population. In this role, the college emphasizes high-quality instruction, exemplary service, engaging learning experiences, and innovation as a means to more efficient, effective outcomes in all corners of the campus.

During the past ten years, NSC has achieved remarkable success in furthering its mission and core-values.

Milestones

Enrollment Growth. Since its inception, NSC's enrollment has grown from 177 students in 2002 to nearly 3,400 students today making it the fastest growing college within the Nevada System of Higher Education.

Degree Programs. The college has grown to offer more than 24 majors and minors including predominate areas of study such as business, biology, psychology, education, and nursing.

Alumni. May of 2004 marked a momentous occasion for NSC, as the college celebrated its first commencement ceremony with a class of 13 graduates. Since 2004, Nevada State College has graduated over 1,500 students. Over half of NSC's alumni have graduated with degrees in teaching and nursing.

NSC's developing 509-acre campus is located in the southeast corner of the City of Henderson, on the sloping

foothills of McCullough mountain range. Opening in 2008, the Liberal Arts & Sciences building was the first structure built on the campus. Two new buildings, a combined nursing and education facility, and a student center and administrative building, are slated to be constructed on the developing campus over the next few years. Together, the buildings are expected to add approximately 110,000 square-feet of new space to the campus.

The 60,000 square-foot nursing, science, and education building is planned to house several anatomy labs, over a dozen classrooms, a large auditorium, faculty and staff offices, and a cutting-edge media center. The second building, the 50,000 square-foot student center and administration building, will feature the new library, food services, academic advising, and activity space.

NSC's Campus Master Plan, which was approved in 2010 by the NSHE Board of Regents and the City of Henderson, provides an innovative framework for the campus. The plan calls for the seamless, sustainable integration of academic and academic-support uses with its surrounding environment. The full campus build-out will accommodate 25,000 – 30,000 students with roughly six million square feet of academic, residential, industry, retail and cultural space.

Diversity. Nevada State College's campus community – the students, faculty, and staff – is one of the most diverse populations in Nevada. Close to 50% of NSC's students and over 30% of its full-time faculty and staff belong to an ethnic or racial minority group. Based on recent growth-rates, future enrollment projections, and federal reporting guideline, Nevada State is likely to become the first four-year Hispanic Serving Institution in Nevada and one of only 70 public, four-year colleges and universities in the country.

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

The AAC provides advising services to support current student success at NSC in the following majors:

1. Liberal Arts and Sciences majors
2. All Pre-major (i.e. undecided, pre-nursing, pre-education)
3. RN to BSN students (pre-admission and current students)

All other majors, please refer to note below.

Advisors inform students about NSC major and minor programs, experiential learning opportunities and campus resources. Advisors help students to better understand NSC's academic policies, degree requirements, and their progress toward graduation. The AAC works in close collaboration with faculty advisors and other departments to provide a quality advising experience for every student.

Academic advisors support new student success. First term students at NSC attend a new student orientation where they will meet academic advisors and faculty, learn about their college & their major of choice, explore campus resources, and register for their first term classes. The AAC offers onsite advising at all 3 CSN campus locations: Henderson, Charleston, and Cheyenne to assist future transfer students with their academic questions and transition into NSC.

Advisors provide services for students experiencing academic difficulty such as academic warning, probation, and suspension. Please reference NSC's academic standing policies in the catalog for further information. Advisors are also notified by faculty under the Early Alert system on students who are recommended to seek assistance from other student support services. Students are urged to consult with their advisor prior to registration for assistance with registration issues and course selection questions. For students who have not yet decided on a major, the AAC provides major exploration and guidance.

Advising appointments are available Monday-Friday. Students can schedule appointments online at nscaac.clickbook.net.

Note:

The following students will be advised by the School of Education:

- *All students admitted into the degree program in Education (i.e. Elementary Education, Secondary Education, STEP UP).*
- *Special non-degree students for SOE (i.e. TESL 401, Alternative Route to Licensure (ARL), Autism, Endorsement, and Secondary Education)*
- *Special Post-Baccalaureate programs (i.e. Speech Pathology, Elementary Education, Special Education, and Secondary Education)*

The following students will be advised by the School of Nursing:

- *All students admitted in one of the three (3) pre-licensure tracks (i.e. Regular, Accelerated, or Part-Time)*

Bookstore

Barnes & Noble College is proud to partner with Nevada State College to manage and operate the campus bookstore. Nevada State students will enjoy a campus bookstore that reflects the Nevada State College brand, including a wide selection of school spirit apparel, award-winning Nook® devices and other technology gadgets, as well as gifts for alumni, friends and family. Course materials will be offered in variety of options including rental, digital, used and new formats, ensuring students have access to the options and formats that best suit their needs.

In addition, the new campus bookstore will have an online presence with the addition of the bookstore's new website (www.nsc.bncollege.com). Now, students will have the ability to order textbooks and school merchandise both in-store and online. The bookstore will also establish a strong social media presence on Facebook that reflects local events and promotions for students, faculty and the local community.

Faculty will also have access to a groundbreaking online community, FacultyEnlight (www.facultyenlight.com), the new streamlined textbook adoption platform that combines advanced search capabilities with detailed information on course materials formats, pricing and reviews by other faculty.

Visit the Nevada State College Bookstore at 1125 Nevada State Drive, Dawson Building, Henderson, NV or online at nsc.bncollege.com. For more information, please contact the bookstore at 702-992-2340.

Career Services Center (CSC @ NSC)

The Nevada State College Career Services Center will serve as a campus career hub, providing students and alumni the skills they need to identify career goals and interact with a lifetime of professional career movement and job decisions.

The CSC @ NSC will encourage student participation from the first year through graduation, and will partner with the Academic Advising Center, faculty mentors, the Office of Financial Aid and Student Employment, and the Student Academic Center in order to create an integrated and complete career services experience.

Once students graduate and become alumni, they can continue to utilize services in the CSC @ NSC. And through a partnership with the NSC Alumni Association, alumni are encouraged to become career mentors and industry professionals at career-focused workshops and events. Alumni who perform recruiting for their employer can also connect with the Center.

Finally, the Career Services Center will perform outreach to the community and will encourage employers to engage with the campus via internship and job opportunities, company information sessions, tables, mentor network registration, and guest speaking opportunities at professional development workshops and events for our students and alumni.

One-stop shop services and programming at the CSC@NSC include:

- Career skills and interests testing
- Academic major exploration (in conjunction with Academic Advising)
- Career goal setting and academic planning (in conjunction with Academic Advising)
- General career counseling
- Resume and cover letter writing training and review
- Interview preparation including a virtual mock interview app
- A centralized web-based career portal with local and national internship and job postings
- Employer information tables on campus
- Industry mentors and networking events
- Career fairs and campus recruiting events
- Workshops on current career topics and trends
- Graduate school exploration and preparation (in conjunction with faculty mentors and the Student Academic Center)
- An online career library with materials and resources
- A free suit referral program for women via a partnership with Dress for Success of Southern Nevada

www.nsc.edu/careerservices

www.facebook.com/NSCCareer

Computing Resources

Nevada State College's Office of Information & Technology Services (ITS) supports a number of computer labs and open workstations that provide computing resources to all enrolled students.

Dawson - 1125 Nevada State Dr., Henderson, NV 89002

- DAW-104 & DAW-119A (Library): 41 Windows based workstations, networking printing
- DAW-104D (SAC): 5 Windows based workstations, network printing

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

- BW I-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): 5 Windows based workstations, network printing
- BW2-200 (Library): 40 Windows based workstations, network printing

Liberal Arts & Sciences - 1021 E. Paradise Hills Dr., Henderson 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 the Internet, Microsoft Office, and NSC online resources such as the NSC Portal, myNSC, and WebCampus. In addition, all NSC facilities offer wireless connectivity.

In addition to on-campus resources, student can access all NSC online resources through the NSC Portal (<http://my.nsc.edu>). This one location provides access to campus announcements, news, printing, library research databases, personal network files, WebCampus, and Student Center which include online registration, payments, financial aid, and much more.

Additionally, from your Android or Apple iOS device, NSC offers a free mobile app with access to news, events, campus directories, and maps. The app also provides access to add/drop classes, view final grades, check account balances, review financial aid, search for open classes, and much more. Download the NSC Mobile app by searching for it in the Apple App Store or the Google Play Store.

For information on accessing NSC workstations, the NSC Portal, NSC Mobile App, WebCampus, or other technology services available to students, please contact the NSC Support Center at (702) 992-2400 or visit our website at <http://nsc.edu/infotech>.

Access for Students with Disabilities (Resource Center for Students with Disabilities)

At Nevada State College, we recognize our responsibility to assure full access to all facilities, classes, and activities for

students with disabilities as defined by the Americans with Disabilities Act (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973. The staff of the Resource Center for Students with Disabilities (RCSD) reviews the disability-related needs of students to determine whether accommodations or support services are necessary to facilitate that access. Our mission is to create an accessible university community where disabilities is a "neutral" and students with disabilities can realize their full potential. We work with students, faculty, and staff to promote students' independence and to ensure assessment of their abilities, not disabilities.

Students who have documented disabilities that may require accommodation should contact the Resource Center for Students with Disabilities in Dawson, Room 117, by calling (702) 992-2180 or through email at NSC.RCSD@nsc.edu.

Library Services

The NSC Library provides electronic access to over 40 specialized online databases, 90,000+ electronic books, and a wide range of streaming media. Study spaces include quiet study rooms, group study areas, and a SmartBoard study room. Access to library services is available through the Library's website, the College's course management system, and online subject guides. Research help is available to students through two library service desks, chat service, and email services, or through in-person research consultations. The Library's main branch, the Marydean Martin Library, is located in the Dawson building, and a secondary branch is located in the Basic and Water II building. Additionally, Nevada State College students have on-site circulation privileges and borrowing rights among NSHE libraries as well as an interlibrary loan service that quickly delivers materials between local and national libraries.

Student Life

Information about Student Government and Clubs is available through the Nevada State Student Alliance. Their office is located in Dawson 104B 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 board, contact the NSSA office at 702-992-2190 or via email at nssa@nsc.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 or by reviewing the NSSA website. 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, room 104B.

Phone: 702.992.2190

Website: <http://nsc.edu/nssa.asp>

Fax: 702.992.2101

e-mail: NSSA@nsc.edu

New and Transfer Students Orientation Programs

Orientation programs at Nevada State College (NSC) consist of resourceful information for both new and transfer students, including their families, to help with a smooth transition into a higher education at NSC.

New Student Orientation

This program is required for all first year college students and is held on multiple dates leading up to a new semester. This program has been designed to introduce new students to the NSC campus, academic requirements and their major, financial aid, meet other new students, and most importantly allow them to register for their first semester. Attendance is required for new students prior to registration for the first semester courses.

Transfer Orientation

In order to meet the special needs of transfer students, an online orientation is offered to this student population. This required program offers topics similar to the New Student Orientation and is available in an engaging online method that aids transfer students in their transfer experience. In less than an hour, students will learn about the history of NSC, campuses, key offices to assist them in becoming an academically successful student, and how to register for courses. Successful completion of this online program for transfer students is required prior to registration for the first semester of courses.

For more information on Orientation Programs at Nevada State College, please visit <http://www.nsc.edu/2433.asp>.

Tutorial Services

The Student Academic Center (SAC) is dedicated to academic success and support through services such as individual tutoring, group tutoring, workshops, supplemental instruction, tools for student success, and academic counseling. The mission of the Student Academic Center is to provide academic guidance through peer-to-peer support, enhanced learning skills, and an atmosphere conducive to the learning process. The SAC assists in a variety of subject areas including Math, Biology, Chemistry, Nursing, Business, Technology, and Writing across the curriculum. Students seeking assistance may meet with our tutors through one-one appointments, group study sessions, or drop-in tutoring sessions. The SAC has also partnered with www.Smarthinking.com which offers online tutoring 24/7. Students may contact the Student Academic Center at (702) 992-2990 or set up an appointment at nscsac.clickbook.net.

The SAC is located on the first floor of the Liberal Arts and Science Building (LAS) in room 125 and the Dawson Building room 104d.

ADMISSIONS INFORMATION

Nevada State College admits students to fulfill the mission for which the College was founded – namely, to provide access to the baccalaureate degree for Nevada's citizens in accordance with the direction provided by the Nevada System of Higher Education Board of Regents (NSHE). To that end, NSC does not discriminate on the basis of a person's age, disability, ethnicity, gender, national origin, race religion, or sexual orientation. All new students must furnish satisfactory evidence of good moral character as evidenced by a certificate of graduation or of honorable dismissal from the school last attended. All applicants for admission shall complete such tests and furnish such information as required by the regulations published in the institutional catalog governing the semester of initial enrollment.

Freshman Admission

- The following high school course admission requirement will apply for freshman admission to NSC.

High	School	Course(s)	Units
English: Emphasis on composition, rhetoric, and American, English, and world literatures			
			4
Mathematics: Three units including at least two units of algebra 1 and higher level mathematics, chosen from second year algebra, geometry, trigonometry, pre-calculus, probability and statistics, and other advanced mathematics			
			3
Natural Science: (lab or simulation) Including biology, chemistry or physics, with at least one year in laboratory science			
			2
Social Science/ Studies: Including world history and geography, US history, economics, government, or law			
			3
<ul style="list-style-type: none"> Admission to freshman standing requires graduation from an accredited or approved high school with a minimum unweighted overall grade point average of 2.0 or above on a 4.0 scale. A student who does not meet the admission requirements may be admitted through other criteria upon the approval of the Admissions Review Committee (ARC). The number of students admitted under this criteria may not exceed 15 percent of the previous year's admissions. The requirement for admission under this provision are: <ul style="list-style-type: none"> A combination of test score and grade point average that indicate potential for success; Special talents and/or abilities such as, but not limited to, the visual or performing arts or athletic abilities; Other evidence of potential for success; Improvement in the high school record; or 			

- Other special circumstances
- High school juniors and/or seniors may be permitted to enroll, prior to actual graduation, under the following condition:
 - High school students who are at least 17 years of age may enroll as non-degree students in a maximum of six undergraduate credits or equivalents per semester.
 - Conditional freshman admission is offered to qualified high school students who have completed the junior year with a minimum of a 2.0 grade point average reported on an official high school transcript. Students must submit final official high school transcript indicating award of diploma immediately upon graduation.
- Students who received a GED - General Equivalency Diploma:
 - Students who have earned a GED credential will automatically be evaluated by the Admissions Review Committee for an admissions decision. The admission decision will be based on evaluation of college preparation and readiness as a student.
- Home Schooled Students:
 - Home schooled students are required to meet the minimum GPA of 2.0 on a 4.0 scale, and complete the same course requirements as listed above. In addition, home schooled students are required to take the SAT or ACT to determine college preparation and readiness.

Admission to Advanced Standing (Transfer Admission)

- 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 is received by NSC showing an overall grade point average of 2.0 or above on all acceptable or transferable credits, provided that if less than 12 acceptable transfer credits are involved freshman admission requirements must also be satisfied.
- When admitting a student, the institution may consider the student's standing at a previously attended institution, including, but not limited to, records or disciplinary action.
- Individuals who have registered at other educational institutions may not disregard such records and make application on the basis of their high school or selected college transcripts. Any student is subject to cancellation of admission.
- An ineligible applicant who gains admission to the college on the basis of incomplete or fraudulent credentials or misrepresentations in the written application shall have their;

- a. Admission and registration cancelled without refund of any fees;
 - b. Total credits rescinded that have been earned following such admission; and
 - c. Future registration at the college prohibited.
5. Transfer students who do not meet the admission standards will be reviewed by the Admissions Review Committee.

Returning Students, Non-Degree Applicants, & Dual Credit Admissions

Returning

Students

1. Students who have attended Nevada State College previously but have not been enrolled in two consecutive semesters (excluding summer term) must reapply for admission as a returning student.
2. The student must complete the online application and submit official copies of transcripts if the student attended other postsecondary institutions while absent from NSC.

Non-Degree Applicants

Students interested in attending Nevada State College with the purpose of not obtaining a degree or credential may apply for admission by completing the online application form and selecting the non-degree option.

1. Non-degree students are prohibited from taking more than 15 credits per semester.

2. No more than 32 credit hours taken as a non-degree student may transfer toward a degree should a student apply for degree-seeking status.

3. Non-degree seeking students may become degree seeking in the semester of non-degree status. Students must reapply as a degree-seeking student by completing an online application and submitting all necessary application materials for a degree-seeking student.

Dual Credit Admissions (High School and Nevada State College)

High school students may enroll as Nevada State College students only upon the following conditions:

1. They are registered and enrolled as a student in an eligible program approved by the Office of the Provost; and

2. The student meets the eligibility criteria as established by the Office of the Provost.

Admission Deadlines

1. The Office of Admissions and Records accepts applications review for all applicants who submit all of the necessary application materials including official transcripts by:
 - a. Fall Semester: August 1st

- b. Spring Semester: December 15th
- c. Summer Semester: April 15th

2. Any student who applies or submits any part of the required materials after these priority dates is not guaranteed a complete application review and may be encouraged to apply for a future semester. An applicant's file is considered complete when the following have been received:

- a. Complete online application form,
- b. Application fee, and
- c. All official transcripts from high school(s) and/or previous colleges and institutions.
 - Application will not be reviewed until completed.

Admissions Review Committee

1. The Admission Review Committee is responsible for reviewing applicants that did not meet the minimum requirements to be admissible to Nevada State College. The committee is comprised of six members including the chairperson of the committee. Each committee member is appointed by the Director of Admission & Records for a period of two years. The members represent the college holistically and represents the following areas:
 - a. Enrollment Services,
 - b. Registrar's Office,
 - c. Advising, and
 - d. Faculty
2. At least three members must make an admissions decision (to conditionally admit or deny the student) before a final decision is made.
3. The Committee may admit students as full admits, conditional admits, or deny admission. The Chairperson will notify the student of the Committee's decision.

Credit Evaluation

Credit Evaluation Policies

Student entering Nevada State College may be awarded credit for previous college or university course work, nationally administrated 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:

1. 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 Commission on Colleges and Universities (NWCCU)
 - 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.)
2. 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)
 3. 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 Records, in order to grant credit from these specialized institutions.
 4. 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 Records.

Advanced Placement Credit

These examinations are for students in high school. Upon receipt of an official score from the College Board, Nevada State College grants credit as specified and assigns a grade

of "S" for scores that are a minimum of 3, unless otherwise noted. These credits assigned may be in the form of either elective or course credit, as specified below.

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

SUBJECT SCORES

Examination	Score	Course Equivalence, credit
ART		
Art History Test	3-5	ART 260, 3 credits
Studio Art Test	3-5	Elective, 3 credits
BIOLOGY		
Biology Test	5	BIOL 196, 4 credits <i>no lab</i>
CHEMISTRY		
Chemistry Science Test	4-5	CHEM 121 & CHEM 122, 8 credits <i>no lab</i>
COMPUTER SCIENCE		
Computer Science A Test	4-5	CS 135, 3 credits
Computer Science AB Test	4-5	CS 135 & CS 202, 7 credits
ECONOMICS		
Macroeconomics Test	4-5	ECON 103, 3 credits
Microeconomics Tests	4-5	ECON 102, 3 credits
ENGLISH		
Composition & Literature	4-5	ENG 101, 3 credit
Language & Composition	4-5	ENG 101, 3 credit
<i>A maximum of six credits will be awarded for AP exams in English</i>		
Environmental Science		
Environmental Science Test	4-5	ENV 101, 3 credits
<i>No credit granted for scores of 3.</i>		
FOREIGN LANGUAGE		
Spanish Language Test	4-5	SPAN 111 & SPAN 112, 8 credits

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

HISTORY

American History Test	3	HIST 101, 3 credits
	4-5	HIST 101 & HIST 102, 6 credits

If three credits are granted, HIST 101 does not satisfy the Core Curriculum 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	3-5	HIST 106, 3 credits
Human Geography Test	3-5	GEOG 106, 3 credits
World History Test	3-5	Elective, 3 credits

MATHEMATICS

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

MUSIC

Music Theory Test	3-5	Elective, 3 credits
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PHYSICS

Physics Test	4-5	PHYS 151 & PHYS 152, 8 credits <i>no lab</i>
Physics B Physics Algebra Y Trg Based Test	3-5	PHYS 100, 3 credits
Physics C Electricity & Magnetic Physics Calculus Based Test	3-5	PHYS 152, 4 credits

POLITICAL SCIENCE

US Government Test	3-5	PSC 101, 4 credits
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Does not satisfy Core Curriculum requirement for Constitution alone, must be taken with PSC 100 and/or HIST 102.

Government & Politics Comparative Test	3-5	PSC 211, 3 credits
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Does not satisfy US or NV Constitution requirement

PSYCHOLOGY

Psychology Test	3-5	PSY 101, 3 credits
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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.

On July 1, 2010, CLEP replaced the following exams:

English Composition is replaced by College

Composition Modular

*Freshman College Composition is replaced by College
Composition Modular*

*English Composition with Essay is replaced by College
Composition*

SUBJECT EXAMINATION

Examination	Score	Course Equivalence, Credit
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BIOLOGY

General Biology	50+	Elective, 3 credits
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BUSINESS

Information Systems & Computing Applications	50+	IS 101, 3 credits
Introductory Business Law	50+	Elective, 3 credits
Principles of Accounting	50+	ACC 201 & ACC 202, 6 credits
Principles of Management	50+	MGT 301, 3 credits

Principles of Marketing 50+ MKT 210, 3 credits

CHEMISTRY

General Chemistry 50+ CHEM 110, 3 credits *no lab*

ECONOMICS

Principles of Microeconomics 50+ ECON 102, 3 credits

Principles of Macroeconomics 50+ ECON 103, 3 credits

EDUCATION

Introduction to Educational Psychology 50+ Elective, 3 credits

ENGLISH

American Literature 50+ ENG 241, 3 credits

Analyzing & Interpreting Literature 50+ Elective, 3 credits

College Composition 50-63 ENG 101, 3 credits

64+ ENG 101 & ENG 102, 6 credits

College Composition Modular 50+ ENG 101, 3 credits

*English Composition 50-63 ENG 101, 3 credits

64+ ENG 101 & ENG 102, 6 credits

**Freshman College Composition *including essay* 50-63 ENG 101, 3 credits

64+ ENG 101 & ENG 102, 6 credits

English Literature 50+ ENG 235, 3 credits

ENVIRONMENTAL SCIENCE

Environmental Science 50+ Elective, 3 credits *no lab*

FOREIGN LANGUAGES

College French 50-58 FREN 111 & FREN 112, 6 credits

59+ FREN 111, FREN 112, FREN 211, & FREN 212, 12 credits

College German 50-58 Elective, 6 credits

59+ Elective, 12 credits

College Spanish 50-58 SPAN 111 & SPAN 112, 6 credits

59+ SPAN 111, SPAN 112, SPAN 211, & SPAN 212, 12 credits

HISTORY

US History I: Early Colonization to 1877 50+ HIST 101, 3 credits

US History II: 1865 to the Present 50+ HIST 102, 3 credits

Western Civilization I: Ancient Near East to 1648 50+ HIST 105, 3 credits

Western Civilization II: 1648 to the Present 50+ HIST 106, 3 credits

HUMAN DEVELOPMENT & FAMILY STUDIES

Human Growth & Development	50+	PSY 201, 3 credits
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Natural Science

500+

Elective, 3 credits

Social Science & History	500+	Elective, 3 credits
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MATHEMATICS

Calculus	50+	MATH 182, 4 credits
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College Algebra	50+	Elective, 3 credits
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College Algebra-Trigonometry	50+	MATH 128, 5 credits
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Trigonometry	50+	Elective, 2 credits
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POLITICAL SCIENCE

US Government	50+	Elective, 3 credits <i>does not fulfill NV Constitution</i>
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PSYCHOLOGY

Introduction Psychology	50+	PSY 101, 3 credits
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SOCIOLOGY

Introduction Sociology	50+	SOC 101, 3 credits
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GENERAL EXAMINATION

Examination	Score	Course Equivalence, Credit
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English Composition <i>including essay</i>	500-639	ENG 101, 3 credits
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	640+	ENG 101 & ENG 102, 6 credits
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Humanities	500+	Elective, 3 credit
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College Mathematics	500+	MATH 120, 3 credits
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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 Admission and Records prior to the beginning of each semester. Registration may 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.edu via the NSC Portal or myNSC.

To complete the following registration transaction, the student must contact the school offering the course to obtain permission:

- Full Class
- 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.

Policy on Credit Hour

Credit hour is the unit by which an institution measures its course work. The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class.

Nevada State College (NSC) measures students learning in accordance with the Northwest Commission on Colleges and University (NWCCU) Policy on Credit Hour, which relies on federal regulations on the definition and assignment of credit hours.

Federal regulation mandate that all candidate and accredited institution comply with the definition of the credit hour as set forth in section 600.2, which defines the credit hour as:

An amount of work represent in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit or ten-to-twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic*

activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In general, unit value for course offerings is governed by the NSC Faculty Senate Curriculum Committee and Common Course Numbering Committee. Schools and departments are responsible for submitting course approval requests that include a detailed description of how unit value is justified. In addition, periodic compliance review of the credit hour policy will be incorporated into each school's established curriculum review schedule to ensure a course's credit hours reflect the amount of work required to earn those credits.

Review Policy for Compliance with College Credit Hour Requirements

The Office of Admissions and Records regularly audits scheduled courses offerings to ensure compliance with the credit hour requirements through its processes for class scheduling each semester. This review is conducted across all schools, disciplines, courses levels, and modes of instruction. The Office of Admissions and Records maintains a historical method of its review of each semester.

For additional information, please visit the NSC Policy Library available at <http://nsc.smartcatalogiq.com/en/College-Policies/Policies-and-Procedures/Academics-and-Research/Curricular-Policies/Policy-on-Credit-Hour>.

Remedial Policy

The remedial policies of the Nevada System of Higher Education (NSHE) can be found in the Board of Regents Handbook, Title 4, Chapter 16, Section 1.

TITLE 4 - Codification of Board Policy Statements - CHAPTER 16

Section 1. NSHE Remedial Policy

The remedial policies of the Nevada System of Higher Education (NSHE) are intended to ensure a foundation of knowledge and competencies that will assist students in successfully pursuing and attaining an academic degree. Students are strongly encouraged to prepare for the rigors of higher education prior to entering the NSHE.

1. Pursuant to federal regulations, institutions may make ability-to-benefit determinations using federally approved tests and passing scores to receive federal student aid. The NSHE 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, as determined by the ability-to-benefit test, to that individual and the university or college.

2. Placement testing should take place prior to matriculation. Effective Fall 2013, students who complete placement testing and course registration by a deadline set by the institution prior to the beginning of each semester will be guaranteed enrollment to the appropriate English and mathematics course in their first semester of enrollment. Additionally, English and mathematics testing must take place no more than two years prior to matriculation.

3. All degree-seeking students who place into developmental/remedial course work must complete the required remediation prior to completion of 30 college-level credits unless otherwise authorized by the institution.

4. A student's English and mathematics placement test scores will serve as the foundation for decisions about the appropriate first college-level course. However, in addition to these scores, institutions may rely on other factors such as high school courses and grade point average, demonstrable competencies, and work experience to predict student success and recommend placement.

a. English Placement. The following scores will serve as benchmarks for placement into a college-level English course. Other appropriate placement tools may be used for English placement including reading tests, departmental diagnostic tests or other proprietary tests if supported by institutional research.

<u>Test Score</u>	<u>Minimum Score</u>
ACT English	18
SAT Critical Reading	440
Compass Writing Skills	69
Accuplacer Sentence Skills	80-86

b. Mathematics Placement. The following scores will serve as benchmarks for placement into a college-level mathematics course. Other appropriate placement tools may be used for mathematics placement including reading tests, departmental diagnostic tests or other proprietary tests if supported by institutional research.

<u>Test Score</u>	<u>Minimum Score</u>
ACT Math	22
SAT Math	500
Compass Mathematics	65
Accuplacer College Level Math	50-63

5. Remedial education at NSHE institutions shall utilize instructional methods and course designs that are most effective in assisting students in successfully completing an entry-level college course in English and mathematics.

6. Institutions should support enrollment in the appropriate college-level entry course immediately upon completion of remedial work.

7. Requirements for college readiness and college-level course enrollment shall be publicized by each institution to the appropriate Nevada school districts. (B/R 11/12)

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 Courses

Students may add courses/classes up until the last day of registration. See academic calendar (p. 5) 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 credits status may be made in the Office of Admissions and Records. See academic calendar (p. 5) 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.

Dropping/Withdrawing Courses

Students may drop or withdraw from a course(s) and receive a 100 percent refund up until the last day of registration. Dropping a course(s) may affect a student's financial aid.

After the last day of registration and up until 60 percent of the course instruction has occurred, students may drop or withdraw a course(s) with a "W" grade posted on the transcript. No refund is given for a course(s) dropped or withdrawn after the last day of registration.

Students are not permitted to drop/withdraw from courses after 60 percent of the course instruction has occurred. A grade of "F" will be assigned for the unofficial drop/withdrawal.

Students with extenuating circumstances may file a petition for a "W" or "I" grade on one or more courses or withdraw completely from the college in lieu of the "F" grade assigned for unofficial drop or withdrawal. In both cases, students must follow the rules regarding policy for incomplete grade and complete withdrawal from the college.

Extenuating circumstances include but are not limited to:

1. Deployment of the student in the United States Armed Forces;
2. Death or incapacitation resulting from an illness or injury of the student or the student's spouse, child, parent, or legal guardian that prevents the student from returning to the school for the remainder of the semester;
3. Involuntary job transfer outside of the service area of the institution as documented by employer; or
4. Other exceptional circumstance beyond the control of the institution or the student.

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 withdraw from the college after 60 percent of the course instruction has occurred and are passing, will receive grades of W on their transcript. Students who withdraw after 60 percent of the course instruction has occurred and are not passing, receive a grade of F.

Students who leave the college without officially withdrawing receive a failing grade in all courses.

Change of Major

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

Removal from a Major

Students on disqualification are removed from a major status by the Office of Admission and Records. Students may also be removed from a major at any time if they are not making satisfactory progress toward a degree or are in violation of college conduct regulations or ethical standards of the professional program in which they are majoring. This action must be approved in writing by the Provost, upon recommendation of the Academic Deans, and filed with the Office of Admissions and Records.

Change of Name

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

Class Absences

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

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

Satisfactory/Unsatisfactory

Students pursuing a bachelor's degree may earn a maximum of 30 semester credits in courses graded on a satisfactory/unsatisfactory (S/U) basis, subject to the approval of each program.

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

Categories of Students

Regular

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

Non-Degree

An individual who is not admitted to a degree program is defined as a non-degree student. 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 Admissions and Records. Auditors are not eligible to receive financial aid, including student loans.

Classification of Students

Undergraduate Standing

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

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

Term Status

For all semesters (including summer):

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

Grades and Examinations

Grades and Marks

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

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

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

Credit by Exam

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

1. Students must be currently enrolled at Nevada State College.
2. Students must have completed a minimum of 12 credits at Nevada State College and have a minimum grade point average (GPA) of 2.0.
3. A maximum of 30 semester credits may be obtained by credit by exam.
4. Credits earned do not count towards residency credits.
5. Credit by exam cannot be obtained in a course that is more elementary in content than that which a student has already received credit.
6. Credit by exam cannot be obtained for a course a student is currently registered for or previously competed.
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 no effect on the GPA.
12. Students pay a \$60 fee per exam.
13. Students must apply for credit by exam and be approved prior to taking the exam.

Repeat

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

Final Grades

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

Grade Point Average

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

Grade Changes/Appeals

Changing a Final Grade

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

Appealing a Final Grade

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.

Appealing Grades Received for Improper Withdrawal

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

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

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

Academic Renewal

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

Eligibility for academic renewal is subject to the following conditions:

- At the time the petition is filed, at least five years must have elapsed since the most recent course work to be disregarded was completed.
- In the interval between the completion of the most recent course work to be disregarded and the filing of the petition, students shall have completed at least 15 acceptable credits of course work at a regionally accredited institution of higher education with a grade-point average of at least 2.50 on all work completed during that interval. Courses taken during the interval may be repeats of previously attempted college work.

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

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

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

Academic Recognition

Dean's List

Degree-seeking students who have completed 12 or more graded (A-F) credits in an academic semester and achieve a semester GPA of 3.5 or better are placed on the dean's list. Remedial credits will not count towards the 12 credit completion.

Latin Honors

Students are eligible to receive honors at the time of graduation if: 1) at least half of the required graded (A-F) degree credits have been completed at Nevada State College, and 2) have a NSC grade point average of at least 3.5.

Students in programs where S/U grades are mandatory for required courses will not be eligible for honors if fewer than 52 graded (A-F) credits have been completed at NSC.

Graduation honors are designated as follows:

- Cum Laude – 3.50 to 3.69
- Magna Cum Laude – 3.70 to 3.89
- Summa Cum Laude – 3.90 to 4.0

Undergraduate Standards

Academic

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 institute 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 Admissions and Records:

- 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 withdraws 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 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 prior to registration and the start of classes. The Academic Plan 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 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 Admissions and Records. The appeal form and associated instructions are located in the Office of Admissions and Records. 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.

Student wanting to attend NSC after dismissal must reapply for admission through the Office of Admissions and Records 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 Records. 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

Undergraduate Minors

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

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

Transcript of Record

The official transcript is the complete history of work completed at Nevada State College, including, but not limited to, grades, credits earned, previous colleges/universities

attended, and an indication of repetition of coursework. Official transcripts can be requested from the Office of Admissions and Records, in writing. All requests require a 48-hour processing time, exempting high-volume periods of the year, when the processing time may be extended. Students requesting transcripts with degrees posted should submit request forms in advance of the completion of the semester.

Regulations for Student Records

Confidentiality 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 Records and/or appropriate officials of another school or school system in which the student intends to enroll; to people or organizations providing student financial aid; to accrediting agencies involved in accrediting functions; to parents of a student whose status as a dependent has been established according to the Internal Revenue Code of 1954, Section 152; to an alleged victim of any crime of violence the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime; in compliance with a judicial order or lawfully issued subpoena, provided the college makes a reasonable attempt to notify the student of the order or subpoena in advance of compliance, except if commanded not to do so in a subpoena, if the subpoena has been issued for a law enforcement purpose or by a federal grand jury; to authorized officials in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of a student or other people.

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

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

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

Retention and Disposition

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

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

- The permanent academic records of students which are retained indefinitely.
- Applications for admission and/or readmission; transcripts issued by other institutions; applications for

resident fees; military service documents; undergraduate admission evaluations; advanced standing admission evaluations, including CBAPE, CLEP and ACT PEP; changes of major or advisor; and pertinent correspondence which are retained for one year after the student's last date of attendance. In the case of a student who graduates, only the permanent academic record is maintained.

- The admission files of students who do not register, are disapproved or have incomplete admission files.
- Transcript requests and disciplinary action notices which are retained in the Office of Admissions and Records for one year.

REGULATIONS FOR DETERMINING RESIDENCY FOR TUITION

Regulations for Tuition Charges

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

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

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

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

Title 4 - Codification of Board Policy Statements

Chapter 15-Regulations for Determining Residency and Tuition Charges

Section 1. Purpose

These regulations have been enacted to provide uniform rules throughout the Nevada System of Higher Education (the "System"), and all member institutions thereof, for the purpose of determining whether students shall be classified as resident students or nonresident students for tuition charges. (B/R 5/95)

Section 2. Definitions

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

1. "Alien" means a person who is not a citizen of the United States of America.
2. "Armed Forces of the United States" means the Army, the Navy, the Air Force, the Marine Corps and the Coast Guard, on active duty and does not include the National Guard or other reserve force, with the exception of active members of the Nevada National Guard. (B/R 3/04)
3. "Clear and convincing evidence" means evidence that is clear in the sense that it is not ambiguous, equivocal or contradictory and convincing in the sense that it is of such a credible, reliable, authentic and relevant nature as to evoke confidence in the truth of it.
4. "Continuously enrolled" means enrollment within a normal academic year for which continuous enrollment is claimed. A person need not attend summer sessions or

other between-semester sessions in order to be continuously enrolled.

5. "Date of matriculation" means the first day of instruction in the semester or term in which enrollment of a student first occurs, except that at the University of Nevada School of Medicine it means the date that a notice of admittance is sent to a student, and at the community colleges it excludes correspondence courses and community service courses that are not state funded. A person who enrolled in an institution of the Nevada System of Higher Education but withdrew enrollment during the 100% refund period may, for the purposes of these regulations, be deemed not to have matriculated and any determination concerning residency status shall be voided until such time as the person again enrolls at a System institution.
6. "Dependent" means a person who is not financially independent and is claimed as an exemption for federal income tax purposes under Section 152 of the Internal Revenue Code (26 U.S.C. 152) by another person for the most recent tax year.
7. "Family" means the natural or legally adoptive parent or parents of a dependent person, or if one parent has legal custody of a dependent person, that parent.
8. "Financially independent" means a person who has not been and will not be claimed as an exemption for federal income tax purposes under Section 152 of the Internal Revenue Code (26 U.S.C. 152) by another person, except his or her spouse, for the most recent tax year.
9. "Most recent tax year" means the income tax return submitted for the prior income year.
10. "Legal guardian" means a court-appointed guardian of a dependent person, who was appointed guardian at least twelve (12) months immediately prior to the dependent person's date of matriculation and for purposes other than establishing the dependent person's residence.
11. "Nonresident" means a person who is not a resident.
12. "Objective evidence" means evidence that is verifiable by means other than a person's own statements.
13. "Relocated" means evidence of permanent, full-time employment or establishment of a business in Nevada prior to the date of matriculation.
14. "Residence" is a term which for the purposes of these regulations is synonymous with the legal term "domicile," and means that location in which a person is considered to have the most settled and permanent connection, intends to remain and intends to return after any temporary absences. Residence results from the union of a person's physical presence in the location with objective evidence of an intent to remain at that location for other than a temporary purpose.
15. "Resident" means a person who has established a bona fide residence in the State of Nevada with the intent of making Nevada the person's true, fixed and permanent home and place of habitation, having clearly abandoned any former residence and having no intent to make any

other location outside of Nevada the person's home and habitation. The term also includes a member of the Armed Forces of the United States who has previously established a bona fide residence in the State of Nevada, but who has been transferred to a military posting outside of Nevada while continuing to maintain a bona fide residence in Nevada. When residence for a particular period is required under these regulations, this shall mean that the person claiming residence for the period must be physically present and residing in Nevada during all of the period required, excluding temporary, short-term absences for business or pleasure.

16. "Returning student" means a student who re-enrolls after a break in enrollment of one 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).
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 letter from the employer or copy of business license).
3. A former member of the Armed Forces of the United States who was relocated from Nevada as a result of a permanent change of duty station pursuant to military orders will be considered a Nevada resident for tuition purposes under the following conditions:
 - a. He/She was a resident of Nevada prior to leaving the state as a member of the Armed Forces;
 - b. He/She maintained his/her Nevada residency while a member of the Armed Forces; and
 - c. He/She returns to the State of Nevada within one year of leaving the Armed Forces.

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

4. A graduate of a Nevada high school. (B/R 8/06)
5. A financially independent person who has relocated to Nevada for the primary purpose of permanent full time employment. (B/R 6/05)
6. A financially dependent person whose spouse, family, or legal guardian has relocated to Nevada for the primary purpose of permanent full-time employment. (B/R 12/05)
7. Licensed educational personnel employed full-time by a public school district in the State of Nevada, or the spouse or dependent child of such an employee. (B/R 11/96)
8. A teacher who is currently employed full-time by a private elementary, secondary or postsecondary educational institution whose curricula meet the requirements of NRS 394.130, or the spouse or dependent child of such an employee. (B/R 11/96)
9. An alien who has become a Nevada resident by establishing bona fide residence in Nevada and who holds a permanent immigrant visa, or has been granted official asylum or refugee status, or has been issued a temporary resident alien card, or holds an approved immigration petition as a result of marriage to a U.S. citizen. An alien holding another type of visa shall not be classified as a resident student, except as may be required by federal law or court decisions and upon due consideration of evidence of Nevada residence. (B/R 8/04)

Sections 5-7 are not applicable to NSC.

Section 8. Reclassification of Nonresident Status

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

1. **Application and Written Declaration:** The student must apply in writing to the appropriate office of the institution for reclassification to resident student status. The application must include a written declaration of intent to relinquish residence in any other state and to certify to the establishment of bona fide residence in Nevada. A declaration form prescribed by the Chancellor and approved by the Board shall be utilized by each institution. The filing of a false declaration will result in the payment of nonresident tuition for the period of time the student was enrolled as a resident student and may also lead to disciplinary sanctions under Chapter Six of the Nevada System of Higher Education Code. Disciplinary sanctions include a warning, reprimand, probation, suspension or expulsion. (B/R 02/05)
2. **Bona fide Residence in Nevada:** The student, or the parents or legal guardian of the student, must document continuous physical presence as a Nevada resident for at least twelve (12) months immediately prior to the date of the application for reclassification. No fewer than four (4) of the following pieces of objective evidence must be submitted with the application for reclassification:
 - a. Ownership of a home in Nevada.
 - b. Lease of living quarters in Nevada.
 - c. Mortgage or rent receipts and utility receipts for the home or leased quarters.
 - d. Nevada driver's license or Nevada identification card issued twelve (12) months prior to the date of application.
 - e. Nevada vehicle registration issued twelve (12) months prior to the date of application.
 - f. Nevada voter registration issued twelve (12) months prior to the date of application.
3. **Financial Independence:** The student must provide evidence of financial independence. A dependent person whose family or legal guardian is a nonresident is not eligible for reclassification to resident student status. The following piece of objective evidence must be submitted with the application for reclassification:
 - a. A true and correct copy of the student's federal income tax return for the most recent tax year showing a Nevada address. If no federal tax return has been filed because of minimal or no taxable income, documented information concerning the receipt of such nontaxable income must be submitted. If the student is under the age of 24, a copy of the parent's or legal guardian's tax return for

the most recent tax year must be submitted that indicates the student was not claimed as a dependent.

4. Intent to Remain in Nevada: The student must present clear and convincing, objective evidence of intent to remain a Nevada resident. No fewer than three (3) of the following pieces of objective evidence must be submitted with the application for reclassification:
 - a. Employment in Nevada for twelve (12) months immediately prior to the date of the application for reclassification;
 - b. A license for conducting a business in Nevada;
 - c. Admission to a licensed practicing profession in Nevada;
 - d. Registration or payment of taxes or fees on a home, vehicle, mobile home, travel trailer, boat or any other item of personal property owned or used by the person for which state registration or payment of a state tax or fee is required for the twelve (12) month period immediately prior to the date of the application;
 - e. A Nevada address listed on selective service registration;
 - f. Evidence of active savings and checking accounts in Nevada financial institutions for at least twelve (12) months immediately prior to the date of the application;
 - g. Evidence of summer term enrollment at a NSHE institution;
 - h. Voting or registering to vote in Nevada; or
 - i. Any other evidence that objectively documents intent to abandon residence in any other state and to establish a Nevada residence.
5. The presentation by a person of one or more items of evidence as indicia of residence is not conclusive on the issue of residency. Determinations of residence shall be made on a case-by-case basis and the evidence presented shall be given the weight and sufficiency it deserves, after taking all available evidence into consideration.
6. Because residence in a neighboring state other than Nevada is a continuing qualification for enrollment in the Good Neighbor, Children of Alumni, or WICHE Western Undergraduate Exchange Programs at a NSHE institution, a student who was initially enrolled in a System institution under any of these discounted tuition programs shall not normally be reclassified as a resident student following matriculation. A nonresident student who subsequently dis-enrolls from the Good Neighbor, Children of Alumni, or WICHE Western Undergraduate Exchange Programs and pays full nonresident tuition for at least twelve (12) months may apply for reclassification to resident student status. An application for reclassification may also be submitted under the provisions of this section if the material facts of a student's residency, or the parent's or legal guardian's residency, have substantially changed following matriculation.
7. When a student has been reclassified to resident student status, the reclassification shall become effective at the registration period in the System institution immediately following the date the student receives notice of the reclassification decision.

8. No reclassification under these regulations shall give rise to any claim for refund of tuition already paid to the Nevada System of Higher Education. (B/R 8/04)

Section 9. Administration of the Regulations

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

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

Section 10. Uniformity of Decisions

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

Appealing a Residency Decision

Initial residency classification is determined from the information supplied on the application for admission to the college. A student may appeal the decision for residency classification made by the Office of Admissions and Records. This appeal must be filed with the Residency Appeals Board within thirty days of the decision of the Office

of Admissions and Records. If the appeal is not filed within this time frame, the decision of the Office of Admissions and Records becomes final.

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

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

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

Regulations for Reduced Non-Resident Tuition

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. 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.
2. 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)
3. 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)
4. 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.
5. 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

The fees listed below are applicable to fall 2014 and spring 2015.

MANDATORY ENROLLMENT FEES

All students must pay mandatory enrollment fees:

Registration	Fee	\$138.25	per	credit
Technology	Fee	\$5.50	per	credit
Student Success	Fee	\$5.00	per	credit
Total of Mandatory Fees \$148.75 per credit				

OTHER ENROLLMENT FEES

Distance Education	Fee	\$25.00	per	credit
Special Building	Fee*	\$75.00	per	semester
New Student	Fee	\$20.00		
Summer School	Registration	\$3.00	per	credit
Portfolio Credit	Fee	\$60.00	per	course
Differential	Fee	\$113.25	per	credit
Excess Credit	Fee**	\$68.75	per	credit

*50% deferred until Fall 2015, applies to students taking more than three credit hours. Fall and Spring semester terms only.

**50% Excess Credit Fee on the per-credit registration fee shall be charged to a student who has accrued attempted credits equal to 150 percent of the credits required for the student's program study.

Special Course Fee and/or Lab fees varies (please refer to the course descriptions of the College Catalog). Distance Education Fee applies to students who take online and hybrid classes. Special building fees are not applicable until the Fall of 2014. The New Student Fee is a one time fee for students who first apply to the college. Portfolio Credit Fee applies to RN-BSN students using credit-by-exam option for students in the nursing accelerated program. Differential fee is an additional registration fee for students in the nursing accelerated program. Excess Credit Fee on the per-credit registration fee will be charged to a student who has

attempted credits equal to 150 percent of the credits required for the student's program of study.

NON-RESIDENT TUITION AND FEES

Non-resident tuition and fees are an additional fee to the tuition and mandatory fees and are charged to the student whose primary residence is another state.

Full-time non-resident tuition for students enrolled to 7 or more credits	\$5137.50 per credit
Part-time non-resident tuition for students enrolled to 7 credits or less	\$152.00 per credit
Good Neighbor Tuition	\$84.00 per credit
WUE for an additional (include students in Alaska, Arizona, California, Colorado, Hawaii, Montana, Nevada, North Dakota, Utah, Washington, and Wyoming)	\$69.25 per credit

Distance Tuition Rate (Assessed only to non-resident students who are residing outside of Nevada during the semester in which enrollment in the distance education course(s) occur.)	\$69.25 per credit
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**Please note that other enrollments do not apply to all students, they are in addition to the tuition and mandatory fees and are charged to students who primary residence is another state.

OTHER FEES

Admission Application Fee (non-refundable)	\$30.00
Graduation Fee	\$20.00
Transcript Fee	\$3.00
Service Charge for Non-Sufficient Fund Check	\$25.00
Student Identification Card Fee	\$5.00
Student Identification Card Replacement	\$5.00
Payment Plan Fee	\$25.00
Late Payment Plan Fees	\$10.00 minimum or 10% of amount due

Admissions Applications Fee are applied to all students who apply to the college, they must be paid even if an individual chooses not to attend the college. Graduations fees can change accordingly, depending on the anticipated graduation date (even after being posted). Payment plan fees are applied to all charges each semester, they are a non-refundable fee that will be charged to the first payment

plan

installment.

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.

Methods of Payment

Online

By credit card/debit card:

Online payments are a convenient, secure, and easy way to pay for your tuition and fee charges through your myNSC student account. Methods of payment accepted online include: Visa, Master Card, American Express, and Discover.

To make payment online, please go to myNSC.

IN PERSON

By **credit card/debit card**: Visa, Master Card, American Express, and Discover

By **cash, checks**, and money**.

Funds may be withdrawn from your account the day we receive your payment.

**Please make checks payable to: Board of Regents

BY MAIL

By **checks and money orders**. Do not send cash. Funds may be withdrawn from your account the day we receive your payment.

If you are sending a check in the mail, include the following:

- Checks payable to: Board of Regents
- Include your NSHE ID to the check

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

1. Resident Fees

- a. 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.

- b. 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.

2. Nonresident Tuition

- a. 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.
- b. No refund of nonresident tuition shall be granted for courses dropped after the last day of late registration.
- c. 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.

3. Date of Refunds

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

4. Insurance and Special Fees

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

5. 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.

6. 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 (<i>processed in 2-3 working days</i>)
	\$5.00 per transcript (<i>same day processing</i>)

Expedited Mailing \$25.00 (in addition to the transcript
(FedEx) fees)

Refund Procedures

1. Resident Fees

- a. 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.
- b. 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.

2. Nonresident Tuition

- a. 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.
- b. No refund of nonresident tuition shall be granted for courses dropped after the last day of late registration.
- c. 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.

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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.

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

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

FINANCIAL AID

Students must apply for financial aid each academic year (July 1 – June 30). All current and prospective students are encouraged to complete and submit the Free Application for Federal Student Aid (FAFSA) available at the www.fafsa.gov by April 15, and the NSC Scholarship Application, available at www.nsc.edu/finaid between December 15 and April 15 of each year. Students who complete their application by the priority file date have a better opportunity of receiving a more advantageous award package.

Several types of financial assistance are awarded to students based on their financial need and ability to pay for college. Some types of assistance, like grants and scholarships, 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).

For an overview of the types of aid available, please see www.nsc.edu/finaid.

Satisfactory Academic Progress Requirements

Students are required to make Satisfactory Academic Progress (SAP) towards the completion of their degree program in order to receive federal, state or institutional financial aid. NSC measures SAP using both qualitative standards (minimum GPA) and quantitative standards (minimum pace of completion). Please see the complete current SAP policy at www.nsc.edu/finaid.

Return of Title IV Federal Financial Aid Funds

Federal student and recipients who completely withdraw or fail to complete any courses during any semester at NSC are subject to the federal Return of Title IV Funds policy. Also, failure to begin attendance or participation in a course may require a return of any funds awarded for that course. Federal law requires NSC to calculate the amount of grant or loan funds a student has earned up to the point of withdrawal. In some instances, students may owe funds back to NSC or the federal programs from which they received financial assistance.

Please view the complete Return of Title IV Fund policy at www.nsc.edu/finaid.

NEVADA STATE COLLEGE STUDENT CODE OF CONDUCT AND POLICIES

Student Code of Conduct

NEVADA STATE COLLEGE STUDENT CODE OF CONDUCT

PHILOSOPHY

This Student Code of Conduct seeks to establish high standards of conduct for the student community at Nevada State College (College). The Student Code, and its associated processes for the resolution of student misconduct, is intended to teach students to live and act responsibly in a community. As students participate in the campus community and its sponsored activities, they are responsible for their own actions and are subject to local, state, and federal laws as well as all College and Nevada System of Higher Education (NSHE) policies, procedures, rules and regulations.

The College administration views the student conduct process as not only a disciplinary process but also a learning experience for the student involved, with the expectation that this experience may result in individual student growth, change in behavior, and increased understanding of the student's responsibilities and privileges within the College community. The Student Code, therefore, functions as an aspect of the College's educational process.

The goals of the student disciplinary system are (1) to promote a campus environment that supports the overall educational mission of the College; (2) to protect the College community from disruption and harm; (3) to encourage appropriate standards of individual and group behavior; and (4) to foster ethical standards and civic virtues.

ARTICLE I: DEFINITIONS

1. The term "college" means Nevada State College.
2. The term "student" includes all persons taking courses at Nevada State College, either full-time or part-time. Persons who are officially enrolled but are not taking any course(s) in a particular term are considered students. This includes individuals who have applied for admission to the institution or have been notified of their acceptance for admission. A person considered a student remains so until a conduct matter is resolved, even if s/he leaves the College prior to resolution of the matter.
3. The term "member of the college community" includes any person who is a student, faculty member,

College official, or any other person employed by the College. The student conduct officer shall determine a person's status in a particular situation.

4. The term "college premises" includes all land, buildings, facilities, and other property owned, leased, used, or controlled by the College (including adjacent streets and sidewalks).
5. The term "student organization" means any number of persons who have complied with the formal requirements for recognition/registration by the Nevada State Student Alliance (NSSA).
6. The term "complainant" means any person who submits a charge alleging that a student violated the Student Code.
7. The term "charged student" means any student accused of violating this Student Code.
8. The term "NSHE" means the Nevada System of Higher Education, a system of universities, colleges, research and public service units of the University of Nevada.
9. The term "Board of Regents" is the body legally charged with the control and management of the NSHE, primarily by setting policy.

ARTICLE II: AUTHORITY AND JURISDICTION

A. The Nevada State College Student Code of Conduct

This Nevada State College Student Code of Conduct is established pursuant to the President of the College's authority under NSHE Code section 10.2.2 to establish and enforce rules and regulations governing student conduct. The President has delegated the responsibility for enforcing such rules and regulations to the student conduct officer. The student conduct officer is responsible for the coordination of all activities of the College student disciplinary system and reports to the President. The authority for determining procedures for hearings and sanctions for Code violations, however, ultimately rests with the President of the College or designee.

The College's disciplinary authority extends to persons identified as students because of their status as enrolled in the institution on a part-time, full-time, or auditing basis. This

scope of authority also extends to persons with a continued intent to pursue an education at the College.

Every student shall be responsible for her or his conduct from the time of application for admission through the actual awarding of a degree, even when conduct occurs before classes begin or after classes end, such as during periods between semesters. The Student Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary case is pending. When a student leaves the College, any unresolved complaints of alleged student misconduct will be reviewed and addressed upon the student's return. If there were circumstances involving a student graduate of the College who is found to have been involved in action which directly affects the status of her or his degree and/or the College community, then the College would invoke its authority to resolve the incident through a review of, and possible action to modify, the student's status and record.

The authority of the College to address student conduct involves all students while they are: present on premises owned or leased by the College, in off-campus buildings used by students through their association with a student organization, in off-campus locations approved by the College for student employment placement; or at another site for an academic or extracurricular College-related experience. This authority extends to off-campus conduct that adversely affects the College community and/or the pursuit of its objectives, and where it adversely affects the health, safety, or security of any member of the College.

When an incident occurs off-campus that is not at a College or sponsored event, it will be the responsibility of the President to determine whether College authority will be asserted in that incident. The President will review each incident referred to the Office of the President on a case-by-case basis to allow the institution to consider the unique facts of each situation involving student behavior.

Students may also be subject to rules of other College organizations, academic programs, and facilities that impose additional standards of conduct. Those standards may be enforced without requirement to follow Student Code of Conduct procedures.

B. Conduct – Rules and Regulations

Any student found to have committed or to have attempted to commit any of the following misconduct is subject to the disciplinary sanctions outlined in Article III:

1. Violation of stated prohibitions, policies, procedures, rules, or regulations of Nevada State College or Nevada System of Higher Education.
2. Violation of any federal, state, or local law.
3. Acts of dishonesty, including but not limited to the following:

- a. Cheating, plagiarism, or other forms of academic dishonesty.
- b. Furnishing false information to any College official, faculty member, or office.
- c. Forgery, alteration, or misuse of any College document, record, or instrument of identification.

4. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public service functions on or off-campus, or of other authorized non-College activities when the conduct occurs on College premises.

5. Conduct that endangers the health or safety of any member or guest of the College community, including conduct that endangers the student him/herself.

6. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person.

7. Attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property, on or off-campus.

8. False reporting of any emergency situation. Unauthorized tampering with, and/or accessing of, safety, security, or fire protection equipment or devices. Setting off a fire alarm for reasons other than actual fire or emergency. Involvement in setting or causing any unauthorized fire in or on College property.

9. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim is not a valid defense. Apathy or acquiescence in the presence of hazing is not a neutral act; it is a violation of this rule.

10. Failure to comply with the valid directions of College officials acting pursuant to their official duties and/or failure to identify oneself to these persons when validly requested to do so.

11. Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to or use of College premises.

12. Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law.

13. Use, possession, manufacturing, or distribution of alcoholic beverages (except as expressly permitted by College regulations), or public intoxication. Alcoholic beverages may not, in any circumstance, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.

14. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.

15. Willful incitement of individuals to commit any acts herein prohibited.

16. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College sponsored or supervised functions.

17. Theft or other abuse of computer facilities and resources, including but not limited to:

- a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
- b. Unauthorized transfer of a file.
- c. Use of another individual's identification and/or password.
- d. Use of computing facilities and resources to interfere with the work of another student, faculty member or College official.
- e. Use of computing facilities and resources to send obscene or abusive messages.
- f. Use of computing facilities and resources to interfere with normal operation of the College computing system.
- g. Use of computing facilities and resources in violation of copyright laws.
- h. Any violation of College or NSHE computer use policy.

18. Any act of unlawful discrimination based on race, creed, color, sex, age, sexual orientation, disability or national origin, gender identity, or genetic information, or any act of employment or educational retaliation against any person who has made a complaint about such discrimination.

19. Any act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic study or grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive or hostile work or educational environment. Sexual harassment includes sexual violence.

20. Sexual assault, which is the use of, or threat to use, force or violence of a sexual nature against any member or guest of the College community on College owned or College controlled property or at any College sponsored program or activity.

21. Abuse of the student conduct system, including but not limited to:

- a. Falsification, distortion, or misrepresentation of information during the course of the conduct resolution process.
- b. Contempt of student disciplinary proceedings,

including impairing or interrupting any proceeding.

c. Institution of a student conduct code proceeding in bad faith.

d. Attempting to discourage an individual's proper participating in, or use of, the student conduct system.

e. Failure to comply with the sanction(s) imposed under the Student Code.

C. Nevada System of Higher Education – Additional Standards of Conduct

In addition to regulations for student conduct for Nevada State College, all students and student organizations are responsible for following the Rules of Conduct and Procedures for Students of the Nevada System of Higher Education. The prohibited conduct is found in the Nevada System of Higher Education Code, Section 10.2.1 located at www.system.nevada.edu.

D. Violation of Federal, State, or Local Law and College Discipline

1. When a student is charged by federal, state, or local authorities with a violation of the law, the College will not request or agree to special consideration for that individual because of her or his status as a student. Action by the College may go forward regardless of other possible or pending administrative, civil or criminal proceedings arising out of the same or other incidents. The person filing the complaint may choose to file charges against the student in both arenas: internally, through the College student conduct system, or externally, through the criminal justice or civil system.

2. The College may advise off-campus authorities of the existence of the Student Code and of the process for resolution of a potential violation of the Student Code. The College will cooperate with law enforcement and other agencies in the enforcement of criminal law on campus. Individual students remain free to interact with governmental representatives as they deem appropriate. Decisions on the College student conduct case resolution, including sanctions imposed, shall not be subject to change because criminal charges arising out of the same facts prompting the violation of College rules were dismissed, reduced or resolved in favor or against the student defendant in court.

ARTICLE III: STUDENT CONDUCT CODE PROCEDURES

A. Resolution of Student Conduct Charges

1. Appointment of Student Conduct Officer

- a. The President may appoint a student conduct officer and alternate student conduct officer(s) to serve if the student conduct officer is unable to perform the duties of this section for any reason.
2. Charges of Student Misconduct
 - a. Any member of the College community may file charges against a student for violations of the Student Code. A charge shall be prepared in writing and filed with the student conduct officer. Any charge should be submitted as soon as possible after the event takes place. If a charge is determined by the student conduct officer and/or the President as violating federal, state, or local law, the matter will be referred to the appropriate law enforcement agency for their investigation.
3. Investigations
 - a. The student conduct officer may conduct an investigation to determine if the charge has merit. At any time, the Student conduct officer, with the approval of the President, may determine that the best course of action to take is to informally resolve the charge through mediation, conflict resolution, or an educational conference. Upon completion of the investigation, the student conduct officer will deliver a letter to the student. The letter shall state the factual allegations, the charges, the student conduct officer's proposed informal resolution process, if not completed earlier, and a copy of the Student Code.
4. Informal Resolution of the Charges
 - a. The charged student shall participate in and work with the student conduct officer for an informal resolution of the charge. At the conclusion of the successful informal resolution process, a written determination shall be signed by the student conduct officer and charged student, which may include any of the disciplinary sanctions described in the Student Code. At any time prior to signing a written determination, the charged student can request a formal hearing as the means to resolve the complaint.
5. Failure to Reach Resolution
 - a. If the student conduct officer and charged student do not reach an informal resolution or if the charged student requests a hearing, then the student conduct officer shall notify the charged student in writing that the matter will be addressed through a hearing before a student conduct board or a hearing officer. A time for hearing, not more than twenty-five calendar days from the date of the decision to proceed with formal resolution of the complaint, shall be set. Maximum time limits for scheduling of hearings may be extended at the discretion of the student conduct officer. Notice of the hearing may be given by electronic mail or by first class mail with the U.S. Postal Service with delivery confirmation to the last known address of the student or by personal delivery. It is the student's responsibility to maintain an operational preferred email address and mailing address.
6. Appointment of Hearing Boards or Hearing Officer
 - a. The President or designee may appoint an individual hearing officer or establish a conduct hearing board.
7. Formal Resolution of the Charges
 - a. Appointment of Hearing Boards or Hearing Officer
 - i. The President or designee may establish a student conduct hearing board or appoint an individual hearing officer. A student conduct hearing board will have a chair and shall include at least one student and at least one faculty member.
 - b. Hearing Procedures
 - i. In hearings involving more than one charged student, the student conduct officer, in her or his discretion, may permit the hearing concerning each charged student to be conducted either separately or jointly.
 - ii. The charged student has the right to be assisted by an advisor. The advisor serves as a supporter and advisor during the conduct hearing. The charged student and the student conduct officer are responsible for presenting her or his own information, introducing witnesses, and answering questions throughout the hearing. When a student selects an advisor, in this process the advisor has no right to speak during the hearing except to the charged student. The advisor may be an attorney. The charged student must give written notice of the name and address of the advisor, and whether the advisor is an attorney, to the student conduct officer at least five college working days before the time set for the hearing. An advisor will not be permitted at the hearing without such notice. The student conduct officer has sole discretion to delay a hearing to accommodate scheduling conflicts of an advisor.
 - iii. The charged student and student conduct officer shall exchange list of all witnesses and provide copies of all documents which each side proposes to introduce into evidence at least five college working days prior to the hearing.
 - iv. The charged student(s) and advisors, if any, along with the student conduct officer shall be allowed to attend the entire portion of the hearing, at which information is received, excluding the time of deliberations. Admission of any other person to the hearing shall be at the discretion of the hearing officer.
 - v. Witnesses will be examined by the student conduct officer and the charged student. The hearing officer or student conduct board members may ask questions of the witnesses. The burden of proof rests with the student conduct officer.
 - vi. A student conduct board, hearing officer or student conduct officer, may accommodate concerns for personal safety, well-being, and or fears of confrontation, by the complainant, the

charged student, and witnesses, during the hearing or during the informal resolution process by providing the opportunity for the hearing officer or student conduct officer to receive the pertinent information and conduct conversations for the resolution of the case using methods other than requiring both parties to be present in the same room at the same time. Such options may include use of a visual screen, participation by videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, as determined by the hearing officer, in the case of formal hearings and the student conduct officer in the case of informal resolution process.

- vii. Either party may present pertinent written statements, records, or other information to the hearing officer. The student conduct officer bears the burden of proof. The standard is preponderance of the evidence. The formal rules of evidence in court shall not apply; however, irrelevant or unduly repetitious evidence shall be excluded.
- viii. To the extent consistent with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. section 1232g, the hearing, except for deliberations, shall be taped or digitally recorded. Upon request by the student, a written transcript will be provided at the student's expense. Personally identifiable information pertaining to other students will be redacted. The record shall be the property of the College, and will be maintained with the student's conduct records by the student conduct officer.
- ix. Hearings shall be conducted in private, unless the charged student requests an open hearing.
- x. If a charged student, with notice, does not appear at a hearing, the information in support of the complaint shall be presented, considered, and acted upon even if the charged student is not present. Failure of the student to appear is not evidence that the student was responsible for the charge of misconduct.
- xi. The hearing will proceed according to the College's schedule and will not be delayed by another proceeding off campus.
- xii. The hearing officer presides over the hearing, including swearing in witnesses, maintaining order, and deciding matters of admission of evidence.
- xiii. The student conduct board or the hearing officer deliberates in closed session after the hearing has concluded, and shall determine whether the charged student has violated the section(s) of the Student Code alleged.
- xiv. The hearing officer's or the student conduct board's determination shall be made on the basis of whether it is more likely than not that the charged student violated the rules of conduct alleged.
- xv. If the charged student is found not to have violated the Student Code, then the hearing is concluded. If the charged student is found to have violated the Student Code, then the student conduct board or hearing officer will discuss

possible sanctions for the student after being informed of the student's disciplinary record with the institution.

- xvi. The hearing officer or student conduct board will provide the decisions on the violation and, if appropriate, for sanctions to the student conduct officer and to the student. This written decision will be served within seven calendar days of the conclusion of the hearing. The written decision may be served by electronic mail or by first class mail with the U.S. Postal Service with delivery confirmation to the last known address of the student or by personal delivery. Service is complete upon sending of the email or depositing with the U.S. Postal Service.

8. Additional Procedures Available when Sexual Harassment or Sexual Assault is Alleged

- a. An alleged victim of sexual harassment or sexual assault shall have the opportunity to select an independent advisor for assistance, support and advice. The complainant shall be advised by the student conduct officer at the beginning of the complaint process that he or she may select an independent advisor and it shall become the choice of the alleged victim to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim.
- b. The complainant may choose to not permit the matter to be resolved by the informal resolution process or may terminate the informal resolution process at any time prior to a written determination being signed. If sexual assault is alleged, the informal resolution process may not be used.
- c. The complainant must agree to the charge being heard by a hearing officer or hearing board.
- d. The complainant must be given the opportunity to participate in any pre-hearing procedures.
- e. In a hearing involving more than one charged student, the hearing officer or hearing board may require a charged student to be absent from any testimony that is not relevant to that charged student.
- f. The complainant must receive a list of all witnesses at the same time it is received by the student conduct officer and charged student.
- g. The complainant must be permitted an advisor during the hearing who shall have the same duties as the advisor for the charged student.
- h. The student conduct officer shall work closely with the complainant in developing a list of witnesses and other evidence to be offered at the hearing.
- i. The complainant shall be served a copy of the decision of the hearing officer or hearing board, if the discipline directly relates to the complainant.
- j. If the complainant is aggrieved by the decision of the hearing officer or hearing board, the complainant may request the student conduct officer to appeal the decision to the President in the same manner as the accused student.

k. In a complaint alleging sexual violence or non-forcible sex offense, the complete decision of the hearing officer and the decision on appeal shall be given to the complainant and may be released to anyone upon request.

B. Appeals

1. A charged student who is aggrieved by the decision of a hearing officer or student conduct board may appeal it to the President or designee. The appeal shall be in writing and delivered to the student conduct officer within fourteen calendar days of the student's receipt of the decision. The student's appeal must include all written arguments in support of the appeal.
2. Grounds for an appeal are:
 - a. Deviations from procedures set forth which result in significant prejudice.
 - b. The evidence presented at the hearing was not substantial enough to justify the decision.
 - c. The student/organization charged was not afforded an adequate opportunity to prepare and present a defense.
 - d. The sanction imposed was not appropriate for the violation established.
 - e. New information, sufficient to alter a decision, and which could not have been discovered with due diligence before the hearing.
3. The student conduct officer shall review the appeal and direct it, along with the recording of the hearing, any written evidence and arguments, and the decision to the President or designee within fourteen calendar days of receiving the appeal. With the record, the student conduct officer shall file written arguments in opposition to the appeal.
4. The President or designee shall review the recording of the hearing and the complaint, and the decision, along with any information and evidence that was part of the decision-making of the conduct case, and may uphold or modify the decision, may refer the case back to the original hearing officer, or may order a new hearing before a new hearing officer.
5. The decision of the President or designee shall be in writing and served upon the student and student conduct officer within thirty calendar days of the receipt of the appeal. The President or designee may extend the time limit of this section by written notice to the parties.
6. Any sanction against the student shall not take effect until any appeal is concluded.
7. The student conduct officer may suspend any time limits contained in this chapter during winter or summer breaks.

C. Sanctions

Disciplinary sanctions are those actions imposed through informal resolution by the student conduct officer or through a formal hearing. The student conduct officer shall be responsible for monitoring the student's compliance with the sanctions imposed. Disciplinary sanctions, including institutional expulsion or withholding of a degree, shall become part of the student's permanent academic record.

1. The following sanctions may be imposed upon any student found to have violated the Student Code:
 - a. Warning. A notice in writing to the student that the student is violating or has violated the Student Code.
 - b. Restitution. Compensation for loss, damage, theft or misappropriation of property, or injuries sustained in an incident of student misconduct. This may take the form of appropriate service and/or monetary or material replacement.
 - c. Probation. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any College policies, rules, procedures or regulations during the probationary period.
 - d. Loss of Privileges. Denial of specified privileges for a designated period of time, including, but limited to, eligibility for student employment; participation in student clubs and organizations, participation as a student ambassador; etc.
 - e. Discretionary and Educational Sanctions. Participation in specific educational programs, such as: alcohol and/or other drug educational intervention programs, assessments, educational activities (e.g. on-line instructional workshops), work assignments, service to the College or the surrounding community, or other related discretionary assignments.
 - f. College Suspension. Exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked "DISCIPLINARY SUSPENSION EFFECTIVE ____TO ____." The parents or legal guardians of minor students shall be notified of the action.
 - i. A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student's suspension. Such request must be submitted in writing to the president or designee in accordance with Nevada System of Higher Education code, Section 10.4.9(j). If the request is not granted, the student at yearly intervals thereafter may submit a request for

removal of the notation.
 g. Deferred College Suspension. Deferred suspension of the student from the College until the close of the current semester or some other time frame for review of student progress in addressing the conduct concern. If further conduct violations occur during the period of suspension, a recommended suspension takes effect immediately.

h. Medical Leave of Absence. A withdrawal from the College for medical, psychological, or other treatment needs, in which the student agrees to provide documentation of successful resolution of the medical concern and/or treatment program prior to re-enrolling in the College.

i. College 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.

i. A student who is enrolled in his or her last semester before graduation or is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary expulsion be removed from the official transcript when four years have elapsed since the expiration of the student's expulsion or termination. Such request must be submitted in writing to the President or designee in accordance with Nevada System of Higher Education code, Section 10.4.9(l). If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

j. Revocation of Admissions and/or Degree. Admission to or a degree awarded from the College may be revoked for fraud, misrepresentation, or other violations of College standards in obtaining the degree, or for other serious academic violations committed by a student prior to graduation.

2. More than one of the sanctions listed above may be imposed for any single violation.

3. Other than College expulsion, revocation, or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record maintained by the appointed student conduct officer. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than suspension, expulsion, revocation or withholding of a degree, upon application to the student conduct officer and approval by the President.

4. NOTE: Students found responsible for an academic dishonesty violation may be subject to additional academic sanctions as stated within the Academic Integrity Policy; and student organizations may be subject to sanctions as stated

in the section on Student Organizations that follows.

D. Emergency Removal

The President or designee may order the immediate removal of a student from the campus so as to:

1. Ensure the safety and well-being of members of the College community;
2. Protect College property;
3. Ensure the student's own physical or emotional safety and well-being;
4. Prevent an ongoing threat of disruption of, or interference with, the normal operations of the College; or
5. Protect any student from sexual harassment or retaliation for the report of sexual harassment.

This removal shall be accompanied by denial to the student of access to the campus, including classes and/or to all other College activities or privileges for which the student might otherwise be eligible, as the President deems to be appropriate. During the time of the removal from campus, the student may not come onto College property for any reason other than meeting with appropriate College official(s), when asked to do so, regarding resolution of the emergency removal and the student conduct resolution.

Any student so removed shall be afforded an opportunity to a hearing no later than fourteen calendar days following the removal. Such hearing shall be limited to whether the emergency removal should continue pending the outcome of a disciplinary hearing. A hearing officer shall hold the hearing under the hearing procedures of the Student Code. The President's or designee's decision upon the hearing officer's recommendation shall be final.

The emergency removal does not replace the regular disciplinary process, which shall proceed on the normal schedule, up to and through a student conduct hearing, if required.

In circumstances where the student is removed for his or her own emotional and personal safety, a resolution on the decision regarding the student's removal from campus will be addressed within an informal meeting with the student conduct officer, with the goal of the meeting being a plan for most effectively meeting the student's personal and scholarly needs as a continuing student.

E. Student Organizations

Student organizations are expected at all times to conduct themselves in accordance with the Student Code. A student organization believed to be involved in any of the activities identified in these regulations or policies as misconduct may

be reported to the student conduct officer for an investigation of the activity in question.

1. Procedure for Student Organizations. The procedure for addressing a charge filed through the student conduct officer against a student organization is as follows:

- a. A written complaint is made with the student conduct officer.
- b. The student conduct officer investigates the complaint.
- c. The student conduct officer will determine whether the evidence supports the allegation of misconduct, and if so, may proceed with informal resolution, including the imposition of any of the sanctions listed below.
- d. The student organization may accept the decision or may request a hearing.
- e. A hearing officer will meet with the appropriate parties to make findings of fact and determine appropriate sanctions.

2. Sanctions for student organizations include all those stated under "Sanctions," in addition to:

- a. Probation from participating in student organization(s) for up to one academic year.
- b. Prohibition from recruiting and/or accepting new members.
- c. Prohibition from participating in College events and co-curricular activities.
- d. 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.
- e. Denial or use of college facilities.
- f. Loss of recognition.

F. Interpretation and Revision

Any question of interpretation or application of the Student Code shall be referred to the College's General Counsel.

The Student Code shall be reviewed periodically under the direction of the Office of the President.

This Student Code of Conduct follows the format, design, and wording of much of the "Model Student Conduct Code", as devised, published and provided to college and university student conduct officers in the United States by Edward N. Stoner II and John Wesley Lowery. This model code is officially titled: "Navigating Past the 'Spirit of Insubordination', The version of this Model Student Conduct Code" utilized for the Nevada State College Student Code of Conduct appears in the Journal of College and University Law, Volume 31, No 1: 2004, as published by the National Association of College and University Attorneys and the

Notre Dame Law School. This document is available for review in the Office of the President, Nevada State College, at (702) 992-2059.

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 "0" 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 in accordance with the Student Code of Conduct.

Contact information for Student Conduct Officer: Jen Haft, Jennifer.Haft@nsc.edu, 702-992-2354, 303 S. Water Street, Ste. 200, Henderson, NV 89015.

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 Admissions and Records. If the student or faculty contests the decision, they may request a College Level Appeal

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

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

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.

1. 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).
2. 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.
3. 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.

College Level Grade Appeal

Selected Nevada State College Policies

Introduction

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 Student Conduct Officer: Jen Haft, Jennifer.Haft@nsc.edu, 702-992-2354, 303 S. Water Street, Ste. 200, Henderson, NV 89015.

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 President.

All investigations of hazing and procedures for adjudication shall follow the Student Code of Conduct.

Contact information for Student Conduct Officer: Jen Haft, Jennifer.Haft@nsc.edu, 702-992-2354, 303 S. Water Street, Ste. 200, Henderson, NV 89015.

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. Causing the display of false system messages;
 - c. Maliciously causing system slowdowns or rendering systems inoperable;
 - d. Changing, removing or destroying (or attempting the same) any data stored electronically without proper authorization;
 - e. Gaining or attempting to gain access to accounts without proper authorization;
 - f. 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.

COLLEGE TERMINOLOGY, COURSE INFORMATION, AND COURSE ABBREVIATIONS

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
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

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

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

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

MAJOR - Primary subject or field of study.

MINOR - Secondary subject or field of study.

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

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

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

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

REGISTRATION - Enrolling in classes.

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

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

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

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

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

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

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

SEMESTER - 75 instructional days.

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

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

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

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

WITHDRAWAL - The act of officially leaving the college. A student may also drop individual courses without withdrawing from the college. Consult the schedule of classes for specific dates in which the dropping of classes is allowed. Students who drop classes between the seventh day of classes and after 60 percent of the course instruction has occurred 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

Course Abbreviations

ACC – Accounting
 AM - American Sign Language
 ANTH – Anthropology
 AST – Astronomy
 ART – Art
 BIOL – Biology
 BLW - Business Law
 BUS – Business
 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
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 - Interdisciplinary 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 AND MINORS OFFERED

Degrees Offered

Bachelor Degrees

- Biology – Bachelor of Science
- Business Administration – Bachelor of Science
- Criminal Justice – Bachelor of Applied Science
- Criminal Justice – Bachelor of Arts
- Elementary Education – Bachelor of Arts
- Elementary Education with a Concentration in Bilingual Education – Bachelor of Arts
- English – Bachelor of Arts
- Environmental and Resource Science – Bachelor of Science
- History – Bachelor of Arts
- History with a Concentration in Pre-Law – Bachelor of Art
- Interdisciplinary Studies – Bachelor of Arts
- Interdisciplinary Studies – Bachelor of Sciences
- 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 History – Bachelor of Arts
- Secondary Education with a Concentration in Mathematics – Bachelor of Science
- Secondary Education with a Concentration in Physical Science – Bachelor of Science
- Speech Pathology – Bachelor of Arts
- Visual Media – Bachelor of Arts

Minors Offered

- Biology
- Business
- Chemistry
- Communication
- Counseling (emphasis in Addiction Treatment and Prevention)
- Criminal Justice
- Education/Instruction
- English
- Environmental and Resource Science
- Ethnic Studies
- History
- Law Enforcement
- Mathematics
- Professional Writing
- Promotion
- Psychology
- Sociology
- Visual Media

CORE CURRICULUM LEARNING OUTCOMES

Nevada State College has established an assessment program that identifies the three core curriculum learning outcomes students are expected to achieve. The 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

COLLEGE CORE CURRICULUM

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 Verbal/Critical Reading 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	SAT Verbal/Critical Reading	Accuplacer	
			Sentence Skills	Reading Comprehension
ENG 100	18-20	440-500	60-85	60-75
ENG 101	21-29	510-670	86 or above	76 or above
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	5.00
	or	
ENG 101	Composition 1	3.00
ENG 102	Composition II	3.00

Study and 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 Success	2.00
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Mathematics (3-5 credits required)

NSC students can be placed into mathematics courses by submitting ACT or SAT scores, or by taking an Accuplacer test. All degree programs required MATH 120 or higher to fulfill the Mathematics Core Curriculum (please see your degree outline for specific course requirements).

Students requiring remediation will enter the NSC Modular Math Program which spans across MATH 093, MATH 095 and MATH 096.

COURSE	Enhanced ACT Math	Re-Centered SAT Math	Accuplacer
			Elementary Algebra (EA) and College Level Math (CM)
MATH 093*	Below 16	400 or below	(EA) Below 76(CM) N/A
MATH 095*	17-19	410-450	(EA) At least 76 (CM) N/A
MATH 096*	20-21	460-490	(EA) At least 85(CM) N/A
MATH 120/ MATH 124	22-24	500-550	(EA) At least 85 and (CM) At least 63

MATH 126/MATH 127	25-27	560-620	(EA) At least 85and (CM) At least 70	
MATH 181	28 or above	630 or above	(EA) At least 85and (CM) At least 101	
MATH 120	Fundamentals of College Mathematics			3.00
MATH 124	College Algebra			3.00
MATH 126	Pre-calculus Mathematics I			3.00
MATH 127	Pre-Calculus Mathematics II			3.00
MATH 128	Pre-Calculus and Trigonometry			5.00
MATH 181	Calculus I			4.00
MATH 182	Calculus II			4.00

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

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

ANTH 102	Introduction to Physical Anthropology	3.00
AST 103	Introduction Astronomy: Solar System	3.00
AST 104	Introduction Astronomy: Stars and Galaxies	3.00
CHEM 105	Chemistry, Man, and Society	3.00
ENV 101	Introduction to Environmental Science	3.00
GEOG 117	Introduction to Meteorology	3.00
GEOL 100	Introduction to Geology	3.00

AST 103 aand AST 104: Must be taken with AST 105 to fulfill laboratory requirement.

The following courses may be taken for laboratory credit. Students must complete all prerequisites prior to enrolling in natural science courses.

AST 105	Introduction Astronomy: Stars and Galaxies Laboratory	1.00
BIOL 101	Biology for Non-Majors	4.00
BIOL 189	Fundamentals of Life Science	4.00
CHEM 110	Chemistry for Health Sciences I	4.00
CHEM 111	Chemistry for Health Sciences II	4.00
CHEM 112	Introduction to Chemistry	4.00
CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00
GEOL 101	Geology: Exploring Planet Earth	4.00
PHYS 151	General Physics I	4.00
PHYS 152	General Physics II	4.00

Social Science (3 credits required)

ANTH 101	Introduction to Cultural Anthropology	3.00
COM 216	Survey of Communication Studies	3.00
COU 300	Introduction to Human Services and Counseling	3.00
CRJ 104	Introduction to Administration of Justice	3.00
ECON 103	Principles of Macroeconomics	3.00
PSC 210	American Public Policy	3.00
PSC 211	Introduction to Comparative Politics	3.00

PSC 231	Introduction to International Relations	3.00
PSY 101	General Psychology	3.00
PSY 460	Social Psychology	3.00
SOC 101	Principles of Sociology	3.00
SOC 102	Contemporary Social Issues	3.00
WMST 101	Introduction to Women's Studies	3.00

Fine Arts (3 credits required)

ART 100	Visual Foundations	3.00
ART 101	Drawing I	3.00
ART 141	Introduction to Digital Photography	3.00
ART 160	Art Appreciation	3.00
ART 260	Survey of Art History I	3.00
ART 261	Survey of Art History II	3.00
ART 265	Introduction to Contemporary Art	3.00
ART 475	History of Photography	3.00
FIS 100	Introduction to Film	3.00
FIS 110	Language of Film	3.00
MUS 121	Music Appreciation	3.00
MUS 122	Survey of Jazz	3.00
MUS 128	Masterworks of Music	3.00
MUS 134	Jazz Appreciation	3.00
THTR 100	Introduction to the Theatre	3.00
VIS 112	Introduction to Animation	3.00

Humanities (6 credits required)

CH 201	Ancient and Medieval Cultures	3.00
CH 202	The Modern World	3.00
COM 101	Fundamentals of Speech Communication	3.00
COM 250	News Gathering and Writing	3.00
ENG 205	Introduction to Creative Writing, Fiction and Poetry	3.00
ETS 101	Introduction to Ethnic Studies	3.00
	Any Literature Course ENG 231 or higher	3.00
	Any Philosophy Course (other than 102, 105, 109)	3.00
	Any History Course	3-4
	Foreign Language Course 111 or above	
AM 145	American Sign Language I	4.00
AM 146	American Sign Language II	4.00
AM 147	American Sign Language III	4.00
AM 148	American Sign Language IV	4.00
AM 149	American Sign Language V	4.00

Constitution (3-6 credits required)

CH 203	American Experience and Constitutional Change (from an NSHE institution)	3.00
PSC 101	(equivalent from out of state) and Nevada Constitution	1.00
PSC 101	(equivalent from out of state) and Nevada History	3.00
HIST 217	US History to 1865	3.00
HIST 101	and US History 1865 to Present	3.00
HIST 102	US History to 1865	3.00
HIST 101	and Nevada Constitution	1.00
PSC 100	US History to 1865	3.00
HIST 101	and Nevada History	3.00

HIST 102: must be taken at an NSHE institution excluding UNR

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	3.00
ANTH 216	Cultures Through Film	3.00
EDRL 402	Literature for Young Adults	3.00
ENG 231	World Literature I	3.00
ENG 232	World Literature II	3.00
ENG 290	Introduction to African-American Literature	3.00
ENG 292	Introduction to Chicano Literature	3.00
ENG 427A	Women and Literature	3.00
ENG 481A	Comparative Literature	3.00
ENG 481B	Modern Comparative Literature	3.00
ENG 485	Topics in Comparative Literature	3.00
ENG 485A	Asian Literature	3.00
ENG 486A	Studies in Post-colonial Literature and Theory	3.00
ENG 490	Asian American Literature	3.00
ENG 490A	Gender and Sexual Identity in Literature	3.00
ENG 494A	Native American Literature	3.00
ENG 495C	African-American Literature	3.00
ENG 496A	Themes in Modern Chicano Literature	3.00
ENG 497A	Topics in Multicultural Literature	3.00
ETS 101	Introduction to Ethnic Studies	3.00
ETS 302	Theories and Methods in Ethnic Studies	3.00
ETS 375	US Lation/a-Chicano/a Experience	3.00
ETS 435	Asian-American Identities in Comparative Context	3.00
HIST 320	Hispanic Culture in the US	3.00
HIST 418	American Indian Relations	3.00
HIST 424	Role of Religion in US Culture	3.00
HIST 432	History of Women in the US	3.00
HIST 433	African-American History	3.00
HIST 436	Nazi Holocaust from American Perspective	3.00
HIST 444	Latinos in the American West	3.00
HIST 449	History of Japan	3.00
HIST 450	Modern Chinese History	3.00
HIST 470	History of Mexico	3.00
HIST 478	Middle Eastern Studies	3.00
NURS 310	Cultural Diversity in Healthcare	3.00
SOC 449	Sex and Social Arrangements	3.00
SOC 453	Gender and Society	3.00
SOC 469	Crossing Borders/Global Migrations	3.00
SOC 471	Racial and Ethnic Conflict in the United States	3.00
WMST 101	Introduction to Women's Studies	3.00

SCHOOL OF EDUCATION

Mission Statement

The mission of Nevada State College School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. Our graduates will be critical thinkers who contribute to a global, democratic society.

The faculty of the School of Education adheres to the NSC iTEACH 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.

Vision Statement

Teacher education and speech pathology candidates will demonstrate knowledge and skills of the profession inherent in the various discipline areas represented. Authentic experiences that emphasize the connection between content and pedagogy are essential to student's learning. The diversity of SOE candidates will reflect the changing and dynamic populations found across the state, nation, and world. Candidates will effectively integrate a variety of technologies that are both inclusive of best practice and support information gathering and communication with a variety of individuals and groups globally. Our practice will be informed by contemporary research and continuous assessment which actively involves internal and external stakeholders local and worldwide. Students and faculty will be connected with peers across the nation and in other countries to enrich their cultural and educational knowledge and bolster their respect for human differences and similarities. Students will participate in multiple opportunities to connect with families and individuals from various cultural, ethnic, academic, geographic, and professional backgrounds to enrich their own knowledge and experience. Candidates will successfully incorporate evidence-based practice, critically analyze information and resources, and creatively integrate the arts into their instructional practice. Our Northern Nevada satellite will be at the forefront of effectively using

technology to develop innovative ways to meet the unique needs of those residing in rural areas.

School of Education Outcomes

Upon graduation students will attain proficiency in the following areas:

Intellectual Curiosity and Critical Thinking

Candidates will demonstrate individual pursuits of professionally relevant interests while using reasoned and reflective thinking.

Evidence-Based Practitioners

Candidates will use EBP in their professional roles.

Family and Community Engagement

Candidate will be able to apply skills that build strong relationships between school and families/communities.

Ethical Practice

Candidates will conduct themselves with professional integrity and high ethical standards.

Educational Technology

Candidates will use contemporary technology to enhance instruction, learning, and communication.

Diversity

Candidate will apply skills that demonstrate their understanding of the complex dimension of diversity.

Teacher Preparation Program

Learner Outcomes

The program offered by the Teacher Preparation Program is standards-based. The standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) are integrated into the program's framework. Common Core Standards are used in appropriate classes. The framework is the benchmark by which student performance competencies and the effectiveness of all school programs and activities are assessed.

Accreditation

The School of Education programs are approved for licensure by the Nevada Department of Education.

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 (students may choose to double major in English and Secondary Education)
- Bachelor of Arts Secondary Education with a Concentration in History
- Bachelor of Science Secondary Education with a Concentration in Biology (students may choose to double major in Biology and Secondary Education)
- Bachelor of Science Secondary Education with a Concentration in Mathematics
- Bachelor of Science Secondary Education with a Concentration in Physical Science

Post-Baccalaureate Teacher Education Program (PB-TEP)

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

Initial Licensure:

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

Endorsement Coursework

This coursework is for certified teachers seeking to add an endorsement in specified fields to their license.

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

Field Experiences

Field experiences are a requirement of all undergraduate education majors. ALL education majors in the 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;
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 at least 24 credit hours (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 Praxis Core Academic Skills for Educators (CORE) exam;
- Signed Disposition statement.

Program applications are accepted no later than March 1st for the fall semester and October 15th for the spring semester.

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.

Passing scores on Praxis II are required for both student teaching at Nevada State College and licensure by the Nevada Department of Education. To ensure timely submission of the scores students are strongly encouraged to take the test(s) early enough to obtain their scores prior to applying for student teaching. When completing registration materials for the Praxis II, students must list NSC (R9020) and the Nevada Department of Education (R8670) as score recipients.

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;
- Substitute Teaching License in Nevada (optional for Southern Nevada students).
- Passing scores on the Praxis II exam is a student teaching application requirement.

Student teaching applications are accepted no later than March 1st for the fall semester and September 15th for the spring semester.

Student Teaching Completion

Development and presentation of a web-based portfolio is the culminating project required upon completion of student teaching. The web-based portfolio is a collection of artifacts from the students' NSC coursework, observations and student teaching experience.

Therefore, students are strongly encouraged to collect artifacts site throughout their course of study beginning with EDU 250. The artifacts should reflect knowledge and skills and be organized around SOE School Learning Outcomes. They are evaluated by faculty and the NSC student teacher supervisors.

This developmental portfolio is a reflective exercise for the students and outlines their growth as a teaching professional. They can also highlight their exceptional accomplishments and focus on goals for the future. Students utilize their portfolio for employment purposes, as they can be forwarded to prospective employers.

Program Completion

Requirements:

- Successful completion of student teaching requirements and portfolio;
- Completion of a minimum of 120 credits in the program of study;
- Minimum cumulative GPA of 2.5

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 to be taken prior to student teaching.
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. Grades below a "C-", in major coursework, are not applied to the degree.

Elementary Education B.A.

Curriculum

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

COM 101	Fundamentals of Speech Communication	3.00
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Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Additional major requirements (15)

MATH 122	Number Concepts for Elementary School Teachers	3.00
MATH 123	Statistical and Geometrical Concepts for Elementary School Teachers	3.00
PSY 307	Principles of Educational Psychology	3.00
PSY 430	Developmental Psychology: Infancy and Childhood	3.00

Choose 1 course from the following:

ANTH 101	Introduction to Cultural Anthropology	3.00
SOC 101	Principles of Sociology	3.00
SOC 102	Contemporary Social Issues	3.00
COM 216	Survey of Communication Studies	3.00
COM 434	Conflict Management and Negotiation	3.00
COU 300	Introduction to Human Services and Counseling	3.00

Major Requirements (73)

EDU 203	Introduction to Special Education	3.00
EDU 206	Classroom Learning Environment	3.00
EDU 210	Nevada School Law	2.00
EDU 214	Preparing Teachers to Use Technology	3.00
EDU 250	Foundations of Education	3.00
EDRL 407	Teaching Literature	3.00
EDRL 442	Literacy Instruction I	3.00
EDRL 451A	Content Area Literacy Elementary	3.00
EDRL 471	Language Acquisition	3.00
EDSP 432	Development and Learning Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDEL 433	Teaching Elementary School Math	3.00
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EDEL 441	Standards-Based Curriculum-Elementary Science (Physics Emphasis)	4.00
EDEL 443	Teaching Elementary School Science	3.00
EDEL 445	Curriculum Development Elementary School Science (Earth Science Emphasis)	4.00
EDEL 453	Teaching Elementary School Social Science	3.00
EDEL 483	Elementary Supervised Student Teaching	12.00
EDRL 443	Literacy Instruction II	3.00
EDRL 461	Diagnostic Assessment and Instruction Literacy	3.00
EDRL 474	Methods for English Language Learners	3.00
EDRL 475	Assessment and Evaluation English Language Learners	3.00
EDRL 477	Curriculum Development English Language Learners	3.00

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

College Core Curriculum	31-44
Additional Major Requirements	15
Major Core Requirements	73
Electives	0-1
Total Credits	120

Elementary Education B.A. with a Concentration in Bilingual Education

Curriculum

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

COM 101	Fundamentals of Speech Communication	3.00
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Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Additional major requirements (15)

MATH 122	Number Concepts for Elementary School Teachers	3.00
MATH 123	Statistical and Geometrical Concepts for Elementary School Teachers	3.00
PSY 307	Principles of Educational Psychology	3.00
PSY 430	Developmental Psychology: Infancy and Childhood	3.00

Choose 1 course from the following

ANTH 101	Introduction to Cultural Anthropology	3.00
SOC 101	Principles of Sociology	3.00
SOC 102	Contemporary Social Issues	3.00
COM 216	Survey of Communication Studies	3.00
COM 434	Conflict Management and Negotiation	3.00
COU 300	Introduction to Human Services and Counseling	3.00

Major Requirements (73)

EDU 203	Introduction to Special Education	3.00
EDU 206	Classroom Learning Environment	3.00
EDU 210	Nevada School Law	2.00
EDU 214	Preparing Teachers to Use Technology	3.00
EDU 250	Foundations of Education	3.00
EDRL 407	Teaching Literature	3.00
EDRL 442	Literacy Instruction I	3.00
EDRL 451A	Content Area Literacy Elementary	3.00
EDRL 471	Language Acquisition Development and Learning	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDEL 433	Teaching Elementary School Math	3.00
EDEL 441	Standards-Based Curriculum-Elementary Science (Physics Emphasis)	4.00
EDEL 443	Teaching Elementary School Science	3.00
EDEL 445	Curriculum Development Elementary School Science (Earth Science Emphasis)	4.00
EDEL 453	Teaching Elementary School Social Science	3.00
EDEL 483	Elementary Supervised Student Teaching	12.00
EDRL 443	Literacy Instruction II	3.00
EDRL 461	Diagnostic Assessment and Instruction Literacy	3.00
EDRL 483	Methods in Bilingual Education	3.00
EDRL 485	Assessment and Evaluation Bilingual Education	3.00
EDRL 487	Curriculum Development Bilingual Education	3.00

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	15
Major Core Requirements	73
Electives	0-1
Total Credits	120

Elementary Education B.A. with a Concentration in Special Education

Curriculum

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

COM 101	Fundamentals of Speech Communication	3.00
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Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Additional major requirements (15)

MATH 122	Number Concepts for Elementary School Teachers	3.00
MATH 123	Statistical and Geometrical Concepts for Elementary School Teachers	3.00
PSY 307	Principles of Educational Psychology	3.00
PSY 430	Developmental Psychology: Infancy and Childhood	3.00

Choose 1 course from the following

ANTH 101	Introduction to Cultural Anthropology	3.00
SOC 101	Principles of Sociology	3.00
SOC 102	Contemporary Social Issues	3.00
COM 216	Survey of Communication Studies	3.00
COM 434	Conflict Management and Negotiation	3.00
COU 300	Introduction to Human Services and Counseling	3.00

Major Requirements (72)

EDU 203	Introduction to Special Education	3.00
EDU 206	Classroom Learning Environment	3.00
EDU 208	Student with Diverse Abilities and Backgrounds	3.00
EDU 210	Nevada School Law	2.00
EDU 214	Preparing Teachers to Use Technology	3.00
EDU 250	Foundations of Education	3.00
EDRL 442	Literacy Instruction I	3.00
EDRL 451A	Content Area Literacy Elementary	3.00
EDRL 471	Language Acquisition Development and Learning	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDEL 433	Teaching Elementary School Math	3.00
EDEL 443	Teaching Elementary School Science	3.00
EDEL 445	Curriculum Development Elementary School Science (Earth Science Emphasis)	4.00
EDEL 453	Teaching Elementary School Social Science	3.00
EDRL 443	Literacy Instruction II	3.00
EDRL 461	Diagnostic Assessment and Instruction Literacy	3.00
EDSP 414	Career Education for Students with Disabilities	3.00
EDSP 443	Special Education Curriculum: General Method	3.00
EDSP 452	Assessment for Special Education Teachers	3.00
EDSP 453	Behavior Management Techniques for Students with Disabilities	3.00
EDSP 493	Supervised Internship in Special Education	12.00

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	15
Major Core Requirements	72
Electives	0-2
Total Credits	120

Secondary Education B.S. with a Concentration in Biology

Dual majors in Secondary Education in Biology and Biology is available. Students should consult with their advisors.

Curriculum

College Core Curriculum (33-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (4-6 credits)

MATH 126	Pre-calculus Mathematics I	3.00
MATH 127	Pre-Calculus Mathematics II	3.00

or higher (MATH 181 recommended)

Natural Sciences (8 credits)

CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (87)

Biology Courses (22 credits)

BIOL 196	Principles of Modern Biology I	4.00
BIOL 197	Principles of Modern Biology II	4.00
BIOL 251	General Microbiology	4.00
BIOL 300	Principles of Genetics	4.00
BIOL 405	Molecular Biology	3.00
BIOL 415	Evolution	3.00

Related Math/Science Requirements (24 credits)

BIOL 122	Desert Plants	3.00
ENV 101	Introduction to Environmental Science	3.00
CHEM 241	Organic Chemistry I	4.00
CHEM 242	Organic Chemistry II	4.00
CHEM 474	Biochemistry I	3.00
PHYS 151	General Physics I	4.00
STAT 391	Applied Statistics for Biological Science	3.00

Secondary Education Courses (41 credits)

EDU 210	Nevada School Law	2.00
EDU 250	Foundations of Education	3.00
PSY 307	Principles of Educational Psychology	3.00
EDRL 471	Language Acquisition Development and Learning	3.00

EDSC 408	Classroom Management Secondary	3.00
EDSP 411	Student with Disabilities in General Education Settings	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 463	Teaching Secondary Science	3.00
EDSC 483	Secondary Supervised Teaching Internship	12.00

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

College Core Curriculum	33-45
Major Core Requirements	87
Total Credits	120

Secondary Education B.A. with a Concentration in English

Dual majors in Secondary Education in English and English is available. Students should consults with their advisors.

Curriculum

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Select one course from:

COM 101	Fundamentals of Speech Communication	3.00
ENG 271	Introduction to Shakespeare	3.00
ENG 434A	Shakespeare: Tragedies	3.00
ENG 434B	Shakespeare: Comedy and History	3.00
ENG 467B	Modern American Drama	3.00
THTR 100	Introduction to the Theatre	3.00

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (89)**Required Classes (21 credits)**

ENG 298	Writing About Literature	3.00
ENG 303	Introduction to Literary and Criticism	3.00
ENG 401A	Advanced Composition	3.00
COM 250	News Gathering and Writing	3.00
ENG 211	Introduction to Linguistics	3.00
ENG 411B	Principles of Modern Grammar	3.00

Choose one of the following courses:

(Note: No courses taken for this requirement can count towards the Additional English Requirements below)

ENG 231	World Literature I	3.00
ENG 232	World Literature II	3.00
ENG 235	Survey of English Literature	3.00
ENG 236	Survey of English Literature II	3.00
ENG 241	Survey of American Literature I	3.00
ENG 242	Survey of American Literature II	3.00
ENG 449A	British Literature I	3.00
ENG 449B	British Literature II	3.00
ENG 451A	American Literature I	3.00
ENG 451B	American Literature II	3.00

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
- At least 3 credits from Group 1,2,3, or 4

Group 1: British and Celtic or Irish Literature

ENG 235	Survey of English Literature	3.00
ENG 236	Survey of English Literature II	3.00
ENG 271	Introduction to Shakespeare	3.00
ENG 432A	Chaucer	3.00
ENG 434A	Shakespeare: Tragedies	3.00
ENG 434B	Shakespeare: Comedy and History	3.00
ENG 440A	Medieval English Literature	3.00
ENG 444A	The Romantic Movement	3.00
ENG 445A	The Victorian Period	3.00
ENG 446A	Modern British Literature	3.00
ENG 447A	Contemporary British Literature	3.00
ENG 449A	British Literature I	3.00
ENG 449B	British Literature II	3.00

Group 2: American Literature

ENG 241	Survey of American Literature I	3.00
ENG 242	Survey of American Literature II	3.00

ENG 290	Introduction to African-American Literature	3.00
ENG 292	Introduction to Chicano Literature	3.00
ENG 436A	Major Figures in American Literature	3.00
ENG 450A	Studies in 20th Century Literature	3.00
ENG 451A	American Literature I	3.00
ENG 451B	American Literature II	3.00
ENG 462C	Modern American Poetry	3.00
ENG 467B	Modern American Drama	3.00
ENG 473C	Contemporary American Novel	3.00
ENG 490	Asian American Literature	3.00
ENG 494A	Native American Literature	3.00
ENG 495C	African-American Literature	3.00
ENG 496A	Themes in Modern Chicano Literature	3.00

Group 3: Cultural and Ethnic Studies

ENG 290	Introduction to African-American Literature	3.00
ENG 292	Introduction to Chicano Literature	3.00
ENG 427A	Women and Literature	3.00
ENG 476B	History of the American Film	3.00
ENG 477A	Film and Literature	3.00
ENG 477C	Genre Studies in Film	3.00
ENG 486A	Studies in Post-colonial Literature and Theory	3.00
ENG 490	Asian American Literature	3.00
ENG 490A	Gender and Sexual Identity in Literature	3.00
ENG 494A	Native American Literature	3.00
ENG 495B	Modern African-American Literature	3.00
ENG 495C	African-American Literature	3.00
ENG 496A	Themes in Modern Chicano Literature	3.00
ENG 497A	Topics in Multicultural Literature	3.00

Group 4: World and Comparative Literature

ENG 231	World Literature I	3.00
ENG 232	World Literature II	3.00
ENG 481A	Comparative Literature	3.00
ENG 481B	Modern Comparative Literature	3.00
ENG 484A	The Bible as Literature	3.00
ENG 485	Topics in Comparative Literature	3.00
ENG 485A	Asian Literature	3.00
ENG 486A	Studies in Post-colonial Literature and Theory	3.00

Secondary Education Courses (44 credits)

EDU 210	Nevada School Law	2.00
EDU 214	Preparing Teachers to Use Technology	3.00
EDU 250	Foundations of Education	3.00
PSY 307	Principles of Educational Psychology	3.00
EDRL 471	Language Acquisition Development and Learning	3.00
EDSC 408	Classroom Management Secondary	3.00
EDSP 411	Student with Disabilities in General Education Settings	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 433	Teaching Secondary English	3.00
EDSC 483	Secondary Supervised Teaching Internship	12.00

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
Total Credits	120

Secondary Education B.A. with a Concentration in History

Curriculum

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Additional Major Requirements (9 credits)

Social Sciences (9 credits)

Secondary education students must take a course in ECON, PSC and GEOG (Cultural Geography recommended).

Major Requirements (80)

Required Courses (12 credits)

HIST 101	US History to 1865	3.00
HIST 102	US History 1865 to Present	3.00
HIST 251	Historical Investigation	3.00
HIST 499	Senior Seminar in History	3.00

Additional History requirement (24 credits)

1. At least eighteen (18) credits total must be at the 300-level or above. Courses 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. Three (3) credits must be completed in category **a** and three (3) credits must be completed in category **b** :
 - a. primarily emphasize cultural/ethnic studies 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 world history (e.g. African, Asian, Middle Eastern, or Latin American history)

Approved classes for category a:

HIST 320	Hispanic Culture in the US	3.00
HIST 418	American Indian Relations	3.00
HIST 424	Role of Religion in US Culture	3.00
HIST 432	History of Women in the US	3.00
HIST 433	African-American History	3.00
HIST 436	Nazi Holocaust from American Perspective	3.00
HIST 444	Latinos in the American West	3.00

Approved classes for category b:

HIST 211	History of East Asia I	3.00
HIST 212	History of East Asia II	3.00
HIST 499	Senior Seminar in History	3.00
HIST 450	Modern Chinese History	3.00
HIST 470	History of Mexico	3.00
HIST 478	Middle Eastern Studies	3.00

Secondary Education Courses (44 credits)

EDU 210	Nevada School Law	2.00
EDU 214	Preparing Teachers to Use Technology	3.00
EDU 250	Foundations of Education	3.00
PSY 307	Principles of Educational Psychology	3.00
EDRL 471	Language Acquisition Development and Learning	3.00
EDSC 408	Classroom Management Secondary	3.00
EDSP 411	Student with Disabilities in General Education Settings	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 473	Teaching Secondary Social Studies	3.00
EDSC 483	Secondary Supervised Teaching Internship	12.00

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
Total Credits	120

Secondary Education B.S. with a Concentration in Mathematics

Curriculum

College Core Curriculum (34-45)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (6 credits)

MATH 126	Pre-calculus Mathematics I	3.00
MATH 127	Pre-Calculus Mathematics II	3.00

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

PHYS 151	General Physics I	4.00
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Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (86)

Mathematics/Science Requirements (42 credits)

MATH 181	Calculus I	4.00
MATH 182	Calculus II	4.00
MATH 283	Calculus III	4.00
MATH 301	Introduction to Proofs: Logic, Sets, and Functions	3.00
MATH 314	History of Mathematics	3.00
MATH 330	Linear Algebra I	3.00
MATH 352	Probability and Statistics	3.00
MATH 381	Methods of Discrete Math	3.00
MATH 453	Abstract Algebra I	3.00
MATH 455	Elementary Theory of Numbers I	3.00
MATH 457	Introduction to Real Analysis I	3.00
MATH 475	Euclidean and Non-Euclidean Geometry	3.00

Choose one additional mathematics courses:

MATH 427	Differential Equations	3.00
MATH 466	Numerical Methods I	3.00

Secondary Education Concentration (44 credits)

EDU 210	Nevada School Law	2.00
EDU 214	Preparing Teachers to Use Technology	3.00
EDU 250	Foundations of Education	3.00
PSY 307	Principles of Educational Psychology	3.00

EDRL 471	Language Acquisition Development and Learning	3.00
EDSC 408	Classroom Management Secondary	3.00
EDSP 411	Student with Disabilities in General Education Settings	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 453	Teaching Secondary Mathematics	3.00
EDSC 483	Secondary Supervised Teaching Internship	12.00

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

College Core Curriculum	34-45
Major Requirements	86
Total Credits	120

Secondary Education B.S. with a Concentration in Physical Sciences

Curriculum

College Core Curriculum (33-45)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (4-6) credits

MATH 126	Pre-calculus Mathematics I	3.00
MATH 127	Pre-Calculus Mathematics II	3.00

or higher (MATH 181 recommended)

Natural Sciences (8 credits)

CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts sections of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirement (85)**Physical Science Courses (30 credits)**

PHYS 151	General Physics I	4.00
PHYS 152	General Physics II	4.00
CHEM 241	Organic Chemistry I	4.00
CHEM 242	Organic Chemistry II	4.00
GEOL 101	Geology: Exploring Planet Earth	4.00
ENV 101	Introduction to Environmental Science	3.00
AST 104	Introduction Astronomy: Stars and Galaxies	3.00
AST 105	Introduction Astronomy: Stars and Galaxies Laboratory	1.00
GEOG 117	Introduction to Meteorology	3.00

Related Physical Science Core Courses (11 credits)

CHEM 474	Biochemistry I	3.00
CHEM 475	Biochemistry II	3.00
ENV 260	Environmental Measurement and Analysis	4.00
NRES 210	Environmental Pollution	3.00
NRES 304	Principles of Hydrology	3.00
NRES 322	Soils	3.00
ENV 480	Geographic Information System for Environmental Management	4.00

Secondary Education Courses (44 credits)

EDU 210	Nevada School Law	2.00
EDU 214	Preparing Teachers to Use Technology	3.00
EDU 250	Foundations of Education	3.00
PSY 307	Principles of Educational Psychology	3.00
EDRL 471	Language Acquisition Development and Learning	3.00
EDSC 408	Classroom Management	3.00
EDSP 411	Student with Disabilities in General Education Settings	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 463	Teaching Secondary Science	3.00
EDSC 483	Secondary Supervised Teaching Internship	12.00

Summary of credits requirements for the Bachelor of Science in Secondary Education in Physical Science

College Core Curriculum	33-45
Major Core Requirements	85
Electives	0-2
Total Credits	120

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**Course Requirements (65-69)**

EDU 250	Foundations of Education	3.00
EDU 203	Introduction to Special Education	3.00
EDU 206	Classroom Learning Environment	3.00
EDRL 442	Literacy Instruction I	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00
	MATH courses	6.00
	Science courses	6.00
	Social Science courses	6.00

The following courses require program admission:

EDEL 433	Teaching Elementary School Math	3.00
EDEL 443	Teaching Elementary School Science	3.00
EDEL 453	Teaching Elementary School Social Science	3.00
EDRL 443	Literacy Instruction II	3.00
EDRL 427	Writing Across the Curriculum	3.00
EDRL 474	Methods for English Language Learners	3.00
EDEL 483	Elementary Supervised Student Teaching	12.00

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History OR PSC 100 - Nevada Constitution	1.00-3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S. Constitution	CH 203 - American Experience and Constitutional Change	3.00
Examination	Nevada School Law, NV Constitution and US Constitution examinations are available at UNR. http://www.unr.edu/educ/el/nvlaw/	

Special Education**Course Requirements (53-57)**

EDU 203	Introduction to Special Education	3.00
EDU 208	Student with Diverse Abilities and Backgrounds	3.00
EDRL 442	Literacy Instruction I	3.00

PSY 307	Principles of Educational Psychology	3.00
PSY 430	Developmental Psychology: Infancy and Childhood	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDEL 433	Teaching Elementary School Math	3.00
EDRL 443	Literacy Instruction II	3.00
EDRL 427	Writing Across the Curriculum	3.00
EDSP 414	Career Education for Students with Disabilities	3.00
EDSP 443	Special Education Curriculum: General Method	3.00
EDSP 452	Assessment for Special Education Teachers	3.00
EDSP 453	Behavior Management Techniques for Students with Disabilities	3.00
EDSP 493	Supervised Internship in Special Education	12.00

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History ORPSC 100 - Nevada Constitution	1.00 - 3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S. Constitution	CH 203 - American Experience and Constitution Change	3.00
Examination	Nevada School Law, NV Constitution and US Constitution examinations are available at UNR. http://www.unr.edu/educ/el/nvlaw/	

Autism**Course Requirements (47-51)**

EDU 203	Introduction to Special Education	3.00
EDRL 442	Literacy Instruction I	3.00
EDSP 445	Characteristics of Students with Autism	3.00
EDSP 446	Curriculum and Methods for Teaching Students with Autism	3.00
EDSP 454	Behavior Management Strategies Autism	3.00
EDSP 455	Assistive Technology for Individuals with Disabilities	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00

The following courses require program admission:

EDEL 433	Teaching Elementary School Math	3.00
EDSP 414	Career Education for Students with Disabilities	3.00
EDSP 452	Assessment for Special Education Teachers	3.00
SPA 340	Speech and Language Development	3.00
EDSP 493	Supervised Internship in Special Education	12.00

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History ORPSC 100 - Nevada Constitution	1.00 - 3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S. Constitution	CH 203 - American Experience and Constitution Change	3.00
Examination	Nevada School Law, NV Constitution and US Constitution examinations are available at UNR. http://www.unr.edu/educ/el/nvlaw/	

Secondary Education-Biology**Education Course Requirements (38-42)**

EDU 250	Foundations of Education	3.00
EDSC 408	Classroom Management Secondary	3.00
EDSP 411	Student with Disabilities in General Education Settings	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00
PSY 307	Principles of Educational Psychology	3.00

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 463	Teaching Secondary Science	3.00
EDSC 483	Secondary Supervised Teaching Internship	12.00

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History	1.00
	ORPSC 100 - Nevada Constitution	- 3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S. Constitution	CH 203 - American Experience and Constitution Change	3.00
Examination	Nevada School Law, NV Constitution and US Constitution examinations are available at UNR. http://www.unr.edu/educ/el/nvlaw/	

Biology Course Requirements (36)

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

BIOL 122	Desert Plants	3.00
BIOL 223	Human Anatomy & Physiology I	4.00
BIOL 224	Human Anatomy & Physiology II	4.00
ENV 101	Introduction to Environmental Science	3.00

Choose 2 courses from the following:

BIOL 189	Fundamentals of Life Science	4.00
BIOL 196	Principles of Modern Biology I	4.00
BIOL 197	Principles of Modern Biology II	4.00
BIOL 251	General Microbiology	4.00

Choose 3 courses from the following:

CHEM 105	Chemistry, Man, and Society	3.00
CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00
CHEM 241	Organic Chemistry I	4.00
CHEM 242	Organic Chemistry II	4.00

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History	1.00
	ORPSC 100 - Nevada Constitution	- 3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S.	CH 203 - American Experience and Constitution Change	3.00

Constitution

Examination Nevada School Law, NV Constitution and US Constitution examinations are available at UNR.
<http://www.unr.edu/educ/el/nvlaw/>

Secondary Education-English

Education Course Requirements (38-42)

EDU 250	Foundations of Education	3.00
EDSC 408	Classroom Management	3.00
	Secondary	
EDSP 411	Student with Disabilities in	3.00
	General Education Settings	
EDSP 432	Parent Involvement in Special and	3.00
	General Education	
PSY 307	Principles of Educational	3.00
	Psychology	

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 433	Teaching Secondary English	3.00
EDSC 483	Secondary Supervised Teaching	12.00
	Internship	

EDU 210: Optional

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History	1.00
	ORPSC 100 - Nevada Constitution	- 3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S. Constitution	CH 203 - American Experience and Constitution Change	3.00

Examination Nevada School Law, NV Constitution and US Constitution examinations are available at UNR.
<http://www.unr.edu/educ/el/nvlaw/>

English Course Requirements (36)

ENG 211	Introduction to Linguistics	3.00
ENG 303	Introduction to Literary and Criticism	3.00
ENG 401A	Advanced Composition	3.00
ENG 411B	Principles of Modern Grammar	3.00
COM 101	Fundamentals of Speech Communication	3.00
COM 250	News Gathering and Writing	3.00

Choose 2 courses from the following:

ENG 235	Survey of English Literature	3.00
ENG 449A	British Literature I	3.00
ENG 449B	British Literature II	3.00
ENG 440A	Medieval English Literature	3.00

Choose 2 courses from the following:

ENG 231	World Literature I	3.00
ENG 232	World Literature II	3.00
ENG 236	Survey of English Literature II	3.00
ENG 242	Survey of American Literature II	3.00

Choose 2 courses from the following:

ENG 241	Survey of American Literature I	3.00
ENG 451A	American Literature I	3.00
ENG 451B	American Literature II	3.00
ENG 436A	Major Figures in American Literature	3.00

Secondary Education-General Science**Education Course Requirements (38-42)**

EDU 250	Foundations of Education	3.00
EDSC 408	Classroom Management	3.00
	Secondary	
EDSP 411	Student with Disabilities in	3.00
	General Education Settings	
EDSP 432	Parent Involvement in Special and	3.00
	General Education	
PSY 307	Principles of Educational	3.00
	Psychology	

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 463	Teaching Secondary Science	3.00
EDSC 483	Secondary Supervised Teaching	12.00
	Internship	

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History	1.00
	ORPSC 100 - Nevada Constitution	-
		3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S. Constitution	CH 203 - American Experience and Constitution Change	3.00
Examination	Nevada School Law, NV Constitution and US Constitution examinations are available at UNR.	
	http://www.unr.edu/educ/el/nvlaw/	

Science Course Requirements (38)

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

AST 104	Introduction Astronomy: Stars and Galaxies	3.00
AST 105	Introduction Astronomy: Stars and Galaxies Laboratory	1.00
ENV 101	Introduction to Environmental Science	3.00
GEOG 117	Introduction to Meteorology	3.00
GEOL 101	Geology: Exploring Planet Earth	4.00
PHYS 151	General Physics I	4.00
PHYS 152	General Physics II	4.00

AST 104: Must be taken with AST 105 to fulfill laboratory requirement.

Choose 2 courses from the following:

CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00
CHEM 241	Organic Chemistry I	4.00
CHEM 242	Organic Chemistry II	4.00

Choose 2 courses from the following:

BIOL 189	Fundamentals of Life Science	4.00
BIOL 196	Principles of Modern Biology I	4.00
BIOL 197	Principles of Modern Biology II	4.00
BIOL 251	General Microbiology	4.00

Secondary Education-History/Social Studies**Education Course Requirements (38-42)**

EDU 250	Foundations of Education	3.00
EDSC 408	Classroom Management	3.00
	Secondary	
EDSP 411	Student with Disabilities in	3.00
	General Education Settings	
EDSP 432	Parent Involvement in Special and	3.00
	General Education	
PSY 307	Principles of Educational	3.00
	Psychology	

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 473	Teaching Secondary Social Studies	3.00
EDSC 483	Secondary Supervised Teaching	12.00
	Internship	

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History	1.00
	ORPSC 100 - Nevada Constitution	-
		3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00

Nevada Constitution & U.S Constitution	CH 203 - American Experience and Constitution Change	3.00
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Examination	Nevada School Law, NV Constitution and US Constitution examinations are available at UNR. http://www.unr.edu/educ/el/nvlaw/
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History/Social Studies Course Requirements (36)

ECON 102	Principles of Microeconomics	3.00
ECON 103	Principles of Macroeconomics	3.00
GEOG 106	Introduction to Cultural Geography	3.00
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00
ETS 101	Introduction to Ethnic Studies	3.00
PSC 210	American Public Policy	3.00
HIST 101	US History to 1865	3.00
HIST 102	US History 1865 to Present	3.00
	Any three History of the World course	6.00

Secondary Education-Mathematics

Education Course Requirements (38-42)

EDU 250	Foundations of Education	3.00
EDSC 408	Classroom Management Secondary	3.00
EDSP 411	Student with Disabilities in General Education Settings	3.00
EDSP 432	Parent Involvement in Special and General Education	3.00
PSY 307	Principles of Educational Psychology	3.00

The following courses require program admission:

EDRL 451B	Content Area Literacy Secondary	3.00
EDSC 321	Secondary Pedagogy I	3.00
EDSC 453	Teaching Secondary Mathematics	3.00
EDSC 483	Secondary Supervised Teaching Internship	12.00

State Licensure Requirements

The Nevada Department of Education requires Nevada School Law, Nevada Constitution, and U.S. Constitution coursework and/or a minimum 70% passing score on approved examinations.

Nevada School Law	EDU 210 - Nevada School Law	2.00
Nevada Constitution	HIST 217 - Nevada History ORPSC 100 - Nevada Constitution	1.00 - 3.00
U.S. Constitution	HIST 101 - U.S. History to 1865	3.00
Nevada Constitution & U.S	CH 203 - American Experience and Constitution Change	3.00

Constitution

Examination	Nevada School Law, NV Constitution and US Constitution examinations are available at UNR. http://www.unr.edu/educ/el/nvlaw/
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Mathematics Course Requirements (36)

MATH 181	Calculus I	4.00
MATH 182	Calculus II	4.00
MATH 283	Calculus III	4.00
MATH 352	Probability and Statistics	3.00
MATH 330	Linear Algebra I	3.00
MATH 453	Abstract Algebra I	3.00
MATH 455	Elementary Theory of Numbers I	3.00

Choose 1 course from the following:

MATH 132	Finite Mathematics	3.00
MATH 381	Methods of Discrete Math	3.00

Choose 4 courses from the following:

MATH 314	History of Mathematics	3.00
MATH 475	Euclidean and Non-Euclidean Geometry	3.00
CS 135	Computer Science I	3.00
MATH 430	Linear Algebra II	3.00
MATH 457	Introduction to Real Analysis I	3.00

Speech Pathology B.A.

Program Description

The Bachelor of Arts in Speech Pathology is pre-professional program designed to prepare students for advanced study in Speech Language Pathology and/or to obtain the necessary licensure to work within the school systems in the State of Nevada. Instructional emphasis is placed on the identification of speech and language disorders and intervention for students ages 3-21. The American Speech-Language-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 Praxis Core Academic Skills for Educators (CORE) exam;
- Signed Disposition.

Program applications are accepted no later than March 1st for the fall semester and October 15th for the spring semester.

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.

Clinical practicum placements are restricted to the State of Nevada.

Passing scores on Praxis II are required for both practicum at Nevada State College and licensure by the Nevada Department of Education. To ensure timely submission of the scores students are strongly encouraged to take the test(s) two semester prior to applying for practicum. When completing registration material for the Praxis II, students must list NSC (R9020) and the Nevada Department of Education (R8670) as score recipients.

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;
- Clear FBI fingerprint report;
- Proof of possession of \$1 million in liability insurance;
- Passing scores on the Praxis II exam is a practicum application requirement.

Practicum applications are accepted no later than March 1st for the fall semester and September 15th for the spring semester.

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

Curriculum

College Core Curriculum (31-41)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3 credits)

MATH 124	College Algebra	3.00
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Natural Sciences (7 credits)

BIOL 189	Fundamentals of Life Science	4.00
CHEM 105	Chemistry, Man, and Society	3.00

Social Sciences (3 credits)

PSY 101	General Psychology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

COM 101	Fundamentals of Speech Communication	3.00
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Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (86)

EDSP 432	Parent Involvement in Special and General Education	3.00
EDU 203	Introduction to Special Education	3.00
EDU 210	Nevada School Law	2.00
EDRL 442	Literacy Instruction I	3.00
ENG 211	Introduction to Linguistics	3.00
PSY 210	Introduction to Statistical Methods	3.00
PSY 307	Principles of Educational Psychology	3.00
PSY 430	Developmental Psychology: Infancy and Childhood	3.00
SPA 301	Survey of Speech Path	3.00
SPA 340	Speech and Language Development	3.00

Choose one from the following:

EDU 214	Preparing Teachers to Use Technology	3.00
EDUC 416	Internet Application for Educators	3.00
EDUC 417	Literacy and Technology	3.00

The following courses require program admission:

EDSP 423	Consultation and Collaboration	3.00
EDSP 414	Career Education for Students with Disabilities	3.00
SPA 320	Introduction to Phonetics	3.00
SPA 330	Communication Science	3.00
SPA 362	Introduction to Audiology	3.00
SPA 364	Articulation Disorders	3.00
SPA 491A	Extended Experience in SLP: Articulation Disorders Lab	2.00
SPA 370	Methods of Clinical Management	3.00
SPA 400	Assessment of Communication Disorders	3.00
SPA 491C	Extended Experiences in SPL: Assessment Lab	2.00
SPA 401	Fluency Disorders	3.00
SPA 439	Neurology and Speech Pathology	3.00
SPA 441	Clinical Practicum	10.00
SPA 461	Articulation II: Diagnosis and Treatment of Speech Disorders	2.00
SPA 466	Rehabilitation for Hearing Handicapped	3.00
SPA 467	Communication and Language Disorders in Children	3.00
SPA 491B	Extended Experience in SLP: Communication and Language Disorders Lab	2.00

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

College Core Curriculum	31-41
Major Requirements	86
Electives	0-3
Total Credits	120

Post-Baccalaureate Speech and Language Education Program (SLEP)

The Post-Baccalaureate Speech and Language Education Program provides an opportunity for students with a bachelor's degree or higher to apply for the Endorsement for Speech and Language Impairments from the Nevada Department of Education or obtain the necessary academic requirements to apply to graduate programs in speech pathology and audiology. (Change to speech language pathology only) The endorsement is limited to the public school systems in the state of Nevada. The Post-Baccalaureate Speech and Language 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:

SPA 301	Survey of Speech Path	3.00
SPA 340	Speech and Language Development	3.00

The following courses required program admission:

SPA 320	Introduction to Phonetics	3.00
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Spring I

SPA 330	Communication Science	3.00
SPA 362	Introduction to Audiology	3.00
EDU 203	Introduction to Special Education	3.00

Summer I

SPA 364	Articulation Disorders	3.00
SPA 491A	Extended Experience in SLP: Articulation Disorders Lab	2.00
EDSP 432	Parent Involvement in Special and General Education	3.00

Fall II

SPA 467	Communication and Language Disorders in Children	3.00
SPA 491B	Extended Experience in SLP: Communication and Language Disorders Lab	2.00

Spring II

SPA 400	Assessment of Communication Disorders	3.00
SPA 491C	Extended Experiences in SPL: Assessment Lab	2.00
SPA 461	Articulation II: Diagnosis and Treatment of Speech Disorders	2.00

Summer II

EDSP 423	Consultation and Collaboration	3.00
SPA 401	Fluency Disorders	3.00
SPA 466	Rehabilitation for Hearing Handicapped	3.00

Fall III

SPA 370	Methods of Clinical Management	3.00
EDRL 442	Literacy Instruction I	3.00
PSY 430	Developmental Psychology: Infancy and Childhood	3.00

Spring III

SPA 441	Clinical Practicum	10.00
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Education/Instruction Minor**Degree Requirements****Required Courses**

EDU 250	Foundations of Education	3.00
EDU 203	Introduction to Special Education	3.00
PSY 307	Principles of Educational Psychology	3.00

Nine credits of upper division education courses**Literacy (3 credits)****Elementary Majors (Choose One)**

EDRL 442	Literacy Instruction I	3.00
EDRL 443	Literacy Instruction II	3.00
EDRL 427	Writing Across the Curriculum or	3.00

Secondary Majors (Choose One)

EDRL 427	Writing Across the Curriculum	3.00
EDRL 451B	Content Area Literacy Secondary	3.00

Pedagogy (3 credits)**Elementary Majors (Choose One)**

EDEL 433	Teaching Elementary School Math	3.00
EDEL 443	Teaching Elementary School Science	3.00
EDEL 453	Teaching Elementary School Social Science or	3.00

Secondary Majors (Choose One)

EDSC 321	Secondary Pedagogy I	3.00
EDSC 408	Classroom Management Secondary	3.00

Specialty Area (3 credits)**Special Education (Choose One)**

EDSP 432	Parent Involvement in Special and General Education	3.00
EDSP 414	Career Education for Students with Disabilities or	3.00

TESL (Choose One)

EDRL 471	Language Acquisition Development and Learning	3.00
EDRL 474	Methods for English Language Learners or	3.00

Bilingual (Choose One)

EDRL 471	Language Acquisition Development and Learning	3.00
EDRL 483	Methods in Bilingual Education	3.00

SCHOOL OF LIBERAL ARTS AND SCIENCES

Biology B.S.

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 develop scientific literacy.
 - Students will understand the definition and importance of scientific terms relevant to discussions of modern scientific issues.
 - Students will be able to discern opinion from evidence-supported facts and theories.
 - Students will be able to understand graphical representations, in addition to written descriptions, of data and the scientific process from primary literature.
 - Students will be able to generate data and communicate the data (and the process used to obtain it) in graphical and written form.
- Students will develop proficiency with important tools of modern science
 - Students will be able to effectively use equipment required for scientific discovery in the laboratory and in the field.
 - Students will be able to effectively use relevant computational tools required for scientific discovery and analysis.
 - Students will be able to design and execute experiments that would effectively address scientific questions.
- Students will appreciate the vast, interconnected biodiversity of life on earth
 - Students will understand how mutation contributes to evolution and the generation of new species.
 - Students will be able to identify various biotic and abiotic components of an ecosystem.
 - Students will be able to predict impacts of disturbances on the biodiversity of an ecosystem.
- Students will understand the cell as a fundamental unit of life
 - Students will be able to identify and describe the function of subcellular structures.

- Students will be able to predict physiological dysfunction in cells and organism with impaired cellular or genetic components.

Curriculum

College Core Curriculum (33-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (4 credits)

MATH 181	Calculus I	4.00
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Natural Sciences (8 credits)

CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00

Social Sciences (3 credits)

Refer to the Social Science of the Core Curriculum

Fine Arts (3 credits)

Refer the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (59)

Biology Courses (21 credits)

BIOL 196	Principles of Modern Biology I	4.00
BIOL 197	Principles of Modern Biology II	4.00
BIOL 300	Principles of Genetics	4.00
BIOL 405	Molecular Biology	3.00
BIOL 415	Evolution	3.00

Select one course from the following:

BIOL 209	Cell Processes	3.00
	or	
BIOL 220	Introduction to Ecological Principles	3.00

Related Math/Science Requirements (25 credits)

CHEM 241	Organic Chemistry I	4.00
CHEM 242	Organic Chemistry II	4.00
CHEM 474	Biochemistry I	3.00
CHEM 475	Biochemistry II	3.00
PHYS 151	General Physics I	4.00
PHYS 152	General Physics II	4.00
STAT 391	Applied Statistics for Biological Science	3.00

13 credits of upper division biology electives

With at least one course being a 4-credit course that has a lab/field experience component.

OPTIONAL Pre-Medicine Preparation – Recommended General Elective Track

Students who wish to enter medical school should incorporate the following courses into their academic plan for the BS-BIOL Degree. These courses would become part of the 120 degree requirements:

Taken as General Elective (8 credits):

BIOL 223	Human Anatomy & Physiology I	4.00
BIOL 224	Human Anatomy & Physiology II	4.00

Taken as Upper Division Biology Electives (6 credits):

BIOL 453	Immunology and	3.00
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Choose one of the following (for 3 credits):

BIOL 473	Advanced Topics in Cell and Molecular Biology	3.00
BIOL 475	Neurobiology	3.00
BIOL 409	Virology	3.00
BIOL 414	Endocrinology	3.00
	or	
BIOL 491	Independent Study	1.00
		-
		3.00

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

Post Baccalaureate Certificate in Biology

The University of Nevada School of Medicine offers students a one-year certificate program to prepare students who already have their BS or BA for application to medical school. The program integrates upper-division science courses, study strategies, testing taking skills, and clinical experiences to prepare students for the medical school admission process.

The program is designed to prepare students for the academic rigor of medical school. Selection requirements include a minimum overall undergraduate GPA of 2.85 or a minimum overall GPA of 3.0 in the last 30 credits of their undergraduate BA or BS. The Post-Baccalaureate Program is designed to encourage Nevada students from diverse and disadvantaged populations to pursue careers in medicine. Such students might include, but are not limited to, students who are first generation college students, are economically disadvantaged, are geographically disadvantaged areas, or are members of underrepresented cultural minorities. A formal application and interview by two

committee members will be required. The program admissions committee will be composed of faculty from participating institutions, a community physician, a member of the general UNSOM admissions committee, and the UNSOM Assistant Dean for Admissions.

Students must maintain an overall GPA of 3.3 or higher in all post baccalaureate coursework in the program. All students must take the Medical College Admissions Test (MCAT). Students will enrolled in a tailored curriculum of 32 undergraduate credit hours over one year, which may include up to two summer sessions, depending on each student's academic background and preparation. An advisor from UNSOM will identify courses for each student to take from existing courses in the Department of Physical and Life Sciences at Nevada State College and other NSHE institutes. In addition, students will attend Medical College Admission Test (MCAT) preparation sessions and study skill classes and will be assisted in receiving additional experience in research, community service ventures, and clinical experience as needed.

This program will utilize existing faculty and courses. All courses identified in the curriculum are presently being taught by Nevada State College faculty. Potential courses that may be included in the post-bacc curriculum include, but not limited to, those listed below.

Curriculum**Semester (subject to change)****Fall (Even years)**

BIOL 470	Topics in Applied Microbiology	3.00
BIOL 414	Endocrinology	3.00

Fall (Odd years)

BIOL 475	Neurobiology	3.00
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Fall

PSY 470	Health Psychology	3.00
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Spring

BIOL 473	Advanced Topics in Cell and Molecular Biology	3.00
CHEM 377	Natural Product Chemistry	4.00

Summer

BIOL 409	Virology	3.00
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Fall and Spring

BIOL 300	Principles of Genetics	4.00
BIOL 405	Molecular Biology	3.00
BIOL 251	General Microbiology	4.00
BIOL 351	Mircobiology	4.00
CHEM 474	Biochemistry I	3.00
CHEM 475	Biochemistry II	3.00
CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00
CHEM 241	Organic Chemistry I	4.00
CHEM 242	Organic Chemistry II	4.00
PSY 403	Physiological Psychology	3.00
PSY 441	Abnormal Psychology	3.00

Students can choose between BIOL 251 or BIOL 351.

Fall, Spring, and Summer

BIOL 491	Independent Study	1.00
		-
		3.00
PHYS 151	General Physics I	4.00

PHYS 152	General Physics II	4.00
TBA		
BIOL 416	Bioinformatics	
BIOL 453	Immunology	3.00
BIOL 457	Molecular and Cellular Immunology	4.00

Students may choose between BIOL 453 or BIOL 457.

Business Administration B.S.

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 7-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

College Core Curriculum (31-42)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3 credits)

MATH 124	College Algebra	3.00
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Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Additional College Requirements (36)

Social Science Requirements (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Mathematics (3 credits)

MATH 132	Finite Mathematics	3.00
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Communications (9 credits)

COM 101	Fundamentals of Speech Communication	3.00
COM 102	Introduction to Interpersonal Communication	3.00
ENG 407A	Fundamentals of Business Writing	3.00

Pre-Business Core (21 credits)

Courses in the pre-business core must earn a grade of “C-” or higher

ACC 201	Financial Accounting	3.00
ACC 202	Managerial Accounting	3.00
BUS 101	Introduction to Business	3.00
ECON 102	Principles of Microeconomics	3.00
ECON 103	Principles of Macroeconomics	3.00
ECON 261	Principles of Statistics I	3.00
IS 101	Introduction to Information Systems	3.00

Major Requirements (44)

BLW 302	Legal Environment	3.00
BUS 395	Current Issues in Business	2.00
ECON 365	Labor and the Economy	3.00
FIN 301	Principles of Managerial Finance	3.00
IS 301	Management Information Systems	3.00
MGT 301	Principles of Management and Organizational Behavior	3.00
MGT 367	Human Resource Management	3.00
MGT 391	Quantitative Analysis	3.00
MGT 480	International Management	3.00
MKT 301	Marketing Management	3.00
SCM 352	Operations Management	3.00

Choose one of the following 9 credit emphases:**Management Emphasis (complete the following):**

MGT 415	Business and Society	3.00
MGT 492	Advanced Organizational Management	3.00
MGT 494	Seminar in Management or4	3.00

Marketing Emphasis (complete the following):

MKT 312	Buyer Behavior	3.00
MKT 400	Market Research	3.00
MKT 423	Advertising Management	3.00

Business Capstone Course

Select one course from:

BUS 497	New Venture Creation and Strategy	3.00
BUS 498	Global Business Strategy	3.00

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

College Core Curriculum	31-42
Additional College Requirements	36
Major Core Requirements	44
Electives	0-9
Total Credits	120

Criminal Justice B.A.**Mission Statement**

The Bachelor of Arts in Criminal Justice at Nevada State College provides students with a solid foundation of knowledge in the criminal justice system while incorporating the emerging discipline of social justice and comparative criminal justice systems. The program provides a richly-interactive, high-quality learning experience, enabling students to become independent thinkers who can apply their knowledge and skills to understand the complex nature of crime causation and reactions to criminal activity. In addition, NSC's BACJ program adds a modern element to the traditional study of criminal justice by incorporating into core and elective courses social justice issues and an emphasis on working with, and giving back to, the local community. The knowledge acquired in the BACJ program will assist students in seeking employment in the field of criminal justice and also provide a solid foundation of

knowledge for those students who wish to attend a graduate program in the discipline.

Learning Outcomes

- Demonstrate knowledge of the basic structures and functions of the American Criminal Justice system.
- Explain major concepts and competing theoretical perspectives in criminology and social justice including sociological understandings of crime, criminal behavior, social control, and deviance.
- Understand and apply basic research methods and statistical techniques used in criminal justice and criminology.
- Identify ethical and social justice issues impacting the criminal justice system.

Curriculum**College Core Curriculum (31-44)****English (3-8 credits)**

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Science section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Science section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (42)**Required Classes (24 credits)**

CRJ 104	Introduction to Administration of Justice	3.00
CRJ 200	Social Justice	3.00
CRJ 222	Criminal Law & Procedures	3.00
CRJ 270	Criminology	3.00
CRJ 301	Research Methods in Criminal Justice	3.00
CRJ 302	Quantitative Application in Criminal Justice	3.00
CRJ 411	Comparative Criminal Justice Systems	3.00
CRJ 450	Seminar in Criminal Justice	3.00

Criminal Justice Electives (18 credits)

Select 18 total units from the following categories; any combination of classes from these two categories can be used:

Criminology Electives

CRJ 326	Vice, Drugs, and the Law	3.00
CRJ 409	Youth, Crime, and Society	3.00
CRJ 444	Criminological Theory	3.00
CRJ 463	Victimology	3.00
CRJ 299	Special Topics	3.00
CRJ 480	Special Topics in Law and Social Control	3.00

Social Justice Electives

CRJ 321	Immigration and Justice	3.00
CRJ 419	Law and Society	3.00
CRJ 429	Gender and Crime	3.00
CRJ 438	Social Inequality and Crime	3.00
CRJ 491	Internship in Criminal Justice	3.00

Summary of credit requirements for the Bachelor of Arts in Criminal Justice

Core Curriculum	31-44
Major Requirements	42
Electives (at least 21 credits must be upper division)	34-47
Total Credits	120

Criminal Justice B.A.S.

The Bachelor of Applied Science degree in Criminal Justice provides students with a solid foundation of knowledge about the criminal justice system as well as the management of law enforcement or criminal justice agencies. The degree prepares students who have already earned an Associate of Applied Science (AAS) degree in criminal justice for future leadership positions in the field.

Upon completion of the BAS-Criminal Justice degree, successful students will:

- Demonstrate knowledge of the basic structures and functions of the American criminal justice system.
- Explain major concepts and theoretical perspectives in the study of crime and the legal system.
- Understand and apply basic research methods and statistical techniques used in criminal justice and criminology. Understand and analyze the dilemmas faced by leaders of criminal justice agencies.

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 120 credits must be earned with 32 or more credits in courses numbered 300 or above. A minimum of 32 credits must be completed in Nevada State College upper division courses. Of the 120 credits, 60 must be earned at four-year colleges or universities.

Learning Outcomes

- Explain major concepts and competing theoretical perspectives on deviance, the legal system, and crime victimization.
- Understand and apply the principles and processes of management to the administration of criminal justice agencies.
- Analyze the dilemmas faced by today's criminal justice leadership.
- Understand and apply statistical techniques or methodological approaches used in criminal justice.

Curriculum**Completion of an AAS Degree (at least 60 credits) prior to entering the program****College Core Curriculum (28-31 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.)

English (3 credits)

ENG 102	Composition II	3.00
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Mathematics (3 credits)

Refer to the Mathematics section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Natural Sciences (4 credits)

Refer to the Natural Science section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Science section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum (3)		
PHIL 248	Professional Ethics	3.00

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Criminal Justice Major Courses (18 credits)**A. Major Core Courses (9 credits)**

CRJ 419	Law and Society	3.00
CRJ 450	Seminar in Criminal Justice	3.00
CRJ 463	Victimology	3.00

B. Select one of the following: (3 credits)

CRJ 301	Research Methods in Criminal Justice	3.00
CRJ 302	Quantitative Application in Criminal Justice	3.00

C. Upper-Division CRJ Elective (6 credits)**Applied Science Public Administration Curriculum (12 credits)**

CRJ 413	Dilemmas in Law Enforcement	3.00
PSC 441	Public Financial Administration	3.00
PSC 442	Public Personnel Administration	3.00

PSC 307	Legal Issues for Command Level Officers	3.00
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Summary of credit requirements for the Bachelor of Applied Science in Criminal Justice

AAS Degree	At least 60 credits
Core Curriculum	28-31 credits
Criminal Justice Major Courses	18
Applied Science Core Curriculum	12
Electives (if needed to bring total credits to 120)	
Total Credits	120

English B.A.

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

- Can write in multiple formats with exceptional clarity and insight;
- Can offer complex and thoughtful interpretations of texts. This includes traditional texts, such as printed prose and poetry, and non-traditional forms such as graphic novels, films, and digital media;
- Has a broad understanding of various literary periods and literary theory, as well as specific knowledge of emerging areas in literary study;
- Understands the importance of multicultural literary contributions.

Curriculum

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (39)

Fundamentals (9 credits)

ENG 298	Writing About Literature	3.00
ENG 303	Introduction to Literary and Criticism	3.00
ENG 326	Junior Seminar	3.00

History (12 credits)

A. Ancient Literature

Select one course from the following:

ENG 231	World Literature I	3.00
ENG 484A	The Bible as Literature	3.00

B. Medieval and Renaissance Literature

Select one course from the following:

ENG 235	Survey of English Literature	3.00
ENG 432A	Chaucer	3.00
ENG 440A	Medieval English Literature	3.00
ENG 449A	British Literature I	3.00

C. 17th - 19th Century Literature

Select one course from the following:

ENG 232	World Literature II	3.00
ENG 241	Survey of American Literature I	3.00
ENG 436A	Major Figures in American Literature	3.00
ENG 444A	The Romantic Movement	3.00
ENG 445A	The Victorian Period	3.00

Note: ENG 436A (if topic is 1700-1900)

D. 20th and 21st Century Literature

Select one course from the following:

ENG 292	Introduction to Chicano Literature	3.00
ENG 436A	Major Figures in American Literature	3.00
ENG 446A	Modern British Literature	3.00
ENG 447A	Contemporary British Literature	3.00
ENG 450A	Studies in 20th Century Literature	3.00
ENG 451B	American Literature II	3.00
ENG 462C	Modern American Poetry	3.00
ENG 462E	Contemporary American Poetry	3.00
ENG 494A	Native American Literature	3.00
ENG 495C	African-American Literature	3.00

Note: ENG 436A (if topic is 1900-)

Emerging Areas of Literature Study (12 credits)

A. Literature and Visual Media

Select one course from the following:

ENG 277	Introduction to the Graphic Novel	3.00
ENG 476B	History of the American Film	3.00
ENG 477A	Film and Literature	3.00
ENG 477C	Genre Studies in Film	3.00

B. Genre Studies

Select one course from the following:

ENG 205	Introduction to Creative Writing, Fiction and Poetry	3.00
ENG 226	Memoir and Autobiography	3.00
ENG 473C	Contemporary American Novel	3.00
ENG 481A	Comparative Literature	3.00
ENG 485	Topics in Comparative Literature	3.00
ENG 495C	African-American Literature	3.00
ENG 496A	Themes in Modern Chicano Literature	3.00
ENG 496C	Topics in Middle Eastern Literature	3.00
ENG 497A	Topics in Multicultural Literature	3.00

C. Postcolonialism, Imperialism, Transnational Studies

Select one course from the following:

ENG 485A	Asian Literature	3.00
ENG 486A	Studies in Post-colonial Literature and Theory	3.00
ENG 494A	Native American Literature	3.00
ENG 496A	Themes in Modern Chicano Literature	3.00
ENG 496C	Topics in Middle Eastern Literature	3.00
ENG 497A	Topics in Multicultural Literature	3.00

D. Gender, Race, and Sexuality

Select one course from the following:

ENG 427A	Women and Literature	3.00
ENG 490A	Gender and Sexual Identity in Literature	3.00

English Electives (6 credits)

Choose any two courses from the groups above not already used.

Honors Option

Students that wish to work on an advanced literary project can apply to work individually with a faculty member and take ENG 498 (Honors Thesis) their senior year. This will substitute for 1 English elective. The honors class is designed for students that want to go on to graduate school and are willing to work on a directed study with an English faculty member. The student must defend their final project to a review board consisting of English Faculty members.

Summary of credit requirements for the Bachelor of Arts in English

College Core Curriculum	31-44
Major Core Requirements	39
Electives (at least 21 credits must be Upper Division)	37-50
Total Credits	120

Environmental and Resource Science B.S.

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

College Core Curriculum (33-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (4 credits)

MATH 181	Calculus I	4.00
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Natural Sciences (8 credits)

CHEM 121	General Chemistry I	4.00
CHEM 122	General Chemistry II	4.00

Social Sciences (3 credits)

Refer to the Social Science section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (58-60)**Environmental and Resource Science Courses**

BIOL 122	Desert Plants	3.00
BIOL 196	Principles of Modern Biology I	4.00
BIOL 197	Principles of Modern Biology II	4.00
BIOL 220	Introduction to Ecological Principles	3.00
BIOL 305	Introduction to Conservation Biology	3.00
ENV 101	Introduction to Environmental Science	3.00
ENV 260	Environmental Measurement and Analysis	4.00
ENV 345	Environmental Regulations: History, Law, and Methods	3.00
ENV 480	Geographic Information System for Environmental Management	4.00
GEOG 117	Introduction to Meteorology	3.00
GEOL 101	Geology: Exploring Planet Earth	4.00
NRES 210	Environmental Pollution	3.00
NRES 304	Principles of Hydrology	3.00
NRES 322	Soils	3.00
NRES 467	Regional and Global Issues in Environmental Sciences	3.00
PHYS 151	General Physics I	4.00
STAT 391	Applied Statistics for Biological Science	3.00
NRES 485	Special Topics	1.00
		-
		3.00
BIOL 441	or Field Ecology	4.00
BIOL 470	or Topics in Applied Microbiology	3.00

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

History B.A.**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**College Core Curriculum (31-44)****English (3-8 credits)**

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to Cultural Diversity section of the Core Curriculum

Major Requirements (36)

HIST 101	US History to 1865	3.00
HIST 102	US History 1865 to Present	3.00
HIST 251	Historical Investigation	3.00
HIST 499	Senior Seminar in History	3.00

Additional history (24)

- At least eighteen (18) credits total must be at the 300-level or above. Course must be approved by the history advisor
- From these 24 credits, at least nine (9) must be selected from courses that fulfill either of the following requirements:
 - 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.)
 - 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	3.00
HIST 212	History of East Asia II	3.00
HIST 320	Hispanic Culture in the US	3.00
HIST 418	American Indian Relations	3.00
HIST 424	Role of Religion in US Culture	3.00
HIST 432	History of Women in the US	3.00
HIST 433	African-American History	3.00
HIST 436	Nazi Holocaust from American Perspective	3.00
HIST 444	Latinos in the American West	3.00
HIST 449	History of Japan	3.00
HIST 450	Modern Chinese History	3.00
HIST 470	History of Mexico	3.00
HIST 478	Middle Eastern Studies	3.00

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

History with a Pre-Law Concentration B.A.

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**College Core Curriculum (31-44)****English (3-8 credits)**

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

PHIL 135	Introduction to Ethics	3.00
	or	
PHIL 248	Professional Ethics	3.00

Constitution (3)

CH 203	American Experience and Constitutional Change	3.00
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Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (48)

BLW 302	Legal Environment	3.00
	or	
ENV 345	Environmental Regulations: History, Law, and Methods	3.00
	or	
PSY 469	Psychology and the Legal System	3.00
COM 101	Fundamentals of Speech Communication	3.00
HIST 101	US History to 1865	3.00
HIST 102	US History 1865 to Present	3.00
HIST 251	Historical Investigation	3.00
HIST 401	US Constitutional & Legal Hist	3.00
HIST 403	Modern American Civilization	3.00
HIST 499	Senior Seminar in History	3.00

PHIL 102 Critical Thinking and Reasoning 3.00

Additional history (21)

- At least fifteen (15) credits total must be at the 300-level or above. Course must be approved by the history advisor
- From these 21 credits, at least nine (9) must be selected from courses that fulfill either of the following requirements:
 - 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.)
 - 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	3.00
HIST 212	History of East Asia II	3.00
HIST 320	Hispanic Culture in the US	3.00
HIST 418	American Indian Relations	3.00
HIST 424	Role of Religion in US Culture	3.00
HIST 432	History of Women in the US	3.00
HIST 433	African-American History	3.00
HIST 436	Nazi Holocaust from American Perspective	3.00
HIST 444	Latinos in the American West	3.00
HIST 449	History of Japan	3.00
HIST 450	Modern Chinese History	3.00
HIST 470	History of Mexico	3.00
HIST 478	Middle Eastern Studies	3.00

Summary of credit requirements for the Bachelor of Arts in History with a Pre-Law Concentration

College Core Curriculum	31-41
Major Requirements	48
Electives (at least 19 credits must be upper division)	31-41
Total Credits	120

Interdisciplinary Studies

Interdisciplinary Studies B.A./B.S.

Mission Statement

The Bachelor of Interdisciplinary Studies degree provides an innovative alternative to traditional academic programs. Students in this program select two disciplinary concentrations (such as Visual Media and History or Education and Psychology), which combine to become the equivalent to a single major. The ability to study multiple disciplines allow students to tailor their degree to their own academic interest or career objectives. In the process of working through an individualized degree, students learn superior communication skills and gain experience in creative and critical thinking. To supplement the students' concentrations, the program features a series of core interdisciplinary courses that teach students how to

synthesize the methodologies of multiple disciplines and develop unique solutions to complex contemporary problems.

Learning Outcomes

Students earning an Interdisciplinary Studies degree will be able to:

- synthesize a personalized set of outcomes and independently work towards achieving them. Early in the program, the Interdisciplinary Studies student will work with the ISC faculty to develop these outcomes and create a plan for demonstrating them upon program completion.
- 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. Students will be able to recognize the strengths and limitations of various disciplinary perspectives and integrate these perspectives to present unique solutions to complex problems.
- demonstrate a mastery of their personalized outcomes. This outcome is illustrated by the completion of a final capstone project or a comparable series of smaller projects.

Admittance

- Admittance to the Interdisciplinary Studies program requires an initial application which clearly states the applicant's academic objectives and a proposed plan for achieving them. This application must be approved by the Academic Advisor and the 60+ Faculty Advisor for the Interdisciplinary Studies program. Both approvals are required before admittance.

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

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Interdisciplinary Studies Core (6)

ISC 300	Introduction to Interdisciplinary Studies	3.00
ISC 495	Capstone Course: Interdisciplinary Studies	3.00

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 Interdisciplinary 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

18-credit Minors

Refer to the Minor Section (p. 100) of the School of Liberal Arts and Sciences or the School of Education for details.

Liberal Arts and Sciences

- Biology
- Business
- Chemistry
- Communication
- Counseling (emphasis in Addiction Treatment & Prevention)
- Criminal Justice
- English
- Environmental and Resource Science
- Ethnic Studies

- History
- Law Enforcement
- Mathematics
- Professional Writing
- Promotion
- Psychology
- Sociology
- Visual Media

Education

- Education/Instruction

24-credit Concentrations

Select one of the following concentrations.

Biology

BIOL 196	Principles of Modern Biology I	4.00
BIOL 197	Principles of Modern Biology II	4.00
BIOL 300	Principles of Genetics	4.00
BIOL 405	Molecular Biology	3.00
BIOL 415	Evolution	3.00
	Upper Division Biology electives	6.00

Business

ACC 201	Financial Accounting	3.00
ACC 202	Managerial Accounting	3.00
BLW 302	Legal Environment	3.00
BUS 101	Introduction to Business	3.00
ECON 261	Principles of Statistics I	3.00
FIN 301	Principles of Managerial Finance	3.00
MGT 301	Principles of Management and Organizational Behavior	3.00
MKT 301	Marketing Management	3.00

Communication

COM 101	Fundamentals of Speech Communication	3.00
COM 102	Introduction to Interpersonal Communication	3.00
COM 216	Survey of Communication Studies	3.00
COM 315	Small Group Communication	3.00
COM 404	Principles of Persuasion	3.00
COM 412	Intercultural Communication	3.00
COM 485	Mass Media and Society	3.00

Upper Division COM Elective

Select one of the following:

COM 330	Selected Topics In Communication Studies	3.00
COM 380	Women in Media	3.00
COM 413	Argumentation	3.00
COM 431	Visual Literacy	3.00
COM 434	Conflict Management and Negotiation	3.00
COM 463	Case Studies in Public Relations	3.00
COM 464	Leadership: A Communication Perspective	3.00
COM 495	Independent Study	1.00
		-
		3.00

Criminal Justice

CRJ 104	Introduction to Administration of Justice	3.00
CRJ 200	Social Justice	3.00
CRJ 270	Criminology	3.00

Criminology-Select one of the following:

CRJ 444	Criminological Theory	3.00
CRJ 463	or Victimology	3.00

Law-Select one of the following:

CRJ 222	Criminal Law and Procedures	3.00
CRJ 419	or Law and Society	3.00

Social Justice-Select one of the following:

CRJ 321	Immigration and Justice	3.00
CRJ 438	or Social Inequality and Crime	3.00

Select two of the following:

CRJ 301	Research Methods in Criminal Justice	3.00
CRJ 302	Quantitative Application in Criminal Justice	3.00
CRJ 409	Youth, Crime, and Society	3.00
CRJ 411	Comparative Criminal Justice Systems	3.00
CRJ 429	Gender and Crime	3.00
CRJ 491	Internship in Criminal Justice	3.00
CRJ 299	Special Topics	3.00
CRJ 480	or Special Topics in Law and Social Control	3.00

Elementary Education

EDEL 433	Teaching Elementary School Math	3.00
EDRL 442	Literacy Instruction I	3.00
EDEL 443	Teaching Elementary School Science	3.00
EDEL 453	Teaching Elementary School Social Science	3.00
EDU 203	Introduction to Special Education	3.00
EDU 206	Classroom Learning Environment	3.00
EDU 250	Foundations of Education	3.00
PSY 307	Principles of Educational Psychology	3.00

English

ENG 298	Writing About Literature	3.00
ENG 303	Introduction to Literary and Criticism	3.00
	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	12.00
	Upper Division English Electives	6.00

See English Degree (p. 88) program for complete group listings of Group 1, Group 2, Group 3, and Group 4.

Environmental and Resource Science

ENV 101	Introduction to Environmental Science	3.00
	200-level ENV or NRES course	
	Upper division ENV or NRES courses	15.00

Select one of the following:

GEOG 117	Introduction to Meteorology	3.00
GEOL 101	or Geology: Exploring Planet Earth	4.00

Health and Wellness**Select one of the following:**

NURS 337	Pathophysiology	3.00
KIN 175	or Physical Activity and Health	3.00

Select one of the following:**Select one of the following:**

PSY 466	Psychology of Sex	3.00
PSY 403	or Physiological Psychology	3.00

Select one of the following:

PSY 441	Abnormal Psychology	3.00
PSY 436	or Drugs, Addiction, and Mental Disorders	3.00

Select one of the following:

COU 320	Drugs and Behavior	3.00
COU 322	or Perspectives On Addiction	3.00
PSY 201	Lifespan Human Development	3.00
PSY 470	Health Psychology	3.00
NUTR 223	Principles of Nutrition	3.00

History

HIST 101	US History to 1865	3.00
HIST 102	US History 1865 to Present	3.00
HIST 251	Historical Investigation	3.00
HIST 499	Senior Seminar in History	3.00
	History Electives	12.00

History Electives: three courses Upper Division; two courses must be non-American and non-European. See History Degree (p. 90) program for listing.

Information Management and Technology

IS 101	Introduction to Information Systems	3.00
ENG 407A	Fundamentals of Business Writing	3.00

Select one of the Foundation courses:

BUS 101	Introduction to Business	3.00
CS 135	or Computer Science I	3.00

Select one of the following:

IS 301	Management Information Systems	3.00
CS 135	or Computer Science I	3.00

			Applied Methods and Populations	3.00
			Psychology Electives	6.00
Select one of the Marketing courses:			Foundations and Principles and Applied Methods and Populations: See Psychology degree (p. 97) for full course options	
MKT 210	Marketing Principles	3.00		
	or			
MKT 312	Buyer Behavior	3.00		
	or			
MKT 400	Market Research	3.00		
Select one of the Visual Literacy courses:			Law Enforcement	
COM 220	Visual Communication	3.00	PSC 307	Legal Issues for Command Level Officers
	or			
COM 431	Visual Literacy	3.00	PSC 308	Mass Media and the Police
	or		PSC 403	Law Enforcement Management
EDU 417			PSC 441	Public Financial Administration
	or		PSC 442	Public Personnel Administration
VIS 261	Concepts and History of Digital Media	3.00	PSC 464	Contemporary Issues in Law Enforcement
	or4			Law Enforcement Elective
VMT 361	Concepts of Media Arts	3.00		6.00
Select one of the Business/Marketing courses:			Visual Media	
BUS 320	Introduction to E-Business	3.00	24 credits of Visual Media courses chosen with an academic advisor. At least 12 credits must be at the upper division level.	
	or			
COM 261	Introduction to Public Relations	3.00		
	or			
COM 262	Introduction to Advertising	3.00		
	or			
MKT 301	Marketing Management	3.00		
	or4			
MKT 380	Principles of Internet Marketing	3.00		
	or			
MKT 423	Advertising Management	3.00		
Select one of the Digital Production courses:			Public Administration in Law Enforcement B.P.A.L.E.	
ART 243	Digital Imaging	3.00	Mission Statement	
	or		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.	
EDUC 409	Technology Applications of Education	3.00	Learning Outcomes	
	or		NSC Public Administration in Law Enforcement students develop skills and aptitude in the following areas:	
EDU 416			Critical Thinking	
	or		<ul style="list-style-type: none"> 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 	
VIS 290	Introduction to Digital Cinema	3.00	Communication	
	or4		<ul style="list-style-type: none"> Successful students will understand and apply varied aspects and theories of effective organizational communication in both written and oral formats 	
VIS 292	Introduction to Digital Editing	3.00	Effective Citizenship	
	or		<ul style="list-style-type: none"> 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 	
VIS 380	Typography and Publication Design	3.00		
Mathematics				
MATH 181	Calculus I	4.00		
MATH 182	Calculus II	4.00		
MATH 283	Calculus III	4.00		
	Upper Division Mathematics electives	9.00		
Select one of the following:				
MATH 330	Linear Algebra I	3.00		
	or			
MATH 430	Linear Algebra II	3.00		
Psychology				
PSY 101	General Psychology	3.00		
PSY 210	Introduction to Statistical Methods	3.00		
PSY 240	Introduction to Research Methods	3.00		
	Foundations and Principles	6.00		

Curriculum

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Major Requirements (36)

Law Enforcement

PSC 307	Legal Issues for Command Level Officers	3.00
PSC 308	Mass Media and the Police	3.00
PSC 403	Law Enforcement Management	3.00
PSC 461	Executive Leadership	3.00
PSC 464	Contemporary Issues in Law Enforcement	3.00

Leadership and Public Administration

CRJ 412	Leadership and Administration in Problem Solving	3.00
CRJ 413	Dilemmas in Law Enforcement	3.00
PSC 306	Effective Organizational Communication	3.00
PSC 441	Public Financial Administration	3.00
PSC 442	Public Personnel Administration	3.00

Organizational Management

MGT 301	Principles of Management and Organizational Behavior	3.00
MGT 492	Advanced Organizational Management	3.00

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)	40-53
Total Credits	120

Management B.A.S.

Program Completion Requirements

1. Completion of an AAS degree at an accredited community college.
2. A minimum of 120 credits must be earned, with a minimum of 32 credits completed at Nevada State College in upper division courses. 60 of the 120 credits must be earned at four-year colleges or universities.

Curriculum

Completion of an AAS Degree (at least 60 credits) prior to entering the program

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.)

English (3 credits)

ENG 102	Composition II	3.00
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Mathematics (3 credits)

MATH 124	College Algebra	3.00
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Natural Sciences (4 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Applied Science Management Core Curriculum (21 credits)

ECON 261	Principles of Statistics I	3.00
ENG 407A	Fundamentals of Business Writing	3.00
	or	
ENG 407B	Fundamentals of Technical Writing	3.00
FIN 301	Principles of Managerial Finance	3.00
IS 301	Management Information Systems	3.00

MGT 367	Human Resource Management	3.00
MKT 301	Marketing Management	3.00
PHIL 248	Professional Ethics	3.00

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 (as needed to bring total credits to 120, fulfill upper division residency requirement at Nevada State College, and 4-year institution credits)	
Total Credits	120

Psychology B.A./B.S.

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

Psychology B.A.

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

College Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution-3-6-credits

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Additional College requirements (6)

Students must earn a C- or higher in courses used to fulfill the additional college requirements below.

ANTH 101	Introduction to Cultural Anthropology	3.00
	Another Social Science course: COM (except 101 or 250), COU, ECON, PSC, SOC, WMST	3.00

Major Requirements (45-46)**Introductory course (3 credits)**

PSY 101	General Psychology	3.00
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Methods (6 credits)

Methods courses are only offered as in-person courses. These courses should be completed by the end of a student's sophomore year.

PSY 210	Introduction to Statistical Methods	3.00
PSY 240	Introduction to Research Methods	3.00

Foundations and Principles (15 credits)

Choose five courses. Two courses must be selected from Group I and two courses must be selected from Group II.

Group I

Choose at least 2 courses from the following:

PSY 403	Physiological Psychology	3.00
PSY 405	Perception	3.00
PSY 416	Cognitive Psychology	3.00
PSY 420	Psychology of Learning	3.00

Group II

Choose at least 2 courses from the following:

PSY 201	Lifespan Human Development	3.00
PSY 435	Personality	3.00
PSY 441	Abnormal Psychology	3.00
PSY 460	Social Psychology	3.00

Applied Methods and Specific Populations (6 credits)

Choose two course from the following:

COU 320	Drugs and Behavior	3.00
PSY 307	Principles of Educational Psychology	3.00
PSY 436	Drugs, Addiction, and Mental Disorders	3.00
PSY 450	Industrial and Organizational Psychology	3.00
PSY 466	Psychology of Sex	3.00
PSY 468	Psychology of Inequality	3.00
PSY 469	Psychology and the Legal System	3.00
PSY 470	Health Psychology	3.00
PSY 481	Principles of Psychological Assessment	3.00

Direct Learning (3-4 credits)

Choose one course from the following:

PSY 375	Advanced Undergraduate Research	3.00
PSY 497	or Supervised Field Experience	4.00

PSY 375 and PSY 497 are only offered as in-person courses. They are available in the Fall and Spring semesters only.

Psychology Electives (12 credits)

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	45-46
Electives (at least 21 must be upper division)	24-38
Total Credits	120

Psychology B.S.

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**Core Curriculum (35-47)****English (3-8 credits)**

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (4 credits)

Mathematics requirement should be completed by the end of a student's sophomore year.

MATH 181	Calculus I	4.00
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Natural Sciences (10-12 credits)

One course in Biological Science
(prefix: BIOL)
One course in Physical Science
(prefix: AST, CHEM, or PHYS)
One course in Earth Science
(prefix: GEOG – excluding GEOG
106, GEOL, ENV, or NRES)

Among the above requirements, one course must include a laboratory component.

Social Sciences (3 credits)

SOC 101	Principles of Sociology	3.00
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Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum

Additional College requirements (6 credits)

Students must earn a C- or higher in courses used to fulfill the additional college requirements below.

	Another Social Science Course:	3.00
	ANTH, COM (except 101 or 250),	
	COU, ECON, PSC, SOC, WMST	
PHIL 102	Critical Thinking and Reasoning	3.00

Major Requirements (45)**Introductory course (3 credits)**

PSY 101	General Psychology	3.00
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Methods (9 credits)

PSY 210	Introduction to Statistical Methods	3.00
PSY 240	Introduction to Research Methods	3.00
PSY 375	Advanced Undergraduate Research	3.00

Methods courses are only offered as in-person courses.

These courses should be completed by the end of a student's sophomore year. PSY 375 is available in the Fall and Spring semesters only.

Foundations and Principles (15 credits)**Group I**

Choose three courses from the following:

PSY 403	Physiological Psychology	3.00
PSY 405	Perception	3.00
PSY 416	Cognitive Psychology	3.00
PSY 420	Psychology of Learning	3.00

Group II

Choose two courses from the following:

PSY 201	Lifespan Human Development	3.00
PSY 435	Personality	3.00
PSY 441	Abnormal Psychology	3.00
PSY 460	Social Psychology	3.00

Applied Methods and Specific Populations (6 credits)

Choose two courses from the following:

PSY 307	Principles of Educational Psychology	3.00
PSY 436	Drugs, Addiction, and Mental Disorders	3.00
PSY 450	Industrial and Organizational Psychology	3.00
PSY 466	Psychology of Sex	3.00
PSY 468	Psychology of Inequality	3.00
PSY 469	Psychology and the Legal System	3.00
PSY 470	Health Psychology	3.00
PSY 481	Principles of Psychological Assessment	3.00

Psychology Electives (12 credits)

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	45
Electives (at least 21 must be upper division)	22-34
Total Credits	120

Visual Media B.A.**Mission Statement**

The Bachelor of Arts in Visual Media is a unique program in Nevada, designed to help students engage with and thrive in a culture that is increasingly visual and digital. As video-sharing sites like YouTube have revolutionized the internet, video has become a core communication strategy, allowing viewers to see and experience information dynamically. The Visual Media program equips students to understand and produce these images, giving them powerful communication tools and strategies to thrive in a media-rich culture.

Learning Outcomes

Graduates of the Visual Media program can

- Explain the historical development of visual media;
- Analyze the role of contemporary media using a variety of critical and theoretical approaches;
- Using multiple tools and skillsets to craft compelling visual narratives;
- Create a final portfolio that shows an understanding of the ways in which criticism and production intersect;

- Apply their knowledge and production skills to promote community groups or non-profit organizations.

Curriculum

Core Curriculum (31-44)

English (3-8 credits)

Refer to the English section of the Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to the Study and Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (7-8 credits)

Refer to the Natural Sciences section of the Core Curriculum.

Social Sciences (3 credits)

Refer to the Social Sciences section of the Core Curriculum.

Fine Arts (3 credits)

Refer to the Fine Arts section of the Core Curriculum.

Humanities (6 credits)

Refer to the Humanities section of the Core Curriculum.

Constitution (3-6 credits)

Refer to the Constitution section of the Core Curriculum.

Cultural Diversity (3 credits)

Refer to the Cultural Diversity section of the Core Curriculum.

Major Requirement (54)

Foundations (12 credits)

FIS 110	Language of Film	3.00
ART 141	Introduction to Digital Photography	3.00
VIS 261	Concepts and History of Digital Media	3.00
VIS 290	Introduction to Digital Cinema	3.00

Credits in an Area of Speciality (21 credits)

Digital Cinema Production

VIS 110	Storyboarding	3.00
VIS 111	Writing the Narrative Screenplay	3.00
VIS 292	Introduction to Digital Editing	3.00
VIS 341	Sound Design for Media Product	4.00
FIS 326	Cinematography	3.00
VIS 490	Advanced Digital Cinema	3.00
VMT 490	Senior Projects	3.00

Or

Animation

ART 101	Drawing I	3.00
VIS 110	Storyboarding	3.00
VIS 112	Introduction to Animation	3.00
VIS 120	Introduction to Computer Animation	3.00
VIS 320	Advanced Digital Animation	3.00
VIS 492	Advanced Digital Editing	3.00
VMT 490	Senior Projects	3.00

Theory and Criticism (12 credits)

Select four (4) courses from the following:

COM 220	Visual Communication	3.00
VIS 362	Introduction to Contemporary Critical Theory in Art and Technology	3.00
VMT 361	Concepts of Media Arts	3.00
ENG 476B	History of the American Film	3.00
ENG 477C	Genre Studies in Film	3.00
FIS 410	Major Figures in the Cinema	3.00
FIS 470	Women in Film	3.00
FIS 400	Film Theory	3.00
FIS 495/ENG 477A	Film and Literature	3.00

Portfolio (3 credits)

VMT 496	Senior Portfolio	3.00
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Electives (6 credits)

Any FIS, VIS, or VMT course not already used	6.00
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Summary of credit requirements for the Bachelor of Arts in Visual Media

College Core Curriculum	31-44
Major Core Requirements	54
Electives (at least 15 credits must be upper division)	22-35
Total Credits	120

Minors

Biology Minor

Degree Requirements

Required Courses

BIOL 196	Principles of Modern Biology I	4.00
BIOL 197	Principles of Modern Biology II	4.00
BIOL 300	Principles of Genetics	4.00
BIOL 405	Molecular Biology	3.00
BIOL 415	Evolution	3.00

Prerequisites to the Minor

MATH 128	Pre-Calculus and Trigonometry or	5.00
MATH 181	Calculus I	4.00

Business Minor

Degree Requirements

Required Courses

ACC 201	Financial Accounting	3.00
BUS 101	Introduction to Business	3.00
ECON 103	Principles of Macroeconomics	3.00
MGT 301	Principles of Management and Organizational Behavior	3.00
MKT 301	Marketing Management	3.00

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Select one of the following:

BLW 302	Legal Environment	3.00
MGT 492	Advanced Organizational Management	3.00

Chemistry Minor

Degree Requirements

Required Courses

CHEM 122	General Chemistry II	4.00
CHEM 242	Organic Chemistry II	4.00
CHEM 475	Biochemistry II	3.00
CHEM 445	Organic Spectroscopy and Structure Determination	4.00
CHEM 377	Natural Product Chemistry	4.00

Communication Minor

Degree Requirements

Required Courses

COM 412	Intercultural Communication	3.00
COM 434	Conflict Management and Negotiation	3.00
	Communication Electives (3 credits must be Upper Division)	9.00

Select one of the following:

COM 216	Survey of Communication Studies	3.00
COM 218	Survey of Mass Communication	3.00

Counseling Minor (emphasis in Addiction Treatment and Prevention)

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.

The counseling 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.

Degree Requirements

Required Courses

COU 300	Introduction to Human Services and Counseling	3.00
COU 315	Counseling Skills in Human Services	3.00

COU 320	Drugs and Behavior	3.00
COU 322	Perspectives On Addiction	3.00
COU 427	Identification and Assessment in Addictions	3.00
COU 430	Advanced Professional Issues in Substance Abuse	3.00

The following is not required for the minor, but is recommended:

COU 497	Supervised Field Experience	4.00
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Criminal Justice Minor

Degree Requirements

Required Courses

CRJ 104	Introduction to Administration of Justice	3.00
CRJ 222	Criminal Law & Procedures	3.00
CRJ 270	Criminology	3.00

Criminal Justice Elective (9 units)

Any of the following courses may be used to fulfill the elective requirement:

CRJ 200	Social Justice	3.00
CRJ 301	Research Methods in Criminal Justice	3.00
CRJ 321	Immigration and Justice	3.00
CRJ 326	Vice, Drugs, and the Law	3.00
CRJ 409	Youth, Crime, and Society	3.00
CRJ 411	Comparative Criminal Justice Systems	3.00
CRJ 413	Dilemmas in Law Enforcement	3.00
CRJ 419	Law and Society	3.00
CRJ 429	Gender and Crime	3.00
CRJ 438	Social Inequality and Crime	3.00
CRJ 444	Criminological Theory	3.00
CRJ 463	Victimology	3.00
CRJ 480	Special Topics in Law and Social Control	3.00
CRJ 481	Terrorism: Theory and Response	3.00
CRJ 491	Internship in Criminal Justice	3.00

English Minor

Degree Requirements

Required Courses

ENG 298	Writing About Literature	3.00
ENG 303	Introduction to Literary and Criticism	3.00
	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	12.00

See English Degree (p. 88) program for complete group listings of Group 1, Group 2, Group 3, and Group 4.

Environmental and Resource Science Minor

Degree Requirements

Required Courses

ENV 101	Introduction to Environmental Science	3.00
	200-level ENV or NRES course	3.00
	Upper division ENV or NRES courses	9.00

Select one of the following:

GEOG 117	Introduction to Meteorology	3.00
GEOL 101	Geology: Exploring Planet Earth	4.00

Ethnic Studies Minor

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.

Degree Requirements

Required Courses

ETS 101	Introduction to Ethnic Studies	3.00
ETS 302	Theories and Methods in Ethnic Studies	3.00

Pick one course from each of the following groups (12)

African-American Studies (3 credits)

HIST 433	African-American History	3.00
ENG 495C	African-American Literature	3.00

U.S. Latino/a – Chicano/a Studies (3 credits)

ETS 375	US Lation/a-Chicano/a Experience	3.00
HIST 444	Latinos in the American West	3.00
ENG 496A	Themes in Modern Chicano Literature	3.00

Asian-American Studies (3 credits)

ETS 435	Asian-American Identities in Comparative Context	3.00
ENG 490	Asian American Literature	3.00

Native American Studies (3 credits)

HIST 418	American Indian Relations	3.00
ENG 494A	Native American Literature	3.00

History Minor

Degree Requirements

Required Courses

HIST 101	US History to 1865	3.00
HIST 102	US History 1865 to Present	3.00
HIST 251	Historical Investigation	3.00
HIST 499	Senior Seminar in History	3.00
	Upper Division History Courses (At least one Non-European and Non-American)	6.00

Law Enforcement Minor

Degree Requirements

Required Courses

PSC 307	Legal Issues for Command Level Officers	3.00
PSC 403	Law Enforcement Management	3.00
PSC 441	Public Financial Administration	3.00
PSC 442	Public Personnel Administration	3.00
	Law Enforcement Elective	6.00

Mathematics Minor

Degree Requirements

Required Courses

MATH 181	Calculus I	4.00
MATH 182	Calculus II	4.00
	Upper Division Mathematics Electives (2 courses)	6-8.00

Choose one of the following:

MATH 283	Calculus III	4.00
MATH 330	Linear Algebra I	3.00
MATH 430	Linear Algebra II	3.00

Professional Writing Minor

Degree Requirements

Basic Professional Writing (3 credits)

ENG 204	Introduction to Professional Writing	3.00
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Business Communication (6 credits)

Select two from the following:

COM 221	Social Media	3.00
COM 261	Introduction to Public Relations	3.00
COM 404	Principles of Persuasion	3.00

Advanced Writing (6 credits)

ENG 407A	Fundamentals of Business Writing	3.00
ENG 411B	Principles of Modern Grammar	3.00

Practical Professional Writing (3 credits)

COM 495	Independent Study	1.00
		-
		3.00

Promotion Minor**Degree Requirements****Required Courses**

COM 315	Small Group Communication	3.00
COM 404	Principles of Persuasion	3.00
COM 412	Intercultural Communication	3.00
COU 300	Introduction to Human Services and Counseling	3.00
PSY 240	Introduction to Research Methods	3.00
PSY 420	Psychology of Learning	3.00

Psychology Minor**Degree Requirements****Required Courses**

PSY 101	General Psychology	3.00
	Foundations and Principles	6.00
	Applied Methods and Populations	3.00
	Psychology Electives (not PSY 210)	6.00

Sociology Minor

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.

Degree Requirements**Required Courses**

SOC 101	Principles of Sociology	3.00
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Pick two of the following courses (6 credits)

SOC 441	Social Inequality	3.00
SOC 453	Gender and Society	3.00
SOC 471	Racial and Ethnic Conflict in the United States	3.00

Electives (9 credits)

Any course with a SOC prefix
WMST 101 can also be taken as
part of the elective credit

Visual Media Minor**Degree Requirements****Required Courses**

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

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.

Nursing B.S.

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 (Pre-licensure Tracks)

To establish eligibility for admission into the pre-licensure 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 (p. 104) 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 in the Fall must be taken at NSC. Courses taken during the Spring before entering the program in the Summer must be taken at NSC.
- No more than 12 credits may be in progress when applying to the nursing program for **Spring and Summer** 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.
- Score on TEAS (version V) preadmission test is required.
- Enrollment in the nursing program may be limited.

Admission Requirements to the Nursing Program (RN to BSN Track)

To establish eligibility for admission into the RN to BSN nursing program, students must have the following:

- Associate degree or diploma from an accredited nursing program.
- A current Registered Nurse (RN) license that must be maintained throughout the course of the program.
- A cumulative GPA on all coursework of 2.5 or above and a nursing program specific (i.e., program prerequisites) GPA of 3.0 or above.

Retention Requirements (Pre-licensure and RN to BSN Tracks)

- Students must earn a grade of "C" or higher in each course of the nursing curriculum to continue in the program.
- Must maintain at least a 2.0 cumulative GPA.

Provisional Admission to the Nursing Program (Pre-licensure Track only)

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 (p. 104) for more detailed information.)

Health Documents (Pre-licensure Track only)

Students must provide their own health insurance, as well as their own transportation to clinical sites. They must also purchase and create an account with an online immunization/document tracking system and will be responsible for submitting all of the School of Nursing's required documentation to this account. These documents will show that the students have met various health requirements prior to entry into the nursing major and include:

1. Hepatitis B vaccination series
2. Mumps vaccine (2 doses) or titer
3. Rubella vaccine (2 doses) or titer
4. Rubeola vaccine (2 doses) or titer
5. Tetanus and diphtheria: inoculation within past ten (10) years
6. Chickenpox (Varicella): documented illness, immunization (2 doses), or titer
7. 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. QuantiFERON-TB test for students with no history of receiving a PPD or have not been tested in the last 12 months;
 - d. Documentation of a negative chest x-ray within the past 6 months for students with a past positive PPD along with proof of the past positive PPD
8. All students with a history of a past positive PPD must complete yearly the tuberculosis signs and symptoms questionnaire available in the nursing program office.
 9. Flu vaccine (seasonal)
 10. Negative result to a 10-panel drug screen
 11. CPR certification (Basic Life Support (BLS) for Healthcare Providers course approved by the American Heart Association)
 12. Background check
 13. Physical examination within 3 months of starting the program
 14. Health History

Nursing B.S. (Regular Track)

Program Description

The Regular Track is the traditional route for new and transfer students to become professional nurses. Students in this track attend on a full-time basis for two years, excluding summers. 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.

Regular Track Prerequisites and Curriculum

Prerequisites (58-70 credits)

English (3-8 credits)

Refer to English section of Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to Study & Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

MATH 120	Fundamentals of College Mathematics or higher	3.00
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excluding MATH 122 and MATH 123

Natural Sciences (23 credits)

BIOL 189	Fundamentals of Life Science	4.00
BIOL 223	Human Anatomy & Physiology I	4.00
BIOL 224	Human Anatomy & Physiology II	4.00
BIOL 251	General Microbiology	4.00
CHEM 112	Introduction to Chemistry	4.00
CHS 421	Health and Wellness Across Life	3.00

Social Science (6 credits)

ANTH 101	Introduction to Cultural Anthropology or Principles of Sociology	3.00
SOC 101	Principles of Sociology	3.00
PSY 101	General Psychology	3.00

Fine Arts (3 credits)

Refer to Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to Humanities section of the Core Curriculum

COM 101	Fundamentals of Speech Communication	3.00
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Constitution (3-6 credits)

Refer to Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to Cultural Diversity section of the Core Curriculum

Statistical Methods (3 credits)

PSY 210	Introduction to Statistical Methods	3.00
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Additional Prerequisites (5 credits)

NURS 140	Medical Terminology	2.00
NURS 337	Pathophysiology	3.00

Curriculum (58 credits):

NURS 301	Health Assessment	4.00
NURS 323	Pharmacology	3.00
NURS 309	Foundations of Nursing Care	7.00
NURS 486	Gerontology	2.00
NURS 349	Maternal/Child Nursing	9.00
NURS 352	Adult Health Nursing I	6.00
NURS 418	Nursing Research Methods	3.00
NURS 404	Psychiatric/Mental Health Nursing	4.00
NURS 452	Adult Health Nursing II	7.00
NURS 437	Nursing Care in the Community	6.00
NURS 424	Transitions to Practice Seminar	2.00
NURS 447	Human Care Nursing Management	2.00
NURS 448	Professional Human Care Nursing - Practice	3.00

Electives (if necessary) (0-5)

Summary of credit requirements for the Bachelor of Science in Nursing (Regular Track)

Core Curriculum	58-70
Major Requirements	58
Electives	0-5
Total	121

Nursing B.S. (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. 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.

Accelerated Track Prerequisites and Curriculum**Prerequisites (58-70 credits)****English (3-8 credits)**

Refer to English section of Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to Study & Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

MATH 120	Fundamentals of College Mathematics or higher	3.00
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excluding MATH 122 and MATH 123

Natural Sciences (23 credits)

BIOL 189	Fundamentals of Life Science	4.00
BIOL 223	Human Anatomy & Physiology I	4.00
BIOL 224	Human Anatomy & Physiology II	4.00
BIOL 251	General Microbiology	4.00
CHEM 112	Introduction to Chemistry	4.00
CHS 421	Health and Wellness Across Life	3.00

Social Science (6 credits)

ANTH 101	Introduction to Cultural Anthropology or	3.00
SOC 101	Principles of Sociology	3.00
PSY 101	General Psychology	3.00

Fine Arts (3 credits)

Refer to Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to Humanities section of the Core Curriculum

COM 101	Fundamentals of Speech Communication	3.00
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Constitution (3-6 credits)

Refer to Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to Cultural Diversity section of the Core Curriculum

Statistical Methods (3 credits)

PSY 210	Introduction to Statistical Methods	3.00
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Additional Prerequisites (5 credits)

NURS 140	Medical Terminology	2.00
NURS 337	Pathophysiology	3.00

Curriculum (58 credits):

NURS 314	Professional Role Development and Communication	2.00
NURS 355	Community Health Concepts	1.00
NURS 302	Health Assessment: Lifespan and Community	5.50
NURS 324	Pharmacology for Nursing Practice	3.50
NURS 304	Nursing Skills and Technology	2.00
NURS 360	Managing Care of Adults I	6.00
NURS 420	Evidence-Based Practice and Research in Nursing	3.00
NURS 356	Community Health Concept Seminar	1.00
NURS 351	Care of Childbearing Families	4.00
NURS 341	Nursing Care of Children	4.00
NURS 361	Psychiatric/Mental Health Nursing	4.00
NURS 380	Managing Care of the Adult II	6.00

NURS 455	Public Health Concepts	2.00
NURS 442	Nursing Leadership, Management and Health Policy	2.00
NURS 460	Managing Care of the Adult III	6.00
NURS 480	Transition to Professional Role	6.00

Electives (if necessary) (0-5)**Summary of credit requirements for the Bachelor of Science in Nursing (Accelerated Track)**

Core Curriculum	58-70
Major Requirements	58
Electives	0-5
Total	121

Nursing B.S. (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.

Part-Time Track Prerequisites and Curriculum**Prerequisites (58-70 credits)****English (3-8 credits)**

Refer to English section of Core Curriculum

Study and Technology Skills (0-2 credits)

Refer to Study & Technology Skills section of the Core Curriculum

Mathematics (3-5 credits)

MATH 120	Fundamentals of College Mathematics or higher	3.00
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excluding MATH 122 and MATH 123

Natural Sciences (23 credits)

BIOL 189	Fundamentals of Life Science	4.00
BIOL 223	Human Anatomy & Physiology I	4.00
BIOL 224	Human Anatomy & Physiology II	4.00
BIOL 251	General Microbiology	4.00
CHEM 112	Introduction to Chemistry	4.00
CHS 421	Health and Wellness Across Life	3.00

Social Science (6 credits)

ANTH 101	Introduction to Cultural Anthropology or	3.00
SOC 101	Principles of Sociology	3.00
PSY 101	General Psychology	3.00

Fine Arts (3 credits)

Refer to Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to Humanities section of the Core Curriculum

COM 101	Fundamentals of Speech Communication	3.00
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Constitution (3-6 credits)

Refer to Constitution section of the Core Curriculum

Cultural Diversity (3 credits)

Refer to Cultural Diversity section of the Core Curriculum

Statistical Methods (3 credits)

PSY 210	Introduction to Statistical Methods	3.00
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Additional Pre-Requisites (5 credits)

NURS 140	Medical Terminology	2.00
NURS 337	Pathophysiology	3.00

Curriculum (58 credits):

NURS 301	Health Assessment	4.00
NURS 323	Pharmacology	3.00
NURS 309	Foundations of Nursing Care	7.00
NURS 349	Maternal/Child Nursing	9.00
NURS 352	Adult Health Nursing I	6.00
NURS 486	Gerontology	2.00
NURS 404	Psychiatric/Mental Health Nursing	4.00
NURS 418	Nursing Research Methods	3.00
NURS 452	Adult Health Nursing II	7.00
NURS 437	Nursing Care in the Community	6.00
NURS 424	Transitions to Practice Seminar	2.00
NURS 447	Human Care Nursing Management	2.00
NURS 448	Professional Human Care Nursing - Practice	3.00

Electives (if necessary) (0-5)

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

Core Curriculum	58-70
Major Requirements	58
Electives	0-5
Total	121

Nursing B.S. (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.

RN to BSN Track Prerequisites and Curriculum

Prerequisites (46-56 credits)**English (3-8 credits)**

Refer to English section of Core Curriculum

Mathematics (3-5 credits)

Refer to the Mathematics section of the Core Curriculum

Natural Sciences (19 credits)

BIOL 189	Fundamentals of Life Science	4.00
BIOL 223	Human Anatomy & Physiology I	4.00
BIOL 224	Human Anatomy & Physiology II	4.00
BIOL 251	General Microbiology	4.00
CHS 421	Health and Wellness Across Life	3.00

Social Science (6 credits)

ANTH 101	Introduction to Cultural Anthropology	3.00
	or	
SOC 101	Principles of Sociology	3.00
PSY 101	General Psychology	3.00

Fine Arts (3 credits)

Refer to Fine Arts section of the Core Curriculum

Humanities (6 credits)

Refer to Humanities section of the Core Curriculum

COM 412	Intercultural Communication	3.00
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Constitution (3-6 credits)

Refer to Constitution section of the Core Curriculum

Statistical Methods (3 credits)

PSY 210	Introduction to Statistical Methods	3.00
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Curriculum (73 credits):

NURS 311	Online Learning Tools for Success	1.00
NURS 310	Cultural Diversity in Healthcare	3.00
NURS 319	Chemical Principle of Pharmacology	4.00
NURS 337	Pathophysiology	3.00
NURS 408	Conceptual Bases of Nursing	3.00
NURS 410	Physical Assessment	3.00
NURS 416	Introduction to Nursing Informatics	3.00
NURS 418	Nursing Research Methods	3.00
NURS 440	Nursing Leadership in 21st Century	3.00
NURS 444	Human Care Nursing in the Community	6.00
	Upper Division Nursing Elective	3.00
	Prior Learning Credits	38.0

- *NURS 310: meets core Cultural Diversity requirement*
- **Prior Learning Credits:** 38 upper division nursing credits granted upon successful completion of NURS 408. Credit-by-Exam fee applies.

Choice of following graduate courses:

Students interested in applying to the UNLV Family Nurse Practitioner Program can take two courses at UNLV:

NURS 703	Advanced Health Assessment (taken in place of NURS 410)	3.00
NURS 704	Advanced Pathophysiology and Genetics I (taken in place of NURS 337)	3.00

Electives (if necessary) (0-2)

**Summary of credit requirements for the
Bachelor of Science in Nursing (RN to BSN
Track)**

Core Curriculum	46-56
Major Requirements	73
Electives	0-2
Total Credits	121

COURSES

ACC - Accounting

ACC 201 - Financial Accounting (3.00)

Purpose and nature of accounting, measuring business income, accounting principles, assets and equity accounting for external financial reporting. Course offered Fall and Summer. Pre-requisite(s): MATH 097 or higher.

ACC 202 - Managerial Accounting (3.00)

Forms of business organization; cost concepts and decision making; break-even analysis, fixed and variable costs, budgeting for internal reporting. Course offered Spring and Summer. Pre-requisite(s): ACC 201

ACC 490 - Independent Study (1.00 - 3.00)

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

AES - Air Force ROTC

AES 110 - Foundations of United States Air Force I (1.00)

Survey course designed to introduce AFROTC cadets and prospective Air Force officers to the Air Force culture. Describes heritage and structure of the United State Air Force and opportunities available to the Air Force corps.

AES 111 - AFROTC Leadership Lab I-A (2.00)

Progression of experiences 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(s): AES 110.

AES 120 - Foundation of United States Air Force II (1.00)

Survey course designed to introduce AFROTC cadets to the leadership aspects of being an Air Force officer and the environment in which the Air Force officer functions. Course emphasizes the Air Force's core values and other unique characteristics of serving in the United States Air Force. Pre-requisite(s): AES 110.

AES 230 - Evolution of USAF Air and Space Power I (1.00)

Survey course designed to trace the development of the U.S. Air Force air and space power through a historical prism. Begins with the study of early flight and concludes with the Korean conflict. Special emphasis is places on the

evolving nature of Air Force capabilities, functions, and doctrine.

AES 231 - AFROTC Leadership II-A (2.00)

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/F grading only. Co-requisite: AES 230.

AES 240 - Evolution of USAF Air and Space Power II (1.00)

Survey course to trace the development of U.S. Air Force air and space power through a historical prism. Begins with study of the Vietnam War and concludes with the second war against Iraq. Emphasis placed on evolving nature of Air Force capabilities, functions, and doctrine. Pre-requisite(s): AES 230

AES 351 - Air Force Leadership Studies I (3.00)

Designed to provide AFROTC cadets the opportunity to study and master the leadership, management, and communication skills required of successful Air Force officers. Participative and interactive learning methodologies are used throughout to ensure students have internalized and can apply concepts being studied. Pre-requisite(s): AES 240 or junior standing

AES 352 - AFROTC Leadership Lab III-A (2.00)

Student 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 - USAF Leadership Studies II (3.00)

Designed to provide AFROTC cadets the opportunity to study and master the leadership, management, and communication skills required of successful Air Force officers. Emphasis placed on the study of military ethics, leadership accountability and professional relations. Participative and interactive learning methodologies used throughout. Pre-requisite(s): AES 351 or junior standing..

AES 471 - National Security Affairs/ Preparation for Active Duty I (3.00)

Provides advanced AFROTC cadets the opportunity to study the national security policy process, the make-up and joint nature of the U.S. military and pertinent regional issues. Participative and interactive learning

methodologies used throughout. Continued emphasis placed on developing effective leadership and communication skills. Pre-requisite(s): AES 361 or junior standing.

AES 472 - AFROTC Leadership Lab IV-A (2.00)

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 (3.00)

Provides advanced AFROTC cadets the opportunity to study regional issues impacting the U.S. Air Force, the unique aspects of the profession of arms and prepare them to enter active duty as an Air Force officer. Continued emphasis placed on developing effective leadership and communication skills. Pre-requisite(s): AES 471 or junior standing

AM - American Sign Language

AM 145 - American Sign Language I (4.00)

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 (4.00)

Broaden vocabulary and communication skills using sign language. Satisfies Humanities Core Curriculum. Pre-requisite(s): AM 145.

AM 147 - American Sign Language III (4.00)

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 (4.00)

This course encourages the student to expand discourse in ASL on everyday topics. Satisfies Humanities Core Curriculum. Pre-requisite(s): AM 147

AM 149 - American Sign Language V (4.00)

A course intended to encourage students to further develop their conversational ASL abilities, particularly in the area of self-expression. Prerequisite: AM 148.

ANTH - Anthropology

ANTH 101 - Introduction to Cultural Anthropology (3.00)

Introduction to human culture and society. Understanding human diversity through comparative study of politics, religion, economics, and kinship. Offered in Fall, Spring,

and Summer sessions. Satisfies Social Science Core Curriculum or Cultural Diversity Core Curriculum (can only be used for one category).

ANTH 102 - Introduction to Physical Anthropology (3.00)

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. (NOTE: this course has no prerequisites). Satisfies Natural Science Core Curriculum.

ANTH 105 - Introduction to World Archaeology (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

Summer instruction and practice in survey, excavation, and analysis. Pre-requisite(s): special advance application.

ANTH 499 - Independent Study (1.00 - 3.00)

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

ART - Art

ART 100 - Visual Foundations (3.00)

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

ART 101 - Drawing I (3.00)

Basic course designed to offer a disciplined foundation in drawing concepts based on visual observations. Six hours of studio.

ART 141 - Introduction to Digital Photography (3.00)

An introduction to digital photography and the aesthetics of digital images. Topics include advanced camera controls, shooting techniques, digital editing, and methods of critiquing photographs.

ART 160 - Art Appreciation (3.00)

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. Satisfies Fine Arts Core Curriculum.

ART 170 - Beginning Black and White Photography (3.00)

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 (3.00)

Introduction to the concepts and practices of computer imaging and the use of related media with emphasis on creative applications of digital technology. Software covered in this course includes Photoshop and Illustrator. (Formerly ART 230)

ART 260 - Survey of Art History I (3.00)

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 (3.00)

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 (3.00)

A survey of the most important developments in European and American art history from Neoimpressionism through the developing avant-garde 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 (3.00)

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 (1.00 - 3.00)

Independent study in selected topics. May be repeated to a maximum of six credits.

ART 495 - Special Topics (3.00)

May be repeated to a maximum of 12 credits. Pre-requisite(s) 6 credits of Upper Division art history.

AST - Astronomy**AST 103 - Introduction Astronomy: Solar System (3.00)**

Beginning level survey that discusses the nearby objects of our solar system, the formation and evolution of planetary bodies and the exploration of space. A minimum of mathematics is required. Recommended for non-science majors. Satisfies Natural Sciences Core Curriculum.

AST 104 - Introduction Astronomy: Stars and Galaxies (3.00)

Survey course at the beginning level which discusses stellar systems and galaxies. Topics include stellar evolution, formation of galaxies, and cosmology. A minimum of mathematics is required. Recommended for non-science majors. Satisfies Natural Sciences Core Curriculum.

AST 105 - Introduction Astronomy: Stars and Galaxies Laboratory (1.00)

Laboratory exercises in astronomy presented in the tradition of the amateur astronomer. Instruction includes observation of celestial objects as well as laboratory exercises to investigate the physical nature of astronomical objects. Instruction on the use of telescopes and the process of the scientific method presented. Recommended for non-science majors. Satisfies Natural Sciences Core Curriculum. Pre/Co-requisite(s): AST 103 or AST 104; \$25 lab fee.

BIOL - Biology**BIOL 101 - Biology for Non-Majors (4.00)**

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. \$35 lab fee.

BIOL 122 - Desert Plants (3.00)

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.

Offered: EVENSRING.

BIOL 189 - Fundamentals of Life Science (4.00)

Survey of contemporary biology: includes structure, function, interactions and evolutionary origins of living systems. For biology majors and others who require biology as part of their professional career preparation. Satisfies the Natural Sciences Core Curriculum. Recommended Pre-requisite(s): MATH 124; \$35 lab fee.

BIOL 196 - Principles of Modern Biology I (4.00)

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.

Offered: EVERYFALL.

BIOL 197 - Principles of Modern Biology II (4.00)

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.

Offered: EVERYSRNG.

BIOL 209 - Cell Processes (3.00)

The course will address fundamental principles cellular phenomena in eukaryotic cells including the organization of cells and their organelles, signal transduction, cytoskeletal systems, cell movement and cellular communication. This course is recommended for biology majors interested in careers in biomedical science. Prerequisite: Biol 196

BIOL 211 - Introduction to Field Biology (4.00)

An introduction to field safety, navigation, species diagnosis, data collection, analysis, and experimental design associated with field biology. Classroom, field, and laboratory techniques associated with the evaluation and interpretation of field data will be included. Pre-requisite(s): BIOL 197. Cross-listed with ENV 260.

BIOL 220 - Introduction to Ecological Principles (3.00)

An introduction to the principles of modern ecology at the population, community, and ecosystem levels. This course is suggested for biology majors interested in careers in animal behavior, ecology, conservation, and environmental studies. This course is cross-listed with ENV 220. Pre-requisite(s): Biol 197

BIOL 223 - Human Anatomy & Physiology I (4.00)

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 & Physiology II (4.00)

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 (4.00)

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 (4.00)

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, BIOL 197, CHEM 121, CHEM 122, and MATH 124 as a pre-requisite or MATH 127 as a co-requisite. \$35 lab fee.

Offered: EVERYFALL.

BIOL 305 - Introduction to Conservation Biology (3.00)

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.

Offered: EVERYFALL.

BIOL 351 - Microbiology (4.00)

This microbiology course provides in-depth coverage of prokaryotic cell structure, function, genetics, diversity, ecology, and pathogenesis, with an emphasis on microbial metabolism, bacterial genetics and molecular mechanisms. Other microbes (such as protozoa, viruses and fungi) will also be discussed and applications of microbiology to medicine and environmental science will be explored. Pre-requisite(s): BIOL 196, BIOL 197, CHEM 121; \$35 lab fee.

BIOL 405 - Molecular Biology (3.00)

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).

Offered: EVERYSRNG.

BIOL 409 - Virology (3.00)

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 (3.00)

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, BIOL 209, CHEM 121, CHEM 122, CHEM 241, CHEM 242. Recommended: CHEM 474

Offered: EVENFALL.

BIOL 415 - Evolution (3.00)

Pattern and process in the evolution of life on earth. Course offered in Spring Semesters. Pre-requisite(s): BIOL 196, BIOL 197, BIOL 300, CHEM 121, and MATH 128.

Offered: EVERYSRNG.

BIOL 416 - Bioinformatics

This class covers basic principles in bioinformatics. Students will learn how biological information is obtained, stored, and analyzed with computational tools and software. Applications of bioinformatics in medicine, ecology and environmental science will be explored. Pre-requisite(s): BIOL 300

BIOL 433 - Ornithology (4.00)

Principles of avian biology, ecology, and evolution. Pre-requisite(s): BIOL 197

BIOL 441 - Field Ecology (4.00)

Introduction to ecological research. Pre-requisite(s): BIOL 220 and STAT 391; \$35 lab fee.

BIOL 447 - Comparative Animal Physiology (4.00)

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 450 - Special Topics (3.00 - 4.00)

Relevant topics in the field of Biology to be determined by instructor. May or may not include a field/lab component. Contact the Physical and Life Science Department Chair for more details. Pre-requisite(s): BIOL 189, BIOL 196 or BIOL 197

BIOL 453 - Immunology (3.00)

Study of the immune response, cell-mediated and humoral. Topics include the diversity of antibodies and antigen receptors, evolution of immunity, cell-cell interactions, importance of major histocompatibility complex immune regulation, and immunity to microorganisms. Course offered in even Spring Semesters. Pre-requisite(s): BIOL 196, 197, 251, 300, CHEM 121, 122, 241, and MATH 128.

Offered: EVENSRING.

BIOL 457 - Molecular and Cellular Immunology (4.00)

Study of the immune response, cell-mediated and humoral. Topics include the diversity of antibodies and antigen receptors, evolution of immunity, cell-cell interactions, importance of major histocompatibility complex immune regulation, and immunity to microorganisms. Immunologic

and molecular techniques used in diagnosis of health and disease will be explored in a laboratory setting, including cellular assays, flow cytometry, ELISA, and PCR techniques. Pre-requisite(s): BIOL 196 and BIOL 209 or BIOL 300; \$35.00 lab fee.

BIOL 460 - Microbial Physiology (4.00)

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 (3.00)

Applications may include bioremediation, food, agriculture, pharmaceuticals, vaccine development, water treatment, or genetic engineering. Presentation and discussion of current literature. Topics published in the class schedule. Maximum of two different topics may be selected for a total of six credits. Pre-requisite(s): BIOL 196, BIOL 197, CHEM 121, and CHEM 122.

BIOL 473 - Advanced Topics in Cell and Molecular Biology (3.00)

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, BIOL 197, BIOL 209 or BIOL 300, CHEM 121, CHEM 122.

Offered: ODDSPRING.

BIOL 475 - Neurobiology (3.00)

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 209 or BIOL 300, CHEM 121, CHEM 122.

Offered: ODDFALL.

BIOL 491 - Independent Study (1.00 - 3.00)

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

BIOL 492 - Undergraduate Research (3.00 - 6.00)

Enrollment requires permission of instructor. May be repeated for up to 6 credits. \$35 lab fee.

BIOL 493 - Undergraduate Seminar (1.00)

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 Science (1.00 -2.00)

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.

BLW - Business Law

BLW 302 - Legal Environment (3.00)

Nature and function of law; the legal system; constitutional law; administrative law; antitrust; consumer protection; torts; and product liability. Offered Fall and Spring semesters. Pre-requisite(s): BUS 101

BUS - Business

BUS 101 - Introduction to Business (3.00)

Emphasis on basic business and economic terminology and concepts for students seeking an introduction to the business world and business school programs. Offered Fall, Spring, and Summer sessions.

BUS 320 - Introduction to E-Business (3.00)

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 (2.00)

Issues discussed in the popular business press. Emphasis on current events and issues in business. Course offered Fall and Spring semesters. Pre-requisite(s): BUS 101

BUS 496 - Strategic Management & Policy (3.00)

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 (3.00)

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 (3.00)

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.

CEP-Counseling-Educational-Psy

CEP 122 - Enhancing Academic Success (1.00)

Improving competence in such areas as time management, interpersonal communication, goal setting, decision-making, test taking strategies and concepts related to the achievement of academic success and the use of technology. Satisfies Study and Technology Skills Core Curriculum when taken after CEP 121.

CEP 123 - College and Career Success (2.00)

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. Offered Fall, Spring, and Summer. Satisfies Study and Technology Skills Core Curriculum.

CH - Core Humanities

CH 201 - Ancient and Medieval Cultures (3.00)

Introduction to Greek, Roman and Judeo-Christian traditions through the Middle Ages. Satisfies Humanities Core Curriculum.

CH 202 - The Modern World (3.00)

Intellectual, literary, and political history of Europe from Renaissance to present. Satisfies Humanities Core Curriculum.

CH 203 - American Experience and Constitutional Change (3.00)

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.

CHEM - Chemistry

CHEM 103 - Preparatory Chemistry (3.00)

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 (3.00)

Introduction to chemistry, intended to develop an understanding of basic principles, and an appreciation of both the benefits and risks resulting from application of these principles in science and technology. Satisfies the Natural Sciences Core Curriculum. Co-requisite(s): Enrollment in MATH 096 or higher.

CHEM 110 - Chemistry for Health Sciences I (4.00)

Survey of elementary principles of general chemistry and their applications to living systems. For students in programs such as nursing and allied health. Three hours lecture and three hours laboratory. Credit not allowed in both CHEM 103 and 110. Satisfies the Natural Sciences Core Curriculum. Pre-requisite(s): MATH 096 or 097 or placement in MATH 124 or higher; \$45 lab fee.

CHEM 111 - Chemistry for Health Sciences II (4.00)

Survey of elementary principles of organic chemistry and biochemistry. For students majoring in nursing and allied health. Three hours lecture and three hours laboratory. Credit not allowed in both CHEM 111 and 220. Satisfies the Natural Sciences Core Curriculum. Pre-requisite(s): CHEM 110; \$45 lab fee.

CHEM 112 - Introduction to Chemistry (4.00)

Introductory chemistry course for non-science majors and students majoring in nursing. The course surveys general chemistry, organic chemistry, and biochemistry, especially as they relate to living systems. Emphasis will be placed on the fundamental classes of compounds and molecules as well as their chemical and physical characteristics, especially their relationship to biochemistry and the intracellular biochemical pathways. Three hours lecture and three hours laboratory. The laboratory component of the course will focus on safety, proper labeling of chemicals, the use of common laboratory equipment, and the essential qualitative and quantitative methods used in a chemistry laboratory. Pre-requisite(s): MATH 097, MATH 096, or placement in MATH 120 or higher

CHEM 121 - General Chemistry I (4.00)

Fundamental principles of chemistry including nomenclature, atomic structure, chemical bonding, molecular structure, states of matter and solutions. Satisfies the Natural Sciences Core Curriculum. Course offered in Fall Semesters. Pre-requisite(s): MATH 128 or Co-requisite(s): MATH 128. (Formerly CHEM 101); \$45 lab fee.

Offered: EVERYFALL.

CHEM 122 - General Chemistry II (4.00)

Fundamental principles of chemistry, properties and uses of the common metals, their compounds, elementary chemistry of carbon and introductory qualitative and

quantitative analysis. Satisfies the Natural Sciences Core Curriculum. Course offered in Spring Semesters. Pre-requisite(s): CHEM 121 and MATH 128 or higher. (Formerly CHEM 102); \$45 lab fee.

Offered: EVERYSRNG.

CHEM 241 - Organic Chemistry I (4.00)

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.

Offered: EVERYFALL.

CHEM 242 - Organic Chemistry II (4.00)

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.

Offered: EVERYSRNG.

CHEM 377 - Natural Product Chemistry (4.00)

Survey of the classes of natural products (polyketides and fatty acids, terpenoids and steroids, phenylpropanoids, alkaloids, and carbohydrates) including isolation synthesis and biosynthesis, pharmacological and biological relevance, and analog studies.

CHEM 392 - Special Topics (1.00 - 3.00)

Laboratory or lecture course in area not covered in other courses. Maximum of 6 credits.

CHEM 445 - Organic Spectroscopy and Structure Determination (4.00)

Use of spectroscopic methods to prove constitutional and stereochemical structures of organic molecules. The laboratory component will use modern instrumentation (HPLC, GC, and UV/Vis) to determine identities and purities of samples. Lecture will include data analysis of outputs from other spectroscopic technologies, such as NMR, IR, and MS. Pre-requisite(s): CHEM 241 and CHEM 242

CHEM 474 - Biochemistry I (3.00)

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.

Offered: EVERYFALL.

CHEM 475 - Biochemistry II (3.00)

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.

Offered: EVERYSRNG.

CHS - Community Health Science

CHS 421 - Health and Wellness Across Life (3.00)

Exploration of developmental processes and life events which impact health and wellness from childhood through late adulthood. Pre-requisite(s): CHEM 112 for pre-licensure BSN students or NURS 319 for RN to BSN students.

COM - Communications

COM 101 - Fundamentals of Speech Communication (3.00)

Principles and theories of speech communication. Participation in public speaking and interpersonal communication activities. Offered Fall and Spring Semesters. Satisfies Humanities Core Curriculum.

COM 102 - Introduction to Interpersonal Communication (3.00)

Examination of theories of effective interpersonal communication with in-class exercises designed to provide practical application of theory.

COM 216 - Survey of Communication Studies (3.00)

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 (3.00)

Analysis of the development of newspapers, magazines, motion pictures, radio and telecommunications. Overview of institutional structures and theoretical perspectives.

COM 220 - Visual Communication (3.00)

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 221 - Social Media (3.00)

A critical introduction to social media. Pre-requisite(s): ENG 100 or ENG 101 with a "C" or higher.

COM 250 - News Gathering and Writing (3.00)

Study and practice of what makes news, how news is obtained and how news is written. Discussions and laboratory. Satisfies Humanities Core Curriculum.

COM 261 - Introduction to Public Relations (3.00)

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 (3.00)

Examination of the purposes, function, and role of advertising in society. Emphasis on the application of communication theory to advertising problems.

COM 315 - Small Group Communication (3.00)

Principles of small group communication and problem solving; theory and practice.

COM 330 - Selected Topics In Communication Studies (3.00)

Selected topics in the field of Communication Studies.

COM 380 - Women in Media (3.00)

Exploration of the role of women within the media and the treatment of women by the media.

COM 404 - Principles of Persuasion (3.00)

Examination of the principles involved in influencing groups and individuals.

COM 412 - Intercultural Communication (3.00)

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. Offered Fall, Spring, Summer, and Winter sessions.

COM 413 - Argumentation (3.00)

Study of basic principles of argumentation, the preparation and presentation of argumentative speeches.

COM 431 - Visual Literacy (3.00)

Analysis of graphics, film, television, and computer images. Theoretical, critical, and practical application. Hands-on experience emphasized with a lot of pictorial examples viewed and discussed in class.

COM 434 - Conflict Management and Negotiation (3.00)

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 (3.00)

Application of communication principles, techniques, and programs to real-life problems and opportunities. Pre-requisite(s): COM 261.

COM 464 - Leadership: A Communication Perspective (3.00)

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 (3.00)

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 (1.00 - 3.00)

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

COU - Counseling

COU 300 - Introduction to Human Services and Counseling (3.00)

Provides an introduction to the field of human services and counseling. Students will examine the human services as a profession. Topics include various perspectives on human services and counseling such as trends in human service delivery; the history of human services and the helping relationship; the human services movement, overview of the helping model; crisis intervention; listening and understanding skills. Students will explore themselves as potential human service professionals including developing a personal stress management plan. Offered Fall and Spring Semesters. Satisfies Social Science Core Curriculum. Pre-requisite(s): ENG 102 and Recommended Pre-requisite(s): PSY 101.

COU 315 - Counseling Skills in Human Services (3.00)

This course contains didactic presentations, classroom discussion, and interactive laboratory components related to listening and empathy skills. Overview of basic counseling skills in human services profession including: counseling theories; the therapeutic relationship in counseling; and client assessment. Students will perform bio-psychosocial assessments, interviews, and documentation. Students will receive HIPPA training in patient/client confidentiality laws. This course is a Pre-requisite to HMS 106, Human Services Practicum I and the student must demonstrate therapeutic communication skills and pass a test of the HIPPA laws in order to participate in the Human Services Practicum. Pre-requisite(s): COU 300.

COU 320 - Drugs and Behavior (3.00)

Familiarizes the student with various classes of substances while analyzing substances physiological effects, and effects on behavior. Pre-requisite(s): PSY 101.

COU 322 - Perspectives On Addiction (3.00)

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 or COU 315; COU 320.

COU 360 - Contemporary Marriage and Family Relationships (3.00)

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 376 - Perspectives on Domestic Violence (3.00)

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 (3.00)

Provide students with knowledge of how to identify and assess individuals in violent relationships. Epidemiological, pathological, physiological, psychological, and cultural basis of violence across the life-span examined. Includes assessment/screening tools, motivational interviewing, the family system, enabling, and resource and referral systems. Pre-requisite(s): COU 300 and 376.

COU 427 - Identification and Assessment in Addictions (3.00)

Provides students with knowledge of how to identify and assess individuals with addictions. Epidemiological, pathological, physiological, psychological, and cultural basis of addictions across the life-span examined. Includes assessment/screening tools, motivational interviewing, the family system, enabling, and resource and referral systems. Pre-requisite(s): COU 300 or COU 315; COU 320.

COU 430 - Advanced Professional Issues in Substance Abuse (3.00)

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 or COU 315; and COU 320

COU 431 - Advanced Professional Issues in Domestic Violence (3.00)

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 (1.00 - 6.00)

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 (4.00)

Clinical placement in an accredited substance abuse treatment program; application of assessment, case management, and treatment skills. Pre-requisite(s): PSY 101, PSY 210, and PSY 240

CRJ - Criminal Justice

CRJ 104 - Introduction to Administration of Justice (3.00)

American criminal justice system and its development, components, and processes; includes consideration of crime and criminal justice as a formal area of study. Offered Fall and Spring Semesters. Satisfies Social Science Curriculum

CRJ 200 - Social Justice (3.00)

Analysis of competing views and theoretical struggles around discourses of inequality, social exclusion, and rights. Examines how the creation, administration, and implementation of law and enforcement practices are just and legitimate. Special attention given to race, gender, age, class, sexuality, disability, and culture and their relationship to law and justice.

CRJ 222 - Criminal Law & Procedures (3.00)

Provides an integrated overview of the elements of substantive criminal law and the fundamental concepts of due process and fairness underlying American criminal procedures.

CRJ 270 - Criminology (3.00)

A study of society's efforts to explain and control criminal behavior, with an emphasis on classical and contemporary theories of crime.

CRJ 299 - Special Topics (3.00)

Introduction to a selected major topic or issue of importance for students in law enforcement courses or corrections.

CRJ 301 - Research Methods in Criminal Justice (3.00)

Introduction to social research methods and their application to criminal justice. Emphasis on relationships of theory to research, measurement, research design, hypothesis testing, sampling, and the implications of research for social policy.

CRJ 302 - Quantitative Application in Criminal Justice (3.00)

Application of quantitative techniques to criminal justice data, with particular focus on problems of existing data sources. Methods of prediction, classification of offenders, forecasting crime trends and modeling decision making in the criminal justice system.

CRJ 321 - Immigration and Justice (3.00)

This course provides a basic understanding of U.S. immigration law, policy, procedures, and enforcement. It examines the history of immigration law, provides an understanding on current enforcement practices, and analyzes contemporary issues of the immigration debate in the U.S.

CRJ 326 - Vice, Drugs, and the Law (3.00)

Vice, Drugs, and the Law examines the social, moral, and legal aspects of activities and behaviors that are accepted by some as normal while condemned by others. The course covers topics such as sex work, pornography, homosexuality and bisexuality, abortion, gambling, and drug use.

CRJ 409 - Youth, Crime, and Society (3.00)

Review of the nature, distribution, and causes of youth crime. Special attention on the historical context of youth crime and the subject of youth gangs.

CRJ 411 - Comparative Criminal Justice Systems (3.00)

Survey of selected international criminal justice systems, to include police, courts and corrections subsystems; human rights issues; offender treatment; and geographical, historical and cultural perspectives.

CRJ 412 - Leadership and Administration in Problem Solving (3.00)

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 Enforcement (3.00)

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 419 - Law and Society (3.00)

This course examines major theoretical and methodological perspectives in sociology of law, lawmaking, law as social control, law in dispute resolution, and its effects on social change. With classic and topical readings, it challenges students to think critically about the nature and functions of law in contemporary society.

CRJ 429 - Gender and Crime (3.00)

Debates about the similarities and differences between men and women as they apply to crime. Examines the social construction of masculinity and femininity and how this may be expressed through criminal behavior and treatment of such behavior within the criminal justice system.

CRJ 438 - Social Inequality and Crime (3.00)

Overview of the many dimensions of social inequality and how it relates to law, crime, and justice. Review of social stratification theories and poverty included.

CRJ 444 - Criminological Theory (3.00)

Comprehensive interdisciplinary examination of theories of criminal etiology from neurological, biochemical, genetic, psychological, psychiatric, social, economic and political perspectives.

CRJ 450 - Seminar in Criminal Justice (3.00)

Contemporary issues and problems in criminal justice viewed from an analytic perspective. Content differs each semester. Pre-requisite(s): Senior status.

CRJ 463 - Victimology (3.00)

The study of crime victims, victim-offender relationships, treatment of crime victims by the justice system, and social, legislative and psychological impact of victimization.

CRJ 480 - Special Topics in Law and Social Control (3.00)

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 (3.00)

History, scope and nature of various forms of terrorism along with the role of law enforcement in combating foreign and domestic terrorist activities.

CRJ 491 - Internship in Criminal Justice (3.00)

Individual student internships are arranged with appropriate federal, state, or local criminal justice agencies. Regular written reports on observations and activities are required.

CRJ 499 - Independent Study (1.00 - 3.00)

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

CS - Computer Science**CS 105 - Computers in the Information Age (3.00)**

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 (3.00)

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 (3.00)

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 (1.00 - 3.00)

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

ECON - Economics**ECON 102 - Principles of Microeconomics (3.00)**

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, Spring, and Summer.

ECON 103 - Principles of Macroeconomics (3.00)

Introduction to the determination of levels of national income, employment and prices and the basic causes of fluctuations of these levels. Offered Spring and Summer sessions.

ECON 261 - Principles of Statistics I (3.00)

Probability and major probability distributions; sampling theory; descriptive statistics; measures of central tendency and dispersion; index figures; time series. Offered Fall and Spring Semesters. Pre-requisite(s): Math Core requirement.

ECON 262 - Principles of Statistics II (3.00)

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 (3.00)

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): Junior standing, ECON 102.

Offered: EVERYFALL.

ECON 490 - Independent Study (1.00 - 3.00)

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

EDEL - Education-Elementary

EDEL 433 - Teaching Elementary School Math (3.00)

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) (4.00)

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 (3.00)

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) (4.00)

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 (3.00)

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 (12.00)

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 the Praxis CORE and Praxis II tests. 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. S/U grading only.

EDRL - Education-Reading Literature

EDRL 402 - Literature for Young Adults (3.00)

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 (3.00)

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 - Writing Across the Curriculum (3.00)

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

EDRL 442 - Literacy Instruction I (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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

EDRL 472 - Methods for Elementary English Language Learners (3.00)

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 and Adult English Language Learners (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

This course will focus upon 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 (3.00)

This course will examine 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 (3.00)

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.)

EDSC - Education-Secondary

EDSC 321 - Secondary Pedagogy I (3.00)

In this course, prospective teachers' understanding of and abilities in effective instructional planning and techniques will be developed. Emphasis is placed on instructional strategies for secondary students, lesson planning development to include writing learning objectives and learning how to align learning objectives with standards. Students will engage in lesson implementation, critiquing lessons, and unit planning. They will teach several practice lessons in class and receive feedback from peers and the instructor as they learn to be reflective practitioners. Formative and summative assessment practices as they relate to progress monitoring and instructional changes and differentiation for diverse populations will be explored. Students will learn effective ways to communicate with parents about their child's progress. The use of educational technology will be highlighted throughout the course. 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 ARL students.)

EDSC 403 - Teaching Methods Secondary (3.00)

This course will address instructional approaches and resources for students in secondary settings by content area. Specific methods for engaging students and ensuring acquisition of skills will be reviewed and applied. This course should be taken in the semester prior to student teaching. Field experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)

EDSC 408 - Classroom Management Secondary (3.00)

Emphasis on effective classroom management techniques and management programs for the secondary school environment. Student 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 (3.00)

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 Alternative Route to Licensure majors.)

EDSC 453 - Teaching Secondary Mathematics (3.00)

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 Alternative Route to Licensure majors.)

EDSC 463 - Teaching Secondary Science (3.00)

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 Alternative Route to Licensure majors.)

EDSC 473 - Teaching Secondary Social Studies (3.00)

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 Alternative Route to Licensure majors.)

EDSC 483 - Secondary Supervised Teaching Internship (12.00)

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 the Praxis CORE and Praxis II tests. 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. S/U grading only.

EDSP - Education-Special**EDSP 402 - Special Topics (1.00)**

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 - Student with Disabilities in General Education Settings (3.00)

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 (3.00)

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 423 - Consultation and Collaboration (3.00)

To prepare special education personnel, classroom teachers, related services personnel, and other support staff for collaborative consultation and teamwork in serving the educational needs of students and their families. Consideration of the role of home and parents in the educational programming for exceptional children and practical and positive strategies which can be used in working with parents will be discussed. The context, process and content of school consultation will be addressed in the course. Prerequisite(s): Admission to the Teacher Preparation or Speech Pathology program

EDSP 432 - Parent Involvement in Special and General Education (3.00)

Overview of current involvement, rationale for parent involvement, and research that supports it. Focuses on common effort by the school, home, and community to provide for students growth through integrated success learning experiences that allow for variations in skills,

cognitive development, emotional creative abilities, and physical development.

EDSP 443 - Special Education Curriculum: General Method (3.00)

Special instructional methods for students with cognitive and behavioral disorders. Includes instruction in IEP goals and objectives. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program and EDRL 442 or EDRL 443, and EDSP 432 or Co-requisite(s) EDSP 432.

EDSP 445 - Characteristics of Students with Autism (3.00)

An overview of the characteristics, identification, and educational considerations of students with Autism Spectrum Disorder (ASD) will be presented in the course. 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. Students will participate in field experiences where they will observe student behaviors and identify characteristics according to the DSM-IV and make general educational recommendations.

EDSP 446 - Curriculum and Methods for Teaching Students with Autism (3.00)

Teaching strategies and methods for teaching students with Autism Spectrum Disorder (ASD) will be presented in the course. 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. Students will participate in field experiences where they will analyze and assess student behaviors, develop and implement functional behavior assessment (FBA) plans, and evaluate the effectiveness of the plans. This course has been designed to ensure that students demonstrate required knowledge and skill in the area of methods and strategies for teaching pupils who have Autism identified under the Autism Endorsement criteria, Nevada Department of Education (NAC 391.378)

EDSP 452 - Assessment for Special Education Teachers (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (12.00)

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 the Praxis CORE and Praxis II tests. 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. S/U grading only.

EDUC - Education

EDUC 399 - Foundations of Educational Technology (3.00)

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, study achievement, and instructor efficacy.

EDUC 409 - Technology Applications of Education (3.00)

Students will explore the role of technology in education. A special emphasis will be placed on the use of technology as a tool to create a constructivist, higher order thinking, learning environment. Students will be proficient in a wide range of instructional technologies.

EDUC 416 - Internet Application for Educators (3.00)

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 and Technology (3.00)

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 - Independent Study (1.00 - 3.00)

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

EDUC 495 - Special Topics (1.00)

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 - Special Workshop/Project (1.00)

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

EDU - Education**EDU 111 - Contemporary Issues in Education (3.00)**

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 (3.00)

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 Environment (3.00)

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 - Student with Diverse Abilities and Backgrounds (3.00)

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 (2.00)

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.

Offered: EVERYSEM.

EDU 214 - Preparing Teachers to Use Technology (3.00)

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 (3.00)

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.

ENG - English**ENG 100 - Composition I Enhanced (5.00)**

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 1 (3.00)

Writing the expository essay; emphasis on revising and editing for development, coherence, style, and correctness. Satisfies English Core Curriculum.

ENG 102 - Composition II (3.00)

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 204 - Introduction to Professional Writing (3.00)

An introduction to professional writing skills. Covers common business writing tasks, presentations, and promotional writing. Pre-requisite(s): ENG 102

ENG 205 - Introduction to Creative Writing, Fiction and Poetry (3.00)

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. Prerequisite(s): ENG 102.

ENG 211 - Introduction to Linguistics (3.00)

Development and fundamental concepts of the linguistic approach to grammar and language analysis.

ENG 226 - Memoir and Autobiography (3.00)

An investigation of autobiographical writing. Includes a focus on autobiographical theory and the creative process of writing one's life story. Pre-requisite(s): ENG 102

ENG 231 - World Literature I (3.00)

Introduces student to world masterworks from the beginnings through the Renaissance. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 232 - World Literature II (3.00)

Introduces student to world masterworks from the Renaissance through the modern periods. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102.

ENG 235 - Survey of English Literature (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

Selected works by Shakespeare. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 277 - Introduction to the Graphic Novel (3.00)

A survey of graphic novels, with an emphasis on the unique properties of the form. Pre-requisite(s): ENG 101.

ENG 290 - Introduction to African-American Literature (3.00)

Introduction to the poetry, fiction, drama, and non-fiction of African-Americans. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ENG 292 - Introduction to Chicano Literature (3.00)

Introduction to the poetry, fiction, drama, and non-fiction of African-Americans. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ENG 298 - Writing About Literature (3.00)

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 and Criticism (3.00)

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 and Junior or Senior standing.

ENG 326 - Junior Seminar (3.00)

A themed seminar class for English majors. Pre-requisite(s): ENG 298, must be English majors or Education majors with a concentration in English, and must be juniors or seniors.

ENG 401A - Advanced Composition (3.00)

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 (3.00)

Special emphasis on meeting the needs of today's business communicator. Provides students with business writing skills and a broad understanding of the field of business writing. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102

ENG 411B - Principles of Modern Grammar (3.00)

Designed to acquaint students, particularly teachers and prospective teachers, with fundamental approaches to English grammar. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102.

ENG 427A - Women and Literature (3.00)

Women writers and the ways in which women are portrayed in literature. Satisfies Humanities Core Curriculum or

Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 432A - Chaucer (3.00)

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

ENG 434A - Shakespeare: Tragedies (3.00)

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

ENG 434B - Shakespeare: Comedy and History (3.00)

Intensive study of Shakespeare's major comedies and histories. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 436A - Major Figures in American Literature (3.00)

Seminar on one or more major figures in American literature. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 440A - Medieval English Literature (3.00)

English language and literature from 1100 to 1485, exclusive of Chaucer's Canterbury Tales. Pre-requisites: ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 441 - Medieval Literature (Non-British) (3.00)

Seeks to explore medieval life, history, and culture through literary texts composed by non-British authors or in non-British countries, such as Russia or on the Continent. All the texts for this course will be presented in translation. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 444A - The Romantic Movement (3.00)

English writers from about 1790-1832, e.g., Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 445A - The Victorian Period (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 446A - Modern British Literature (3.00)

Survey of British writing in the twentieth century, including fiction, drama, and poetry. Satisfies Humanities Core Curriculum. Junior or Senior Status Required. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 447A - Contemporary British Literature (3.00)

Cross-generic studies in British literature since World War II. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 449A - British Literature I (3.00)

Major authors and works in British literature from the beginning through the eighteenth century. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 449B - British Literature II (3.00)

Major authors and works in British literature from the nineteenth century to the present. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 450A - Studies in 20th Century Literature (3.00)

Cross-genre studies in American literature. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 451A - American Literature I (3.00)

Major figures and movements from the beginnings to the Civil War. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 451B - American Literature II (3.00)

Major figures and movements from the Civil War to the present. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 462C - Modern American Poetry (3.00)

Study of twentieth-century American poetry. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 462E - Contemporary American Poetry (3.00)

A study of American poetry from 1945 to the present. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 467B - Modern American Drama (3.00)

Study of twentieth-century American drama. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 473C - Contemporary American Novel (3.00)

The American novel since 1945. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 476B - History of the American Film (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 477A - Film and Literature (3.00)

(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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 477C - Genre Studies in Film (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 481A - Comparative Literature (3.00)

Intensive analysis of selected masterpieces of the Western world to the beginning of Romanticism. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102 Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 481B - Modern Comparative Literature (3.00)

Intensive analysis of selected masterpieces of the Western world from Romanticism to the twentieth century, themes of literature, literary influences, and major authors. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 484A - The Bible as Literature (3.00)

Study of selected books of the Old and New Testaments as literature. Satisfies Humanities Core Curriculum. Pre-

requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 485 - Topics in Comparative Literature (3.00)

Literature taught in English translation, such as, Dante, French feminism, or Hispanic writers. May be repeated for English major or minor credit. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum. Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 485A - Asian Literature (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 486A - Studies in Post-colonial Literature and Theory (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 490 - Asian American Literature (3.00)

This course explores and investigates literature by American authors from various Asian backgrounds such as, but not limited to, Chinese, Japanese, Korean, and Indian/South Asian. We will consider literature with diverse themes and styles in a number of genres: novels, short stories, poetry, autobiography, and drama. The course will also investigate the historical, cultural, and social contexts in which Asian-American literature has developed. Typically, we will explore subjects such as Asian-American experiences and representations of self-identity, bicultural, and cross-cultural experience, family relationships, among others. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum (can only be used for one category). Pre-requisite(s): ENG 102 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 490A - Gender and Sexual Identity in Literature (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 494A - Native American Literature (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 495B - Modern African-American Literature (3.00)

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

ENG 495C - African-American Literature (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 496A - Themes in Modern Chicano Literature (3.00)

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 and Junior or Senior standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 496C - Topics in Middle Eastern Literature (3.00)

This course surveys Middle Eastern literature by writers from their homelands, and by those immigrating to the US and Europe. This course features lecture, group discussion, presentations and essays to help students improve mastery of material. Pre-requisite(s): Eng 102 and Junior or Senior Standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 497A - Topics in Multicultural Literature (3.00)

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). Junior or Senior Standing. Recommended pre-requisites: ENG 298 and ENG 303.

ENG 498 - Honors Thesis (3.00)

A directed independent study on a specialized topic in English literature. Students must apply and be accepted in order to enroll in this class. Pre-requisite(s): ENG 102 and Senior status.

ENG 499 - Independent Study (1.00 - 3.00)

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 and Junior or Senior standing. Recommended pre-requisite(s): ENG 298 and ENG 303.

ENT - Entrepreneurship**ENT 202 - Entrepreneurial Preparation (3.00)**

Overview of entrepreneurial roles and responsibilities. Detailed examination of major issues facing potential entrepreneurs, such as legal structures, building a professional team, capital acquisition, business location, licenses and permits, risk assessment, and procuring insurance and certifications.

ENT 300 - Business Feasibility Analysis (3.00)

Evaluation of feasibility of potential business opportunities. Emphasis on industry, competitive, and market analyses. Includes a significant data-collection component. Pre-requisite(s): ENT 202.

ENV - Environmental Science**ENV 101 - Introduction to Environmental Science (3.00)**

Introduction to the relationship of humans and the environment. Selected aspects of current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface and water; the public agencies and policies designated to solve environmental problems. Satisfies Natural Science Core Curriculum.

ENV 201 - Environmental Toxicology and Risk Assessment (3.00)

Study of the basic principles of toxicology, including routes of exposure, dose response, and target organ effects using environmental toxicants as primary examples. Toxicology concepts applied to risk assessment and the development of acceptable exposure limits for toxic substances regulated by EPA and OSHA. Pre-requisite(s): CHEM 220.

ENV 260 - Environmental Measurement and Analysis (4.00)

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

Offered: EVENSRING.

ENV 345 - Environmental Regulations: History, Law, and Methods (3.00)

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.

Offered: ODDSPRING.

ENV 410 - Environmental Policy and Decision Making (3.00)

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 (4.00)

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): BIOL 211, ENV 260 or equivalent. \$25 lab fee

Offered: EVENFALL.

ENV 493 - Independent Study (1.00 - 3.00)

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

ETS - Ethnic Studies

ETS 101 - Introduction to Ethnic Studies (3.00)

This course critically examines the major historical, theoretical and political questions concerning ethnic minorities in the United States. We will explore the unique experiences of Asian-Americans, Chicanos/as, Native Americans and African-Americans by examining the history of colonialism, slavery, genocide, capitalism and patriarchy in the U.S. This course will broaden one's understanding of the ways in which race and ethnicity intersect with gender, class, citizenship, and nation in order to demonstrate how power relations impact group identity, language in society and culture, forms of resistance, social oppression, social justice and activism. We will also consider how one's particular worldviews can be determined by the limitations of one's ideologies and cultural orientation. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

ETS 302 - Theories and Methods in Ethnic Studies (3.00)

This course is a continuation of ETS 101 and will deepen your understanding of the theories, concepts and methods that have shaped the field of Ethnic Studies. There will be an emphasis on interdisciplinarity as we examine contemporary issues surrounding race, ethnicity and

gender. This course will provide a more in-depth analysis of how historical legacies of social injustice contribute to present day inequalities in the U.S. We will consider closely the politics of identity and cultural citizenship by analyzing the intersections between gender, sexuality, race, class, citizenship and nation. Satisfies Cultural Diversity Core Curriculum. Prerequisite(s): ETS 101

ETS 375 - US Lation/a-Chicano/a Experience (3.00)

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 (3.00)

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

FIN - Finance

FIN 301 - Principles of Managerial Finance (3.00)

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.

Offered Fall and Spring Semesters. Pre-requisite(s): Junior standing, ACC 201, ACC 202 and ECON 261.

FIN 490 - Independent Study (1.00 - 3.00)

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

FIS - Film Studies

FIS 100 - Introduction to Film (3.00)

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 Einsenstein, Ford, Griffith, Lang, Hitchcock, Bergman, and Renoir. Satisfies Fine Arts Core Curriculum.

FIS 110 - Language of Film (3.00)

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 326 - Cinematography (3.00)

Technical and aesthetic aspects of lighting design, composition, and camera operation explored through readings, individual projects, and in-class shoots. Pre-requisite(s) : ART 141 or Instructor approval. \$40 lab fee

FIS 400 - Film Theory (3.00)

Leading theorists studied intensely through screening of feature films, readings in film theory, written analyses and conference style oral presentations. Pre-requisite(s): FIS 100.

FIS 410 - Major Figures in the Cinema (3.00)

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 (3.00)

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 (3.00)

(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.

Crosslisted as: ENG 477A.

FREN - French

FREN 111 - First Year French I (4.00)

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 (4.00)

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 211 - Second Year French I (3.00)

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 (3.00)

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.

GEOG - Geography

GEOG 106 - Introduction to Cultural Geography (3.00)

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

GEOG 117 - Introduction to Meteorology (3.00)

Studies the composition, structure, and dynamics of the earth's atmosphere that influences global weather patterns. Meteorology defines weather concepts that provide the basis for forecasting, weather analysis and understanding atmospheric phenomena such as hurricanes, tornadoes and extreme weather. Discussion on human impact of the atmosphere, ozone depletion, greenhouse effect and air pollution. Satisfies Natural Science Core Curriculum. Course offered in Spring Semesters.

Offered: EVERYSPRNG.

GEOL - Geology

GEOL 100 - Introduction to Geology (3.00)

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.

GEOL 101 - Geology: Exploring Planet Earth (4.00)

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. \$25 lab fee

GEOL 110 - Global Warming (3.00)

Introduction to the science of global warming, and investigation of the wide array of evidence that documents global warming, including changes in the 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 (3.00)

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 (1.00 - 3.00)

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

HE - Health Ecology**HE 201 - Foundations of Personal Health and Wellness (4.00)**

Explore health values, attitudes, and behaviors of self and others. Design personal fitness and wellness plans.

HE 405 - Spirituality and Health (3.00)

Examines the role spirituality has in health.

HE 421 - Health and Wellness Across Life (3.00)

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 (3.00)

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.

HIST - History**HIST 101 - US History to 1865 (3.00)**

U.S. political, social, economic, diplomatic, and cultural development from colonial times to 1865. Includes examination of the U.S. Constitution and satisfies the U.S. Constitution requirement. Satisfies Humanities Core Curriculum. When combined with HIST 102, HIST 217, or PSC 100, satisfies Constitution Core Curriculum.

HIST 102 - US History 1865 to Present (3.00)

U.S. political, social, economic, diplomatic, and cultural development from 1865 to the present. Satisfies Humanities Core Curriculum.

HIST 105 - European Civilization to 1648 (3.00)

Survey of the development of Western civilization from the dawn of history to 1648. Satisfies Humanities Core Curriculum.

HIST 106 - European Civilization since 1648

Survey of the development of Western civilization from 1648. Satisfies Humanities Core Curriculum.

HIST 202 - Introduction to American Military History (3.00)

U.S. military history from the colonial period onward emphasizing war strategies, military thought and policy in the armed forces in American society. Satisfies Humanities Core Curriculum.

HIST 211 - History of East Asia I (3.00)

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 (3.00)

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 (3.00)

Nevada history from early exploration to the present. Primarily for those not majoring in history. Satisfies the Nevada Constitution Requirement.

HIST 251 - Historical Investigation (3.00)

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 - US Involvement in Vietnam (3.00)

Analysis of the diplomatic and military rationale for U.S. intervention in Vietnam and the course of the war at home and abroad, including the effects on U.S. foreign policy, society, and politics. Satisfies Humanities Core Curriculum. Pre-requisite(s): ENG 101 and ENG 102.

HIST 320 - Hispanic Culture in the US (3.00)

Various Hispanic groups in the United States, their history and cultural contributions to contemporary life; immigration and political issues are also discussed. Satisfies

Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 371 - Ancient Civilization I (3.00)

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 (3.00)

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 377 - European Social History I (3.00)

Survey of material conditions, the family, health, gender and society in rural and urban worlds of Europe, to 1700.

HIST 385 - Early Modern Europe (3.00)

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 British Empire II (3.00)

England and the British empire; economic, social, political and cultural history of England from 1688 to present. Satisfies Humanities Core Curriculum.

HIST 401 - US Constitutional & Legal Hist (3.00)

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 (3.00)

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 - US Foreign Relations I (3.00)

Analysis of the domestic origins, implementation, and international consequences of U.S. foreign relations. Includes diplomatic, economic, and cultural relations. HIST 407A covers the period from American Revolution through 1920. Satisfies Humanities Core Curriculum. Pre-requisite(s): Six credits of history.

HIST 407B - US Foreign Relations II (3.00)

Analysis of the domestic origins, implementation, and international consequences of U.S. foreign relations. Includes diplomatic, economic, and cultural relations. HIST 407B extends from 1920 to the present. Satisfies Humanities Core Curriculum. Pre-requisite(s): Six credits of history.

HIST 417A - Nevada and the West (3.00)

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 - American Indian Relations (3.00)

US. government relations with tribes and inter-tribal relations from colonial times into the 20th century with emphasis upon constitutional questions. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 424 - Role of Religion in US Culture (3.00)

Study of the relationship between religion and secular culture in the American experience from the colonial era to the present. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 426 - American West Through Film (3.00)

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 (3.00)

Topical discussions of intellectual traditions and institutional structures in European history. Satisfies Humanities Core Curriculum.

HIST 432 - History of Women in the US (3.00)

Experiences and activities of women in the home and American society from the colonial period to the present. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 433 - African-American History (3.00)

Topical approach to Black history that seeks to illuminate grand themes such as DuBois notion of "doubleconsciousness," the dilemma of being both Black and American. Explores in depth such topics as religion, family, slavery, urban life, education, labor, culture, and politics. Satisfies Humanities Core Curriculum or Cultural Diversity Core Curriculum.

HIST 436 - Nazi Holocaust from American Perspective (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

Detailed study of an age of conflict and its interludes of peace. Satisfies Humanities Core Curriculum.

HIST 467 - Modern Jewish History (3.00)

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 (3.00)

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 (3.00)

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 483 - Studies in Urban History (3.00)

Topical examination of urban development stressing the city in its various political, social and economic aspects. Geographical and chronological emphasis determined by the instructor. Satisfies Humanities Core Curriculum.

HIST 485 - Oral History (3.00)

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 (3.00)

Interdisciplinary analysis of selected topics in American history, literature, art, science and material culture. Topics vary from semester to semester.

HIST 497 - Independent Study (1.00 - 3.00)

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 (3.00)

Topical seminar that integrates research, analytic, methodological, language, and writing skills. Satisfies Humanities Core Curriculum. Pre-requisite(s): History 251 and 3 History credits at 300 level or above.

ISC - Integrated Studies Core

ISC 300 - Introduction to Interdisciplinary Studies (3.00)

This course provides students the opportunity to examine a problem using the methodologies of multiple disciplines. The core goals of the course include: interdisciplinary approaches to knowledge, developing research abilities, formulating effective questions, analyzing information, and synthesizing thinking into a clear and persuasive paper or presentation.

ISC 495 - Capstone Course: Interdisciplinary Studies (3.00)

This course examines the epistemology and methodology of the student's major and minor concentrations. It requires a senior thesis or a substantial project. . Prerequisites: ISC 300 or instructor approval.

IS - Information Systems

IS 101 - Introduction to Information Systems (3.00)

Introductions to computers, computers in business and computer software tools including word processors, spreadsheets, and database management systems. Offered Fall and Spring Semesters.

IS 301 - Management Information Systems (3.00)

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. Offered Fall, Spring, and Summer. Pre-requisite(s): IS 101

IS 490 - Independent Study (1.00 - 3.00)

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

ITAL - Italian

ITAL 111 - First Year Italian I (4.00)

The development of language skills in listening, speaking, and writing. Oral emphasis. Satisfies Humanities Core Curriculum.

ITAL 112 - First Year Italian II (4.00)

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 (3.00)

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 Year Italian II (3.00)

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.

KIN - Kinesiology

KIN 172 - Foundations of Kinesiology (3.00)

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 (3.00)

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 Diabetics (3.00)

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 (3.00)

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 (1.00)

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 (3.00)

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.

MATH - Mathematics

MATH 93 - Pre-Algebra (3.00)

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

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

MATH 95 - Elementary Algebra (3.00)

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

Topics include solving linear equations and inequalities in one variable, linear graphs, polynomials, and factorable quadratic equations. Pre-requisite(s): MATH 93 or satisfactory score on the mathematics placement examination.

MATH 96 - Intermediate Algebra (3.00)

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

Topics include rational expressions and equations, systems of linear equations, radical expressions and equations, and the quadratic formula. Pre-requisite(s): MATH 95 or satisfactory score on the mathematics placement examination.

MATH 97 - Elementary and Intermediate Algebra (5.00)

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 (3.00)

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 (3.00)

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): Placement into MATH 120 or completion of MATH 96.

MATH 123 - Statistical and Geometrical Concepts for Elementary School Teachers (3.00)

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): Placement into MATH 120 or completion of MATH 96.

MATH 124 - College Algebra (3.00)

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 (3.00)

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 96

MATH 127 - Pre-Calculus Mathematics II (3.00)

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 96.

MATH 128 - Pre-Calculus and Trigonometry (5.00)

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 (3.00)

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 (3.00)

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 181 - Calculus I (4.00)

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 (4.00)

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 (4.00)

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.

Offered: EVERYFALL.

MATH 301 - Introduction to Proofs: Logic, Sets, and Functions (3.00)

Logic; elementary set theory; functions. Emphasis on learning to read and write proofs. Pre-requisite(s) or Co-requisite(s): MATH 182

MATH 314 - History of Mathematics (3.00)

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)

Offered: ODDSPRING.

MATH 330 - Linear Algebra I (3.00)

Introduction to linear algebra, including matrices and linear transformations, eigenvalues and eigenvectors. Course offered in odd Spring Semesters. Co-requisite(s): MATH 182.

Offered: ODDSPRING.

MATH 352 - Probability and Statistics (3.00)

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

Offered: EVENFALL.

MATH 381 - Methods of Discrete Math (3.00)

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.

Offered: ODDFALL.

MATH 427 - Differential Equations (3.00)

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 430 - Linear Algebra II (3.00)

Vector spaces, linear transformations and matrices, inner product spaces, orthogonality, canonical forms, Hermitian matrices. This course will emphasize the use of computers for routine computations. Pre-requisite(s): MATH 330

MATH 453 - Abstract Algebra I (3.00)

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. Prerequisite(s): MATH 330

Offered: ODDFALL.

MATH 454 - Abstract Algebra II (3.00)

This course is a continuation of Math 453. We expand our study of algebraic structures to include rings, polynomial rings, division rings, Euclidean domains, fields, and vector spaces. Pre-requisite(s): MATH 453

MATH 455 - Elementary Theory of Numbers I (3.00)

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.

Offered: EVENSPRING.

MATH 457 - Introduction to Real Analysis I (3.00)

Topics include: Properties of number systems, sequences and series of real numbers, continuity of functions, sequences and series of functions. Pre-requisite(s): MATH 301

MATH 458 - Introduction to Real Analysis II (3.00)

A continuation of Math 457. Topics include: Differentiation, integration, the Fundamental Theorem of Calculus, the construction of the real line. Further topics may include but are not limited to: transcendental numbers, metric spaces, and measure theory. Pre-requisite(s): MATH 457

MATH 459 - Elementary Complex Analysis (3.00)

Topics include: Complex numbers, complex functions, complex differentiation, contour integration and further applications. Pre-requisite(s): MATH 301

MATH 466 - Numerical Methods I (3.00)

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.

Offered: EVENSPRING.

MATH 475 - Euclidean and Non-Euclidean Geometry (3.00)

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-Lobachevsky. Course offered in even Spring Semesters. Co-requisite(s) or pre-requisite: MATH 181.

Offered: EVENSPRING.

MATH 483 - General Topology I (3.00)

This course is an introduction to point-set topology. Topics covered include topological spaces, metric spaces, compactness, continuous functions, and product and quotient spaces. As time permits, we may introduce algebraic topology. Pre-requisite(s): MATH 301

MATH 489 - Advanced Mathematical Topics (3.00)

Undergraduate-level course in advanced topics of mathematics, depending upon the interest of faculty and students. Pre-requisite(s): MATH 301

MATH 491 - Problem Solving Workshop (3.00)

This course is intended for undergraduate students who enjoy solving mathematical olympiad style problems. Typically, such problems are rather challenging and require considerable mathematical ingenuity, but only a modest background. The main objective of the course is to hone student's problem solving skills and to prepare them for mathematical contests. Students in the course are expected to participate in the local and national mathematical competitions. Pre-requisite(s): MATH 181

MATH 499 - Independent Study (1.00 - 3.00)

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

MGT - Management

MGT 301 - Principles of Management and Organizational Behavior (3.00)

Fundamentals and principles of management. Administrative policies, objectives, and procedures. Problems of organization control and leadership. Offered Fall, Spring, and Summer. Pre-requisite(s): Junior standing, BUS 101.

MGT 367 - Human Resource Management (3.00)

Objectives, functions, organization, and philosophy of personnel relations. Special emphasis on employment, training, and labor relations. Offered Fall, Spring and Summer. Pre-requisite(s): Junior standing, MGT 301

Offered: EVERYFALL.

MGT 391 - Quantitative Analysis (3.00)

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. Offered

in Spring and Summer. Pre-requisite(s): Junior standing, MATH 132, IS 101.

MGT 415 - Business and Society (3.00)

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 Fall and Summer. Pre-requisite(s): Junior standing, MGT 301, BLW 302

Offered: EVERYFALL.

MGT 423 - Advanced Topics in Organizational and Interpersonal Behavior (3.00)

Selected behavioral influences affecting decision making, organizational structure, including organizational power and politics, change and development, and/or creativity. Pre-requisite(s): MGT 301.

MGT 480 - International Management (3.00)

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

Offered: EVERYSRNG.

MGT 491 - Advanced Seminar in Mgmt (3.00)

Advanced study of selected topics in Management.

MGT 492 - Advanced Organizational Management (3.00)

Concepts, theories, and case studies concerning the behavior of people in modern business organizations. Offered Fall and Spring Semesters. Pre-requisite(s): Junior standing, MGT 301.

MGT 494 - Seminar in Management (3.00)

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. Offered Fall and Spring Semesters. Pre-requisite(s): Senior standing and MGT 301.

MIL - Military Science**MIL 100 - Leadership Lab (1.00)**

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 (2.00)

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 (2.00)

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 (2.00)

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 (2.00)

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 (2.00)

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 250 - Leader's Training Course (2.00)

A five week course at Fort Knox, KY intended for those who are interested in ROTC but have missed one or more semesters of military science. This course has four phases intended to develop and hone individual and collective skills. The first phases deals with military customs and courtesies, wear of uniforms and drill and ceremony. The second phase deals with adventure training, obstacle course, hand grenades/weapons, water survival etc. The third phase deals with tactics and military leadership, and the final phase combines all elements into a practical exercise. Travel will be paid by the government. Credits 2
Prerequisites Students must have prior consent from the Professor of Military Science to attend the course.

MIL 301 - Leadership in Small Unit Oper (2.00)

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 Dvlpmnt (2.00)

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 (2.00)

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 Dev & Assess (2.00)

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 Mil (2.00)

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 (2.00)

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.

MKT - Marketing**MKT 210 - Marketing Principles (3.00)**

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 (3.00)

Planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Offered Fall, Spring, Summer, and Winter terms. Pre-requisite(s): BUS 101.

MKT 312 - Buyer Behavior (3.00)

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: MKT 301

MKT 380 - Principles of Internet Marketing (3.00)

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 (3.00)

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(s): ECON 261

MKT 423 - Advertising Management (3.00)

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.

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

MKT 490 - Independent Study (1.00 - 3.00)

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

MUS - Music**MUS 121 - Music Appreciation (3.00)**

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 (3.00)

Chronological study of jazz music and musicians with emphasis on directed listening. Satisfies Fine Arts Core Curriculum.

MUS 128 - Masterworks of Music (3.00)

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 (3.00)

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 (1.00)

Explores a specific aspect of the study of music. May be repeated to a maximum of six credits.

MUS 495 - Independent Study (1.00 - 3.00)

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

NRES-Natural Resource Environmental Science**NRES 210 - Environmental Pollution (3.00)**

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.

Offered: ODDFALL.

NRES 304 - Principles of Hydrology (3.00)

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.

Offered: EVENSRING.

NRES 322 - Soils (3.00)

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.

Offered: EVENFALL.

NRES 416 - Internship (1.00)

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 Toxic (3.00)

Chemistry and toxicology of toxicants in the environment, particularly pesticides. Other topics include metals, food additives and hazardous wastes. Pre-requisite(s): CHEM 121, CHEM 122, CHEM 220.

NRES 435 - Conservation of Natural Resources (3.00)

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 (3.00)

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.

Offered: ODDFALL.

NRES 480 - Independent Study (1.00 - 3.00)

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

NRES 485 - Special Topics (1.00 - 3.00)

Presentation and review of recent research, innovations and developments related to natural resources management, hydrology, conservation biology, and environmental chemistry. Maximum of 9 credits.

NURS - Nursing

NURS 100 - Exploration of Nursing as a Profession (2.00)

This course explores nursing as a potential career. Recommended Pre-requisite: ENG 101

NURS 140 - Medical Terminology (2.00)

Study of word derivation and formation with emphasis upon the understanding of common usage in the field of health care. Formerly NURS 122. Pre-requisite or Co-requisite: BIOL 223

NURS 301 - Health Assessment (4.00)

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) Regular Track: NURS 309, NURS 323, and NURS 486. Co-requisite(s) Part-Time Track: NURS 323. Course Fee: \$300 and Electronic Resource/Nursing Central Fee: \$145.

NURS 302 - Health Assessment: Lifespan and Community (5.50)

Using developmentally and culturally appropriate approaches within a transpersonal caring framework, students develop skills in performing health assessment of well individuals across the lifespan from infancy to older adulthood, with emphasis on healthy aging. Community characteristics will be explored and strategies developed to promote health of the community. The course introduces students to interviewing techniques, health history, physical assessment techniques, and documentation of findings. Pre-requisite(s): Admission into the Accelerated BSN track.

Co-requisite(s): NURS 304, NURS 324, NURS 355, NURS 360. Course Fee: \$120 and Electronic Resource/Nursing Central Fee: \$145.

NURS 304 - Nursing Skills and Technology (2.00)

Acquisition of nursing skills from basic to complex for nursing care of patients across the lifespan in various healthcare settings. Emerging technologies for use in patient care are included. Pre-requisite(s): Admission into the Accelerated BSN program. Co-requisite(s): NURS 302, NURS 324, NURS 355, and NURS 360. Course Fee: \$240.

NURS 309 - Foundations of Nursing Care (7.00)

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) Regular Track: Admission to nursing major. Co-requisite(s) Regular Track: NURS 301, NURS 323, and NURS 486. Pre-requisite(s) Part-Time Track: NURS 301 and NURS 323. Course Fee: \$300.

NURS 310 - Cultural Diversity in Healthcare (3.00)

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. Pre-requisite(s): ENG 101 and ENG 102 or NURS 311.

NURS 311 - Online Learning Tools for Success (1.00)

Prepares RN to BSN students for an online learning environment. Assesses learner's likelihood of success in online courses and applies needed online technology skills. Pre-requisite: Admission to RN to BSN track.

NURS 314 - Professional Role Development and Communication (2.00)

Introduces the students to the professional role of a nurse, teaches ways of knowing the history of nursing, therapeutic communication, transcultural nursing, teaching and learning strategies, the philosophy and nursing curricular concepts of the School of Nursing, and skills for success in the nursing program. Pre-requisite(s): Admission into the Accelerated BSN Nursing track.

NURS 319 - Chemical Principle of Pharmacology (4.00)

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): NURS 337 and NURS 408.

NURS 323 - Pharmacology (3.00)

Introduction to common pharmacotherapies, actions, interactions, indications, contraindications and adverse affects. Pre-requisite(s): Admission to the nursing major.

NURS 324 - Pharmacology for Nursing Practice (3.50)

Focuses on drug administration, legal issues, the major pharmacologic drug classes, assessing patient response, side effects, and key teaching information. Include drug and dosage calculations and strategies to prevent medication errors. Pre-requisite(s): Admissions into the Accelerated BSN track. Co-requisite(s): NURS 302, NURS 304, NURS 355, and NURS 360.

NURS 337 - Pathophysiology (3.00)

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. Additional Pre-requisite for RN to BSN majors only: NURS 408.

NURS 341 - Nursing Care of Children (4.00)

Using a reflective practice, students examine and practice the nursing role in providing care to children from birth to adolescence and to their families. Children's health problems are examined within the context of family, community, and healthcare systems. Pre-requisites: NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisites: NURS 351, NURS 356, NURS 361, and NURS 380. Course Fee: \$30.

NURS 349 - Maternal/Child Nursing (9.00)

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) Regular Track: NURS 301, NURS 309, NURS 323, and NURS 486. Co-requisite(s) Regular Track: NURS 352. Pre-Requisite(s) Part-Time Track: NURS 301, NURS 309, and NURS 323. Course Fee: \$300.

NURS 351 - Care of Childbearing Families (4.00)

Using a reflective practice framework, students examine and practice the nursing role with diverse families in all phases of the childbearing process in the acute care and community settings. Emphasis is on changes occurring in the biological, personal and social realms. The health needs of childbearing families are studied from the perspectives of health promotion, risk reduction and disease prevention. Pre-requisites: NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisites: NURS 341, NURS 356, NURS 361, and NURS 380. Course Fee: \$30.

NURS 352 - Adult Health Nursing I (6.00)

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 spiritualethical caring relationships with the clients and their families. Pre-requisite(s) Regular Track: NURS 301, NURS 309, NURS 323, and NURS 486. Co-requisite(s) Regular Track: NURS 349. Pre-requisite(s) Part-Time Track: NURS 301, NURS 309, NURS 323, and NURS 349. Co-requisite(s) Part-Time Track: NURS 486. Course Fee: \$100.

NURS 355 - Community Health Concepts (1.00)

Introduction to conceptual frameworks that guide community-oriented nursing, population-focused practice and community-based nursing. Pre-requisite(s): Admission into the Accelerated BSN Nursing track. Co-requisite(s): NURS 302, NURS 304, NURS 324, and NURS 360.

NURS 356 - Community Health Concept Seminar (1.00)

Students develop and implement a community project that responds to an identified community health need. Pre-requisite(s): NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisite(s): NURS 341, NURS 351, NURS 361, and NURS 380.

NURS 360 - Managing Care of Adults I (6.00)

Introduces students to nursing as a profession, including the legal and ethical aspects, the healthcare system, communication, caring, and the nursing process. Using a reflective practice framework, students apply spiritual-ethical nursing care in collaboration with adults and older adults. Pre-requisite: Admission into the Accelerated Nursing Program. Co-requisite(s): NURS 302, NURS 304, NURS 324, and NURS 355. Course Fee: \$30.

NURS 361 - Psychiatric/Mental Health Nursing (4.00)

Focus and application of mental health nursing concepts and selected theories related to adaptive and maladaptive behaviors. Using a reflective practice framework, students apply psychiatric, mental health concepts to care of individuals, families, and community, with emphasis on therapeutic relationships and communications in inpatient clinical settings and various community settings. Pre-requisite(s): NURS 302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisite(s): NURS 341, NURS 351, NURS 356, and NURS 380.

NURS 380 - Managing Care of the Adult II (6.00)

Builds upon concepts taught in NURS 360 Managing Care of Adults I and expands to include physiological and psychosocial care, health promotion, and teaching of the adult and older adult. Using a reflective practice framework, students apply spiritual-ethical nursing care in the management of patients experiencing commonly-occurring acute and chronic health problems. Pre-requisite(s): NURS

302, NURS 304, NURS 314, NURS 324, NURS 355, and NURS 360. Co-requisite(s): NURS 341, NURS 351, NURS 356, and NURS 361. Course Fee: \$30.

NURS 404 - Psychiatric/Mental Health Nursing (4.00)

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 and NURS 352. Co-requisite(s) Regular Track: NURS 418 and NURS 452. Co-requisite(s) Part-Time Track: NURS 418.

NURS 408 - Conceptual Bases of Nursing (3.00)

Concepts, theories, and processes forming the basis of professional nursing practice. Pre-requisite(s): NURS 311.

NURS 410 - Physical Assessment (3.00)

Skills for obtaining an accurate health history and physical assessment for adults and children, including the ability to differentiate between the norm and variations requiring referral. Three hours of laboratory practice included. Pre-requisite(s): NURS 319, NURS 337, and NURS 408.

NURS 416 - Introduction to Nursing Informatics (3.00)

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): NURS 408.

NURS 418 - Nursing Research Methods (3.00)

Research process and research utilization as related to evidence-based. Pre-requisite(s): Admission to nursing major and PSY 210. Additional pre-requisite for RN to BSN majors only: NURS 408.

NURS 420 - Evidence-Based Practice and Research in Nursing (3.00)

Evidence-based Practice and Research in Nursing is the study of the foundations upon which scientific investigations of health are based. Emphasis is on evidence-based practice, including research methodologies and processes and critical appraisal of the health care literature. Pre-requisite(s): Admission into the Accelerated BSN Nursing track and PSY 210.

NURS 424 - Transitions to Practice Seminar (2.00)

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

Track: NURS 437. Co-requisite(s) Part-Time Track: NURS 447 and NURS 448.

NURS 437 - Nursing Care in the Community (6.00)

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, family, 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) Regular Track: NURS 404, NURS 418, and NURS 452. Co-requisite(s) Regular Track: NURS 424, NURS 447, and NURS 448. Pre-requisite(s) Part-Time Track: NURS 452.

NURS 440 - Nursing Leadership in 21st Century (3.00)

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 442 - Nursing Leadership, Management and Health Policy (2.00)

Introduction of nursing management principles & activities; leadership concepts and trends; and influences on healthcare policy and the U.S. political processes. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 455, NURS 460, and NURS 480.

NURS 444 - Human Care Nursing in the Community (6.00)

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 310, NURS 319, NURS 337, NURS 408, NURS 410, NURS 416, NURS 418, NURS 440, and completion of all core curriculum requirements.

NURS 447 - Human Care Nursing Management (2.00)

Focus on nursing management/ leadership theory in a changing health care delivery system including contemporary nursing issues. Pre-requisite(s): NURS 404, NURS 418, and NURS 452. Co-requisite(s) Regular Track: NURS 424, NURS 437, and NURS 448. Co-requisite(s) Part-Time Track: NURS 424 and NURS 448.

NURS 448 - Professional Human Care Nursing - Practice (3.00)

In this final integrating course the students 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, NURS 418, and NURS 452. Co-requisite(s) Regular Track: NURS 424, NURS 437, and NURS 447. Co-requisite(s) Part-Time Track: NURS 424 and NURS 447. Course Fee: \$100.

NURS 452 - Adult Health Nursing II (7.00)

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. Pre-requisite(s) Regular Track: NURS 349 and NURS 352. Co-requisite(s) Regular Track: NURS 404 and NURS 418. Pre-requisite(s) Part-Time Track: NURS 404 and NURS 418. Course Fee: \$100.

NURS 455 - Public Health Concepts (2.00)

Explores population-focused nursing practice of public health within the context of preventing disease and disabilities and promoting and protecting the health of individuals, families, communities, and nations. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 442, NURS 460, and NURS 480.

NURS 460 - Managing Care of the Adult III (6.00)

Builds upon prior learning experiences to facilitate culturally sensitive, holistic, patient-centered care focusing on the recovery, rehabilitative and discharge processes of patients with complex clinical problems. Using a reflective practice framework, students apply spiritual-ethical nursing care in managing patients experiencing complex acute and chronic health problems. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 442, NURS 455, and NURS 460. Course Fee: \$30.

NURS 480 - Transition to Professional Role (6.00)

Serves as an NCLEX-RN preparation course and an immersive clinical experience for students. Students take a comprehensive readiness examination and develop an individualized study plan for NCLEX-RN. Students are immersed in various clinical settings to demonstrate competent, caring, and safe patient-centered nursing care. Students participate in a quality improvement project during this clinical experience. Pre-requisite(s): NURS 341, NURS 351, NURS 356, NURS 361, and NURS 380. Co-requisite(s): NURS 442, NURS 455, and NURS 460. Course Fee: \$30.

NURS 486 - Gerontology (2.00)

Study of age-related changes of the elderly relevant to their needs and delivery of health care. Pre-requisite(s) Regular

Track: Admission to the nursing major. Co-requisite(s) Regular Track: NURS 301, NURS 309, and NURS 323. Pre-requisite(s) Part-Time Track: NURS 301, NURS 309, NURS 323, and NURS 349. Co-requisite(s) Part-Time Track: NURS 352.

NURS 490 - Special Topics (1.00-9.00)

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 (3.00)

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(s): NURS 301, NURS 309, NURS 323, and NURS 486.

NURS 498 - Independent Study (1.00-6.00)

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

NUTR - Nutrition**NUTR 223 - Principles of Nutrition (3.00)**

Nutrient functions and bases for nutrient requirement at the cellular level. Pre-requisite(s): CHEM 110 or 121.

NUTR 240 - Introduction to Sports Nutr (3.00)

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 (4.00)

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 (3.00)

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/Integrative MNT (3.00)

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 (3.00)

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.

PHIL - Philosophy

PHIL 101 - Introduction to Philosophy (3.00)

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 (3.00)

Non-symbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; the uses of language, including techniques of persuasion.

PHIL 105 - Evidence & Inductive Reasoning (3.00)

Introductory study of concrete issues, involving the analysis of evidence, causal explanation, statistical inference, generalization, and probability. Emphasizes issues in such areas as law, the sciences, economics, and education.

PHIL 109 - Introduction to Formal Logic (3.00)

Includes topics such as validity and soundness in deductive arguments, strength and cogency in inductive arguments, traditional/Aristotelian logic, fallacies and elementary symbolic logic. Pre-requisite(s): MATH 127 or MATH 128.

PHIL 135 - Introduction to Ethics (3.00)

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 210 - World Religions

A critical introduction to the nature and practices of various religions. Pre-requisite(s): ENG 100 or ENG 101 with a 'C' or higher.

PHIL 245 - Contemporary Moral Issues (3.00)

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 (3.00)

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.

PHYS - Physics

PHYS 100 - Introductory Physics (3.00)

Concise treatment of mechanics, electricity, magnetism, heat, light, sound, relativity, and quantum mechanics. Pre-requisite(s): MATH 120.

PHYS 151 - General Physics I (4.00)

For non-physical science majors. Kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion and sound. Course offered in Fall Semesters. Satisfies Natural Sciences Core Curriculum. Pre-requisite(s): MATH 128 or equivalent; \$25 lab fee.

Offered: EVERYFALL.

PHYS 152 - General Physics II (4.00)

For non-physical science majors. Electricity, magnetism, electromagnetic waves, optics, relativity, introductory quantum physics, and nuclear physics. Course offered in Spring Semesters. Satisfies Natural Sciences Core Curriculum. Pre-requisite(s): PHYS 151; \$25 lab fee.

Offered: EVERYSRNG.

PHYS 491 - Independent Study (1.00 - 3.00)

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

PSC - Political Science

PSC 100 - Nevada Constitution (1.00)

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. Offered Fall, Spring, and Summer. Satisfies Constitution Core Curriculum. when combined with PSC 101 (or equivalent from out-of-state).

PSC 101 - Introduction to American Politics (4.00)

A survey of American national, state and local governments; includes review of Nevada's constitution, government and contemporary issues.

PSC 210 - American Public Policy (3.00)

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 (3.00)

Analysis of similarities and differences in the governing processes of different societies. Satisfies Social Sciences Core Curriculum.

PSC 231 - Introduction to International Relations (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 - Law Enforcement Management (3.00)

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 (3.00)

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

PSC 441 - Public Financial Administration (3.00)

Analysis of current practices of budget implementation with emphasis on control systems, debt and cash management, and specific behaviors of budget officials. Offered Spring Semesters.

PSC 442 - Public Personnel Administration (3.00)

Methods of recruiting, examining, training and other techniques utilized in the management of employees in government service. Offered Spring semesters.

PSC 461 - Executive Leadership (3.00)

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 (3.00)

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.

PSY - Psychology

PSY 101 - General Psychology (3.00)

Presents psychology as a science concerned with the actions of organisms in a social and cultural context. Offered Fall, Spring, Summer, and Winter terms. Satisfies Social Sciences Core Curriculum.

PSY 201 - Lifespan Human Development (3.00)

Overview of growth and development from the prenatal period through adulthood.

PSY 205 - Elementary Analysis of Behavior (3.00)

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 (3.00)

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. Offered in-person only; available in the Fall, Spring, Summer, and Winter terms. 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 (3.00)

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 by their Sophomore Year.

Offered in-person only; available in Fall and Spring semesters. Satisfies Social Sciences Core Curriculum. Pre-requisite(s): PSY 101. Crosslisted with SOC 240.

PSY 244 - Sport Psychology (3.00)

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 (3.00)

Educational applications of psychology to learning discipline, and social, emotional, and intellectual behavior. Educational and psychological tests and measurements. Offered Fall, Spring, Summer, and Winter terms. Pre-requisite(s): PSY 101

PSY 375 - Advanced Undergraduate Research (3.00)

Independent or collaborative empirical research. Course offered in-person only; available in Fall and Spring semesters. Maximum of 6 credits. Pre-requisite(s): PSY 101, PSY 210, PSY 240; \$25 lab fee.

PSY 403 - Physiological Psychology (3.00)

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.

Offered: EVERYSRNG.

PSY 405 - Perception (3.00)

Basic principles by which man perceives his environment. Topics can include the perception of form, color, space and depth. Pre-requisite(s): PSY 101.

PSY 407 - Applied Behavior Analysis (3.00)

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 (3.00)

Study of the history of psychology. Pre-requisite(s): PSY 101

PSY 412 - Motivation and Emotion (3.00)

Basic principles and theories of motivation and emotion. Examination of major themes and contemporary research in the field. Pre-requisite(s): PSY 101

PSY 416 - Cognitive Psychology (3.00)

Analysis of the theories, principles, and phenomena of cognitive psychology, including attention, pattern recognition, memory, language, and problem solving. Course offered in Fall and Summer. Pre-requisite(s): PSY 101

Offered: FALLSUMMER.

PSY 420 - Psychology of Learning (3.00)

Examines the theories and principles of learning and conditioning and their application to human behavior. Pre-requisite(s): PSY 101

Offered: ODDFALL.

PSY 430 - Developmental Psychology: Infancy and Childhood (3.00)

Study of human development from conception to late childhood. Pre-requisite(s): PSY 101 and Sophomore or higher standing. (Formerly PSY 440)

PSY 434 - Developmental Psychology: Adolescence and Adulthood (3.00)

Study of human development from adolescence through adulthood. Pre-requisite(s): PSY 101. (Formerly PSY 441)

PSY 435 - Personality (3.00)

Study of personality as a psychological construct with emphasis on its structure, development, and measurement. Course offered in Spring Semesters. Pre-requisite(s): PSY 101 and Sophomore or higher standing.

Offered: Spring Semester.

PSY 436 - Drugs, Addiction, and Mental Disorders (3.00)

Considers the use, abuse, liability, and psycho-therapeutic effects of drugs in humans. Pre-requisite(s): PSY 101. Crosslisted with COU 320.

Offered: ODDFALL.

PSY 441 - Abnormal Psychology (3.00)

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 (3.00)

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.

Offered: EVERYFALL.

PSY 450 - Industrial and Organizational Psychology (3.00)

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 210, PSY 240.

PSY 460 - Social Psychology (3.00)

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 Fall, Spring, and Summer terms. Pre-requisite(s): PSY 101 or SOC 101

Offered: EVERYSRNG.

PSY 466 - Psychology of Sex (3.00)

Psychological, physiological, and comparative study of sexual behavior. Course offered in Spring Semesters. Pre-requisite(s): PSY 101.

Offered: EVERYSRNG.

PSY 468 - Psychology of Inequality (3.00)

Examines psychological processes and societal ideologies that maintain inequality based on race, gender, social class, citizenship status, sexual orientation, disability, etc., and the psychological experience and social consequences of belonging to low-status groups. Prerequisite(s): PSY 101 or SOC 101

PSY 469 - Psychology and the Legal System (3.00)

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. Course offered Fall semesters. Pre-requisite(s): PSY 101

PSY 470 - Health Psychology (3.00)

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

Offered: EVERYFALL.

PSY 481 - Principles of Psychological Assessment (3.00)

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 Fall Semesters. Pre-requisite(s): PSY 101, PSY 210, PSY 240.

Offered: EVENSRING.

PSY 496 - Advanced Independent Study (1.00)

Individual reading projects under the direction of the faculty member. Note: A grade-point average of 3.5 or higher is required for PSY 496.

PSY 497 - Supervised Field Experience (4.00)

Individual field experience under the supervision of a faculty member. Course offered in-person only; available in Fall and Spring semesters. Pre-requisite(s): PSY 101, 210, and 240. Crosslisted with COU 497.

PSY 498 - Advanced Independent Research (1.00)

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 (1.00)

Exploration of special topics of current interest. May be repeated to a maximum of six credits.

SCM - Supply Chain Management

SCM 352 - Operations Management (3.00)

Analytical aids to management decision making. Integrated approaches to decisions involving organizational policies and principles, production processes, materials, manpower, and/or equipment. When appropriate, computer assistance utilized. Pre-requisite(s): Admission to a business major or junior standing, MGT 301, ECON 261.

SOC - Sociology

All levels 400 Sociology classes require at least Junior standing.

SOC 101 - Principles of Sociology (3.00)

Sociological principles underlying the development, structure and function of culture, society, human groups, and social change. Offered Fall, Spring, and Summer terms. Satisfies Social Science Core Curriculum.

SOC 102 - Contemporary Social Issues (3.00)

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 Social Science Core Curriculum.

SOC 210 - Introduction to Statistical Methods (3.00)

Introduction to statistical reasoning: creating measures at levels; description of samples and comparisons to populations; making statistical decisions; applying statistical models. Offered Fall, Spring, Summer, and Winter terms. Pre-requisite(s) or Co-requisite(s): PSY 101; must have completed the college core requirements for mathematics. Crosslisted with PSY 210.

SOC 230 - Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies (3.00)

Study of lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities and identities in the context of U.S. history, politics, and culture, and their intersection with race/ethnicity, class, and other important social categories.

SOC 240 - Introduction to Research Methods (3.00)

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. Offered fall and spring semesters. Cross-listed with PSY 240. Pre-requisite(s): PSY 210 / SOC 210

SOC 397 - Independent Study (1.00 - 3.00)

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

SOC 402 - Sociology and Literature (3.00)

Examination of selected ideas, concepts, and theories through use of fictional literature. Various topics include human alienation, social stratification, bureaucracy, prejudice, immigration, and deviance. Pre-requisite(s): Junior standing.

SOC 403 - Techniques of Social Research (3.00)

Introduction to research design, data gathering techniques, and sociological analysis of data. Pre-requisite(s): Junior standing.

SOC 407 - Environment and Society (3.00)

Focuses on the conflict between private rights and the public interest and the extent to which this conflict affects society in the environmental arena. Pre-requisite(s): Junior standing

SOC 411 - Films and Society (3.00)

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. Pre-requisite(s): Junior standing.

SOC 414 - Popular Culture (3.00)

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. Pre-requisite(s): Junior standing.

SOC 441 - Social Inequality (3.00)

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. Pre-requisite(s): Junior standing.

SOC 443 - Urban Sociology (3.00)

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. Pre-requisite(s): Junior standing.

SOC 447 - Marriage and the Family (3.00)

Study of the institutions of marriage and the family and analysis of various factors and forces affecting the family.

Emphasis upon present trends. Pre-requisite(s): Junior standing.

SOC 449 - Sex and Social Arrangements (3.00)

Examination of human sexuality in social contexts. Emphasis on cross-cultural and historical comparisons, sexual identities, the definition of "deviant" sexuality, and sex-based industries. Offered odd Spring semesters. Satisfies Cultural Diversity Core Curriculum. Pre-requisite(s): Junior standing.

SOC 453 - Gender and Society (3.00)

Examines the micro-social and political aspects of gender, including socialization into gender roles, same sex, and cross-sex interactions, and long-term relationships. Offered even Spring semesters. Satisfies Cultural Diversity Core Curriculum. Pre-requisite(s): Junior standing.

SOC 466 - Sociology of Medicine (3.00)

Analyzes the medical profession and delivery of health care. Medical education, medicine as social control, ethical issues, and the management of medical knowledge examined. Pre-requisite: Junior standing.

SOC 469 - Crossing Borders/Global Migrations (3.00)

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): Junior standing.

SOC 471 - Racial and Ethnic Conflict in the United States (3.00)

Analysis of 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): Junior Standing.

SOC 476 - Sociology of Education (3.00)

Application of sociological theory to the social institution of education. Primary attention directed toward the social organization of educational systems. Draws upon research from a variety of fields. Pre-requisite(s): Junior or Senior status.

SOC 484 - Sociology of Death and Dying (3.00)

Examines the process of dying; emphasis placed on managing grief, the role of the dying patient, prolonging life, and the funeral industry. Pre-requisite(s): Junior or Senior status.

SPAN - Spanish

SPAN 111 - Elementary Spanish I (4.00)

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 (4.00)

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 (3.00)

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 (3.00)

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.

SPA - Speech Pathology

SPA 301 - Survey of Speech Path (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 (3.00)

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 320, SPA 330, SPA 364 and admission to the Speech Pathology program. Prerequisite(s) or Co-requisite(s): SPA 467

SPA 401 - Fluency Disorders (3.00)

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 (3.00)

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): Pre-requisite(s): SPA 330 and admission to the Speech Pathology program.

SPA 441 - Clinical Practicum (10.00)

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 lesson plans and Individual Education Programs (IEPs). They will participate in IEP meetings for initial placements and annual reviews for students with speech-language impairments and for students with other disabilities. Gradually, they will assume supervised responsibility of the students assigned to the master clinician's caseload. The practicum is full-day for a duration of 16 weeks. Pre-requisite(s): Admission to the Speech Pathology program. Passing score on the Praxis CORE and Praxis II tests.. Course Fee: \$250

SPA 461 - Articulation II: Diagnosis and Treatment of Speech Disorders (2.00)

The course will extend the knowledge-base in the area of speech sound disorders initially presented in SPA 364. Evaluation and treatment of organic and phonological speech disorders. Emphasis on etiology, diagnosis, and methods of treatment in children. . Pre-requisite(s): SPA 364 and admission to the Speech Pathology program.

SPA 466 - Rehabilitation for Hearing Handicapped (3.00)

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 (3.00)

Students will examine characteristics, incidence, and etiology of language disorders in children and adolescents. Assessment and remediation of language disorders will be covered with opportunities to apply skills in simulated and authentic situations. Pre-requisite(s): SPA 320, SPA 340, Admission to the Speech Pathology program.

SPA 491A - Extended Experience in SLP: Articulation Disorders Lab (2.00)

The SPA 491A lab will provide students hands-on practice with assessments and treatment materials relative to articulation disorders. Students will be expected to demonstrate use of materials in mock therapy sessions, administration of assessments, and lesson planning. Pre-requisite(s): SPA 301, SPA 320, SPA 330, and SPA 340.

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

SPA 491B - Extended Experience in SLP: Communication and Language Disorders Lab (2.00)

The SPA 491B lab will provide students hands-on practice with assessments and treatment materials relative to communication and language disorders. Students will be expected to demonstrate use of materials in mock therapy sessions, administration of assessments, and lesson planning. Pre-requisite(s): SPA 320, SPA 340, Admission to the Speech Pathology program. Co-requisite(s): SPA 467

SPA 491C - Extended Experiences in SPL: Assessment Lab (2.00)

The SPA 491C lab will provide students hands-on practice with assessments and treatment materials relative to communication and language disorders. Students will be expected to demonstrate use of materials in mock therapy sessions, administration of assessments, and lesson planning. Pre-requisite(s): SPA 301, SPA 330, SPA 364. Admission to the Speech Pathology program. Co-requisite(s): SPA 400

SPA 494 - Workshops and Institutes: Current Issues in Speech and Language Pathology (1.00 - 3.00)

The course will examine current topics related to procedures and instrumentation, theoretical and ethical foundations, assessment, and/or treatment of communication disorders in preschool and school-aged populations. Topics will vary by offerings. May be repeated for additional credit not to exceed 9 credit hours.

STAT - Statistics**STAT 391 - Applied Statistics for Biological Science (3.00)**

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 (1.00 - 3.00)

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

THTR - Theatre**THTR 100 - Introduction to the Theatre (3.00)**

Survey of the art and craft of theatre including representative plays. Satisfies Fine Arts Core Curriculum.

THTR 495 - Independent Study (1.00 - 3.00)

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

VIS - Visual Media**VIS 110 - Storyboarding (3.00)**

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 (3.00)

Development of scripts for short films and videos through story boarding and constructing a paper edit. \$40 lab fee.

VIS 112 - Introduction to Animation (3.00)

An introduction to the history of animation and the production of animated works.

VIS 120 - Introduction to Computer Animation (3.00)

An introduction to digital animation. Emphasis on 2-D design and the creation of short animated projects. \$40 lab fee

VIS 261 - Concepts and History of Digital Media (3.00)

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 (3.00)

Basic principles of video production, including equipment, professional procedures, and production techniques. Laboratory practices with a video camera and editing equipment for exercises and short projects. Equipment and software: Digital Video Camera and Adobe Premiere. \$40 lab fee

VIS 292 - Introduction to Digital Editing (3.00)

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. \$40 lab fee

VIS 320 - Advanced Digital Animation (3.00)

The course will explore contemporary animation techniques, with an emphasis on 3-D modeling and movement. Prerequisite: VIS 120. \$40 lab fee

VIS 341 - Sound Design for Media Product (4.00)

This class will explore the relationship between sound and image. Our approach will be both theoretical and practical. Most importantly, perhaps, we will listen to already existing sound design and listen to the environments around us. Our goal is to discover new ways to think and talk about

sound, and new ways to incorporate sound into the creation of digital cinema and multimedia work. \$20 lab fee

VIS 362 - Introduction to Contemporary Critical Theory in Art and Technology (3.00)

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 (3.00)

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 (3.00)

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.

VIS 381 - Corporate/Public Organization Identity and Communications (3.00)

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 (4.00)

The development of independent, innovative projects that utilize digital or digital-traditional hybrid means to make images on surfaces. Projects may employ any imaging strategies in concept, production and distribution; including installation, projection, printing and publishing. Pre-requisite(s): ART 243 or instructor approval.

VIS 460 - Media Finance and Distribution (4.00)

Strategies for production financing for professional film, video, and interactive projects and ways to position and distribute a project in the marketplace. Students will

develop a prospectus for their own projects. Pre-requisite(s): VIS 160, Senior standing.

VIS 490 - Advanced Digital Cinema (3.00)

Advanced work in digital cinema production, including writing, producing, and directing short digital films. Students will also serve in various capacities as crew members for other productions within the class. Pre-requisite(s): ART 141 or instructor approval. \$40 lab fee

VIS 492 - Advanced Digital Editing (3.00)

Advanced principles of post-production with an emphasis in the use of Adobe After Effects. Pre-requisite(s): VIS 120. \$40 lab fee

VIS 495 - Independent Study (4.00)

Qualified students working on an individual basis with a professor who has agreed to supervise such work. Pre-requisite(s): Senior standing and consent of instructor. S/U Grading.

VMT - Visual Media Technologies

VMT 361 - Concepts of Media Arts (3.00)

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 (3.00)

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 (3.00)

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

WMST-Women's Studies

WMST 101 - Introduction to Women's Studies (3.00)

Interdisciplinary analysis of women in culture and society from historical and cross-cultural perspectives. Satisfies Social Sciences Core Curriculum or Cultural Diversity Core Curriculum.

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Dr. Jack Lund Schofield

Allison Stephens

Michael Wixom

President

Patterson, Bart, President, J.D. - 1987, Duke University School of Law; B.S. – 1984, Utah State University

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

Cresiski, Robin, Vice Provost of Scholarship and Experiential Learning, Ph.D.-2007, Yale University; M.Phil.-2004, Yale University; B.S.-2001, Haverford College

Scinta, Anthony, Vice Provost of Academic Innovation and Student Success, 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

Rosenburg, Neal, Dean of the School of Nursing and Associate Professor of Nursing, Ph.D.-2010, University of Missouri, Saint Louis; MS-2007, University of Missouri, Saint Louis; BSN-2005, University of Missouri, Saint Louis

Kuniyuki, Andrew, Dean of 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

Garofalo, James, Interim Dean of the School of Education, Ph.D. – 1969, Syracuse University; M.A.T. – 1962, Colgate University; B.A. – 1961, Albright College

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-Broadbent College.

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

Full-Time Faculty

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

Ballif, Serge, Assistant Professor of Mathematics, Ph.D.-2012, The Pennsylvania State University; M.S.-2007, Utah State University; B.S.-2004, Utah State University

Benson, Wendi, Assistant Professor of Business, Ph. D. – 2013, Washington State University, Vancouver; M.S. – 2010, Washington State University, Vancouver; B.A. – 2008; Ohio University, Chillicothe

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

Bryans-Bongey, Sarah, Assistant Professor of Educational Technology, Ed.D.-2012, University of Minnesota; M.Ed.-2001, The College of St. Scholastica; B.A.-2000, The College of St. Scholastica; B.S.-1978, Syracuse 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

Call, Pamela, Nursing Lecturer, M.S.N. – 2011, Touro University, Nevada; B.A. – 1989, University of California, Santa Cruz; Diploma RN – 1985, Los Angeles County Hospital

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

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

Darby-Carlberg, Cheryl, Nursing Lecturer, D.N.P. - 2014, Touro University, Nevada, M.S.N. – 2010, University of Nevada, Las Vegas; B.S.N. – 2000, Nebraska Methodist College

Davis, Adam, Assistant Professor of Visual and Digital Media, Ph.D. – 2012, Southern Illinois University; M.F.A. – 2004, Chapman University; B.A. – 2000, University of Utah

Dunning, Jonathan P., Department Chair of Social Sciences and Business Administration and Assistant Professor of Psychology, Ph.D. – 2012, Stony Brook University; M.A. - 2008, Stony Brook University; M.S. - 2006, The University of Memphis; B.S. - 2002, The University of Georgia

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

Gleason, Brian, Assistant Professor of Mathematics, Ph.D. – 2011, The University of Georgia; M.S. – 2007, Utah State University; B.S. – 2004, Utah State University

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

Green, Roxann, Nursing Lecturer, M.S.N – 2009, University of Phoenix; B.S.N. – 1989, University of Texas, Arlington

Grove, Susan, Core Block Coordinator and Nursing Lecturer, D.N.P. - 2014, Touro University, Nevada, 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

Hignite, Lance, Assistant Professor of Law Enforcement, Ph.D. – 2007, Sam Houston State University; M.S.C.J., 1996, Texas State University; B.S. – 1993, Sam Houston State University

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

Kaufman, Roberta, Assistant Professor, Ed.D. – 1993, University of South Dakota; M.A. – 1987, University of South Dakota; B.A. – 1974, South Dakota State University

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

Koonkongsatian, Dawn, Nursing Lecturer, M.S.N.-2010, University of Phoenix; B.S.N.-2008, University of Phoenix

La Chapelle, Peter, 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, Pre-Licensure Director of Nursing and Assistant Professor of Nursing, Ph.D.-2011, University of Nevada, Las Vegas; M.S.N.-2001, University of Nevada, Las Vegas; B.S.N.-1991, West Visayas State University, Philippines

Marshall, Shantal, Assistant Professor of Psychology, Ph.D. – 2011, Stanford University; M.A. – 2007, Stanford University; B.A. – 2004, University of California, Los Angeles

Meyerowitz, Elizabeth, Speech Pathology Lecturer, M.A. – 2007, Northern Arizona University; M.A. – 1984, University of California; B.A. – 1980, University of the Pacific

Million, Rita, Post-Licensure Director of Nursing and Nursing Lecturer, M.S.N.-2009, University of Nebraska; B.S.N.-2005, College of Saint Mary

Mitchell, Ted, Assistant Professor of Secondary Education, Ph.D.-2009, Michigan State University; A.B.-2001, University of Michigan - Ann Arbor

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

Naumann, Laura, Assistant Professor of Psychology, Ph.D. – 2009, University of California, Berkeley; M.A. – 2005, University of California, Berkeley; B.A. – 2003, The University of Texas at Austin

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

Natividad, Nicholas, Assistant Professor of Criminal Justice, Ph.D. – 2011, Arizona State University; M.A. – 2007, State University New York; B.A., St. Thomas Aquinas College

Pazargadi, Leila, Assistant Professor of English, Ph.D. – 2012, University of California, Los Angeles; M.A. – 2007, University of California, Los Angeles; B.A. – 2004, Occidental College

Perry, LaTricia, Specialty Block Coordinator and Nursing Lecturer, M.S.N. – 2010, University of Phoenix; B.S.N. – 1996, Clarkson College, Nebraska

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

Robinson, Gregory, Department Chair of Humanities and Associate 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

Romeo, Teri, Speech Pathology Lecturer, M.S. – 1993, Idaho State University; M.S. – 1986, University of Nevada, Reno; B.S. – 1984, University of Nevada, Reno

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

Schulz, Joshua, Assistant Professor of Education, Ed. D.-2013, University of Massachusetts; M.A.-1998, University of Southern Mississippi; B.A.-1995, University of Richmond

Sigel, Bryan J., Assistant Professor of Biology, Ph.D. – 2007, Tulane University; B.S. – 1999, University of California, Los Angeles

Sharp, Gwen, Associate Dean of the School of Liberal Arts and Sciences and Associate 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

Thanki, Sandip, Director of Institutional Research 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

VandeHei, Amanda, Assistant Professor of Elementary Literacy, Ph.D.-2014, University of Nevada, Las Vegas; M.Ed.-2005, Lesley University; B.A.-2002, University of Wisconsin Eau-Chaire

Wertz, Ruby, Professional Block Coordinator and Nursing Lecturer, M.H.A.-1998, University of St. Francis, Illinois, B.S.N.- 1989 Bloomsburg, PA.

Wilson, Evette, Assistant Professor of Nursing, D.N.P.-2013, University of Nevada, Las Vegas; M.S.N.-2004, University of Phoenix; B.S.N.-1999, University of South Carolina, Spartanburg

Wong, Aaron, Department Chair of Physical and Life Science and Associate 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

Woydziak, Zachary, Assistant Professor of Chemistry, Ph.D. – 2009, University of California, Irvine; B.S. – 2004, University of Nevada, Reno.

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