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PRESIDENT'S MESSAGE

Dear Students,

I want to welcome you to the 2015-2016 academic year and share with you some of my thoughts about what it means to be a student at Sierra Nevada College.

First, you should prepare to be challenged – inside and outside of the classroom. One of the amazing things about going to school at SNC Tahoe is not only the physical beauty of the Lake Tahoe region, but the way in which this magnificent environment stimulates creativity, innovation, and adventures of all kinds. This phenomenal location challenges each one of us – in our own unique ways – to stretch ourselves through new experiences and to set new standards for what we can achieve.

The surprising thing is that not only does this happen in the outdoors, for example while hiking in the backcountry or on a white water rafting trip, but it also happens every day in the classroom. At SNC Tahoe, we talk a lot about active learning and how it creates a different kind of educational experience – one in which you are front and center – not sitting on the sidelines observing.

At SNC Tahoe, it all begins on the first day of CORE 101, a freshman experience designed to rapidly and deeply engage you and help you get ready for our active learning environment. Immediately, you get the opportunity to team-up and create solutions to real-world challenges framed by visiting CEOs and Executive Directors from local businesses and nonprofit organizations. By the time you share your recommendations with these leaders, you have begun connecting with the community around you, whether it is Project Mana, Bona Fide Books, St. Mary's Art and Retreat Center in Virginia City, Tahoe Safe Alliance, or Adventure Risk Challenge. You get a chance to be part of something larger than yourself – a team of colleagues and community right outside our doors.

Through our innovative idea competitions, you'll have the opportunity to develop your own creative ideas and test them out on outside experts. Over the course of four years, whether it's presenting your original research at SNC's Student Symposium, the American Psychology Conference at Berkeley or the National Honors Conference; curating a solo art exhibition or winning a prize in a juried show; competing in a statewide business plan competition; or being part of a championship ski or lacrosse team – numerous and varied experiences build a capacity for putting yourself in new situations, testing your skills, getting feedback, rethinking what you are doing, raising your standard for yourself, and going back for more. From this you build a capacity for resilience, poise, and grace under pressure.

Connecting to the larger world is a critical part of being a student here. Whether it is through participating in a service learning project in South Africa; an internship with the Sierra Angels, Tahoe's venture capital group; a summer job with IT Convergence, a global enterprise services provider; or by leading a group of fellow students on a rigorous and challenging three-week trek into the canyons of Utah, you have the opportunity to be a part of something that will change your life.

So why does any of this matter? It is these kinds of experiences that get you ready for success in the world around you – whether in your very first job or over a long career. These experiences give you the flexibility, capacity for entrepreneurial thinking, resiliency, and know-how that means that you can take on new challenges and seize whatever new opportunities come your way. Preparation – whether for the back country or a lifetime – gives you the confidence to know that you are up to whatever challenges life throws your way.

If you are a graduate student, the expectation of a commitment to community is every bit as powerful. In the Teacher Education Program, our Master's degree candidates develop action plans for improving teaching in the classrooms of our local schools. Students in the MFA in Creative Writing work with professional editors to prepare their manuscripts for publication; others work collaboratively with undergraduate colleagues to produce our nationally acclaimed *Sierra Nevada Review*. Across our graduate programs, our students are constantly pushing the real world impact of their work and scholarship.

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This is a little bit of what it means to be a student at Sierra Nevada College. Both physically and educationally, this is indeed like no place on earth.

Have a great year and great adventures!



Sincerely,

A handwritten signature in cursive script, appearing to read "Shannon Beets".

Shannon Beets
Interim President and Provost

Accreditation & Legal Notices

I. ACCREDITATION AND AUTHORITY

Sierra Nevada College (SNC) is regionally accredited by the Northwest Commission on Colleges and Universities and licensed by the Nevada Commission on Postsecondary Education. The Teacher Education programs are state-approved through the Nevada State Board of Education.

- Sierra Nevada College is registered in the State of Nevada, with the Articles of Incorporation last amended and approved January 27, 2012 and filed with the State of Nevada Secretary of State January 27, 2012. Sierra Nevada College's Bylaws were last updated January 27, 2012.
- Sierra Nevada College is authorized to operate as a tax-exempt organization, with the most recent letter on file and dated June 17, 1971.
- Sierra Nevada College is approved by the Postsecondary Education Commission in Nevada, with the most recent letter on file and dated April 1, 2010.
- Sierra Nevada College is approved to offer Teacher Education Programs by the Nevada Department of Education, with the most recent letter on file and dated November 1, 2010.
- Sierra Nevada College is approved by the Northwest Commission on Colleges and Universities to award degrees at the baccalaureate and masters levels, with the most recent letter on file and dated August 1, 2012.

If you are experiencing a problem with Sierra Nevada College and cannot resolve it with the appropriate school officials, you may contact the Nevada Commission on Postsecondary Education using the process outlined on the following website:
<http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm>.

Complaints regarding the institution's eligibility requirements, standards, and policies may be submitted in writing to the Northwest Commission on Colleges and Universities, addressed to the President at 800 165th Ave. NE Suite 100 Redmond, WA 98052.

Students taking online courses outside of Nevada may contact their state's higher education commissions. For more information on out of state higher education commissions, please see www.sierranevada.edu.

II. LEGAL NOTICES

This catalog is intended to serve current and prospective students as an advisory document and guide to program planning, institutional services, and academic or enrollment related policies and procedures at Sierra Nevada College. SNC reserves the right to adjust conditions of enrollment, class offerings, and services rendered as dictated by the limits of institutional resources, enrollment conditions, and federal and state statutes.

Prohibited Uses of Internet Systems and Services

Theft or other abuse of the campus network, computers, or computer time, including but not limited to:

- Unauthorized entry into a file to use, read, or change the contents or for any other purpose.
- Unauthorized transfer of a file.
- Unauthorized use of another individual's identification or password.
- Use of computers or computing facilities and resources to interfere with the work of another student, faculty member, or University official.
- Use of computing facilities and resources in violation of copyright laws.
- Illegal Use: Transmission, distribution, or storage of any material in violation of an applicable law or regulation is prohibited. This includes, without limitation, pornography, viruses, worms, or harmful code, material protected by copyright, trademark, trade secret, or other intellectual property right used without proper authorization. Students shall comply with the Digital Millennium Copyright Act of 1998.
- Threats: Threats of bodily harm or destruction of property, or any other communication that constitutes an illegal threat or harassment.
- Reselling: The resale of Internet Service or otherwise making available to anyone outside the premises the ability to use the Service (i.e. Wi-Fi, or other methods of networking) without proper authorization.
- Impersonation/Forgery: The use of the Internet Service for the impersonation of another person for any purpose, including, without limitation, adding, removing, or modifying email or network header information, use of free email services, selling or auction services, and chat or other instant messaging services. Identity theft, misuse, or misrepresentation of one's identity on the Internet is a violation of NV state law and covered under section 18 of the United States Federal Code.
- Disruptions and Network Unfriendly Behavior: Any activities, intentional or otherwise, which adversely affect the ability of other Students or Clients of Sierra Nevada College to use Internet Services or the Internet. This includes, without limitation, denial of

Accreditation & Legal Notices

service (DOS) attacks, unauthorized attempts to gain access to any account or computer resource not belonging to the student or employee, the alteration, destruction, or misuse of information by any means or device, or the interference or disruption of services (which can, for example, be caused by a student using his or her own wireless router).

- **Network Security:** The operation, through action or inaction, of student or College owned computers and equipment in an unsecured manner which permits others to use the Residence Hall Internet Service in a means that is in violation of this AUP or any applicable law or regulation including, without limitation, DOS attacks, the proliferation of viruses or worms, email relaying and unsolicited email (“email spam”).
- **Email:** Sending unsolicited mail messages, including the sending of “junk mail” or other advertising material to individuals who did not specifically request such material (“email spam”). This includes, without limitation, bulk-mailing of commercial advertising, informational announcements, and political tracts.
- **Deception:** Obtaining or attempting to obtain service by any means or device with intent to avoid payment, or advertising, transmitting, or otherwise making available any software, program, product, or service, which includes, without limitation, the facilitation of the means to send email spam, initiation of pinging, flooding, mail-bombing, DOS attacks, and piracy of software. (This includes, for example, acquiring copyrighted materials via “peer-to-peer” sharing programs or websites.)
- **Use of any technology to create, display, or distribute an audio, video, digital file, picture or film of another individual without that person’s knowledge and consent while the person is in a place where the individual would have reasonable expectation of privacy.**
- **Penalties for violation of Federal copyright laws;** copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner. These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

Disabled Student Services/Academic Accommodations

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who request accommodations are required to present appropriate documentation of their disabilities to the Director of Academic Support Services/ADA Compliance Officer, who will make the necessary accommodations available as appropriate to the documented disability. Students seeking accommodations should contact the Director before the semester begins to make their request. Specific information about a student’s disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. Any student who wishes to file a grievance regarding accommodations should direct their request to the Director of Academic Support Services/ADA Compliance Officer. **It is the student’s responsibility to request accommodations.**

Family Education Rights and Privacy Act (FERPA)

SNC abides by the Family Educational Rights and Privacy Act of 1974 as amended. Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. SNC’s Registrar coordinates the inspection and review procedures for student education records, which include admissions, personal, financial, academic, cooperative education and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item(s) of interest. Records covered by the Act will be made available within 45 days of the request. Students may have copies of their records, at their own expense, with certain exceptions (e.g., a copy of a transcript upon which a financial hold has been placed or copies of transcripts from other schools). Educational records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual (except temporary substitutes); SNC security records; student health records; employment records; or alumni records. In addition, students may not see financial information submitted by their parents, any confidential letters or recommendations to which they have waived their rights of inspection and review, or education records containing information about more than one student. In the latter case, a student will be permitted access only to that part of the record that pertains to him or her.

Students who believe that their education records contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar, either in person or in writing. If the Registrar agrees with a student’s requests, the appropriate records will be amended. If not, the student will be informed and may request a formal hearing. This request must be made in writing to the Registrar who will inform the student of the date, place, and time of the hearing before a panel

Accreditation & Legal Notices

selected by SNC. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of the student's choice, including attorneys, at the student's expense. Decisions of the hearing panel are final and based solely on the evidence presented at the hearing. The panel's written judgment will be delivered to all parties concerned. If the decision is in favor of the student, the education records will be corrected. If the decision is not satisfactory to the student, he or she may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. These statements will be placed in the student's education records, maintained as part of them, and released whenever the records in question are disclosed. A student who believes the decisions of this adjudication process unfair or not in keeping with the Act may make a written request for assistance to the Provost. Students who still believe that their rights have been abridged may file complaints with the US Department of Education, Washington, D.C.

At the discretion of SNC officials, the following directory information will be provided: student's name, e-mail address, major field of study, dates of attendance, place of birth, degrees and awards received, student's participation in officially recognized activities, student athlete's weight and height, photographs (including ID pictures), and videos. A student wishing to withhold this directory information must complete the FERPA release form and indicate Full Confidentiality. This form is available at the SNC Office of the Registrar and will be valid until revoked in writing. With the exception of directory information, no one outside SNC may have access to, nor will SNC disclose, any other information from a student's education record without the written consent of the student. Exceptions to this access rule include SNC personnel, officials of other institutions in which the student seeks to enroll, persons or organizations providing the student's financial aid, accrediting agencies carrying out their accreditation functions, persons in compliance with a judicial order, and persons in an emergency in order to protect the health or safety of the student or other persons. Within the SNC community, only members acting in the students' educational interest, individually or collectively, are allowed access to student education records.

Statement of Non-Discrimination

Sierra Nevada College adheres to a policy of non-discrimination in all programs with respect to gender, race, age, ethnicity, color, national origin, religious preference, sexual orientation, and disabilities.

SNC Missions and Traditions

III. SNC MISSION AND TRADITIONS

SNC Mission

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

SNC Traditions

School traditions are an important aspect of the college experience. These traditions are intended to inspire pride and help strengthen student connections to the larger Sierra Nevada College community—past, present, and future.

Colors

Blue and White

Mascot

Eagle

Alma Mater

On snow-capped peaks where eagles nest
 And soar over the blue shores of Tahoe
 We came, too, to test our wings
 And gather wisdom, strength and honor
 At Sierra Nevada College.

To you, our one-time home,
 We pledge ourselves and lift our voices
 Together in unison to bless
 Our cherished Alma Mater
 Sierra Nevada College.

SNC History

Sierra Nevada College opened its doors in the fall of 1969 with 23 students. Among the goals of the founders was incorporation of the unique environmental qualities and characteristics of the Lake Tahoe region into the academic programs at SNC. Decades later, fidelity to this goal is still reflected in the SNC academic mission and core curriculum, which emphasize the importance of environmental, social, economic and educational sustainability.

Within four years of its founding, SNC had achieved candidate status for accreditation with the Northwest Commission on Colleges and Universities (NWCCU), and accreditation was granted in 1976. SNC experienced substantial growth in academic programs during the seventies, adding the departments of Fine Arts and Management. This expansion of academic offerings continued with the addition of the Teacher Education Program in the late eighties and culminated in the creation of the Master of Arts in Teaching (MAT) program in 2005. Students come to SNC from throughout the United States and several countries.

As SNC grew, three new buildings were added to the historic Mountain Campus: Ralston Hall, David Hall and the MacLean Library. In 1991, the Lake Campus was acquired through private and foundation donations and, for many years, classes and activities took place at both the Mountain and the Lake locations. Sensing that SNC students and faculty needed to occupy a single campus where continued expansion was possible, the leadership at SNC decided to sell the Mountain Campus and relocate all activities, classes and programs to the new Lake location by the start of the 2006-2007 academic year.

The move to the Lake Campus went hand in hand with the opening of many new, carefully designed buildings intended to facilitate student learning in this new location. The Prim Library and Learning Resource Center was opened in 2004 to provide students with an open, beautiful, and well-equipped space to study, research, and access academic services. The Tahoe Center for Environmental Sciences, the product of a historic partnership between SNC, the University of California, Davis and the Desert Research Institute, opened in August of 2006. The Tahoe Center for Environmental Sciences is a cutting-edge, “green” building that allows SNC students to engage in scientific pursuits within the walls of a Leed-certified, Platinum rated laboratory building, only one of four in the entire United States. In addition to these new physical structures, new technology was added to allow students to wirelessly connect to the Internet from all classrooms and public study spaces.

As the expansion of the Lake Campus proceeded, satellite locations offering graduate level classes were established to help address the growing statewide need for high-quality teacher education programs in Nevada. As a result of this expansion, SNC Teacher Education students can now attend classes in Incline Village, Reno and Henderson, Nevada.

SNC Missions and Traditions

In April 2007, SNC formed a strategic partnership with Capital Education, a leader in teaching and learning technology, to deliver our undergraduate- and graduate-degree programs online. Current offerings include the M.A.T and M.Ed. graduate programs and an Online Degree Program. Plans to broaden online curriculum help the college accommodate the unprecedented growth of student population and meet the demand for flexible delivery courses in the future.

In January 2011, The Board of Trustees was expanded to broaden participation in strategic planning to support continued growth and expansion of the college.

Undergraduate Programs

IV. UNDERGRADUATE

ADMISSION REQUIREMENTS

Admission to Sierra Nevada College is based upon a wide range of criteria designed to identify a student body with integrity, high academic standards, and serious educational and personal goals. True to SNC's commitment to individualized education, each application receives a confidential and in-depth review.

When making an admission decision, all available information is considered, including the difficulty of an applicant's overall curriculum, performance in that curriculum, rank in class, recommendations, test scores, writing sample, interview, recent grade trends and general contributions to school and community. Sierra Nevada College does not discriminate against applicants on any basis, and is positively attentive to race, gender, age, and disability.

SNC requires that applicants possess a high school diploma and recommends that they successfully take a college preparatory curriculum that includes:

- Four years of English;
- Three years of mathematics, including two years of algebra and one of geometry;
- Two years of social studies;
- Two years of laboratory science

If a student has not taken (or successfully completed) all of these courses, he/she will be considered in light of his or her overall academic record. Students with a G.E.D. must follow the requirements indicated later in this section under "Admission with a General Education Development Degree."

For regular freshman admission, SNC requires a minimum high school GPA of 2.6 and a minimum score of 19 on the ACT or 400 on the Critical Reading and Math sections of the SAT I. Students who fail to meet this minimum requirement will be evaluated on a case-by-case basis.

Application Process

High School Students

SNC has a rolling admissions policy meaning that applications will be reviewed as they are submitted; however, it is strongly recommended that students submit the following documents by the priority application date of February 15. Applications received after this date will be considered on a space-available basis. To be considered for admission to SNC at any time, a high school applicant must submit:

1. A completed application;
2. An official high school transcript;
3. SAT I or ACT scores;
4. A writing sample. This sample may be an original essay about why you wish to study at Sierra Nevada College, or a paper that was submitted for a class in one of the subjects above; and
5. School Report Form (part of the application) completed by the applicant's guidance counselor or a letter of recommendation on school letterhead.

The Director of Admission must approve any exceptions to the above requirements.

Optional: An interview with a member of the admission staff is strongly recommended. Additional recommendations are also welcome.

Honors Program Admission

Incoming freshman students with a 3.5 GPA and/or scores of 1250 combined on the SAT I or 28 on the ACT are eligible to apply for the Honors Program. Once accepted, a student's GPA must not fall below a 3.50 for two consecutive semesters if the student wishes to remain eligible for the program.

Important Dates for Incoming Fall Students

Priority Application Deadline: February 15

Standard Application Deadline: April 1

Late Application Deadline: July 1

Non-Refundable Enrollment Deposit Due: May 15

Student Housing Deposit Due: May 15

Undergraduate Programs

Home Schooled Students

Sierra Nevada College considers home schooled students for admission on a case-by-case basis. Home schooled students must submit any documentation available regarding their curriculum, as well as SAT I or ACT scores and a letter of recommendation. The Admission Committee will review all homeschooled applicants.

Provisional Admission

Students who do not earn at least a 2.6 cumulative GPA, a 19 on the ACT, or a 400 on the Critical Reading and Math sections of the SAT I may, with the concurrence of the Admission Committee, be admitted provisionally. Transfer students who earn below a 2.0 cumulative GPA may be admitted provisionally. These students may be required to take anywhere from three (3) to twelve (12) credits of college level coursework at a community college to demonstrate academic competency. These students will be required to meet regularly with the Director of Academic Support Services and enroll in the Strategies for College Success course. Provisional students who do not achieve a 2.0 GPA during the first semester of enrollment will be placed on Academic Probation. Additionally, Sierra Nevada College students who are admitted provisionally will be required to live in the dorms on campus. This requirement is for the full academic year (fall and spring), regardless of any mid-year changes in provisional status. Students entering provisionally in the spring will only be required to live in the dorms for the spring semester.

Admission with a General Education Development (G.E.D.) Degree

Students who wish to be considered for admission to SNC based on a General Education Development (G.E.D.) degree, should contact the Director of Admission for specific information about admissions requirements. Students may be required to submit official SAT I or ACT test scores.

Transfer Students

Sierra Nevada College welcomes applications from transfer students. Students who have earned at least 15 transferable credits at any post-secondary institution are considered to be transfers at Sierra Nevada College. Students who have taken college coursework before they have received their high school diploma are not considered transfer students; however, transfer credit may be given. To be considered, an applicant must submit:

1. An application for admission;
2. Official transcripts from all colleges (or any other post-secondary institution) previously attended;
3. An official final high school transcript and SAT I or ACT scores if fewer than 15 college credits have been earned.

In addition, students:

1. Must be eligible to return to their most recently attended college, if a 4-year institution;
2. Must be in good standing at all colleges previously attended;
3. Should have a minimum overall college grade point average above 2.0. Courses with grades of C- or below will not be accepted for transfer, but are calculated into the GPA for admission decision purposes.

Work presented for transfer must be from regionally accredited colleges and is subject to final evaluation by the Registrar's Office.

International Students

Sierra Nevada College has a long tradition of serving students from around the world. International students enjoy SNC's quality education and exceptional location. To be considered as a degree-seeking student, an international applicant must submit:

1. An application for admission.
2. An international credential evaluation of all coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from IERF (International Education Research Foundation, Inc.) at www.ierf.org, WES (World Education Services) at www.wes.org, or AACRAO (American Association of Collegiate Registrars and Admissions Officers) at www.aacrao.org. Students should obtain a detailed course-by-course evaluation that indicates course level if they intend to request transfer credit for their courses. A certified evaluation is required for all transcripts issued by non-United States of America high schools, colleges and universities.
3. Proof of financial support. Before SNC can issue an I.N.S form I-20, a student must submit proof that the family's financial circumstances will allow the student to meet SNC's educational costs. An official bank statement or a letter from the bank is sufficient.
4. A personal statement detailing reasons that the student wishes to study in the United States in general and at Sierra Nevada College in particular.
5. TOEFL results (SAT I results can be used in place of TOEFL by native English speakers). Sierra Nevada College recommends a minimum score of 173 on the computerized exam, a 500 on the paper exam, or a 59 on the Internet based exam. A score of 5.0 or higher on the IELTS exam is acceptable in lieu of the TOEFL. Prospective students from non-English speaking countries who do not meet the minimum TOEFL requirements may be provisionally admitted but required to complete the Sierra Nevada College

Undergraduate Programs

English Language Learners Support (ELLS) program. The length of time required to complete the program can vary depending on, among other factors, the student's proficiency level with both written and oral English. Prospective students who elect not to provide TOEFL scores will be required to take the Sierra Nevada College ELL Placement Test to determine eligibility.

Reactivating a Prior Application

If a student applied for admission to SNC and decided not to attend by canceling or deferring their application, they can submit a "Reactivation Application" form if it has been two semesters or less since the initial application. If it has been more than two semesters, the student must reapply to SNC. In both cases, applicants are required to submit an official transcript of any post-secondary coursework earned in the interim time period.

Readmission after Complete Withdrawal

Former students, who have not attended SNC for two consecutive semesters and wish to return, should contact the Office of the Registrar. After that, students must contact the Admission office to submit an application for readmission prior to returning.

Second Bachelor's Degree

SNC will accept students who already received a bachelor's degree. Second bachelor's degree students must formally apply as transfer students to SNC and meet all degree requirements outlined for transfer students. Second bachelor's degree students should contact the Office of Financial Aid to discuss eligibility for federal funds.

Immunizations

As required by Nevada State Law, all new graduate and undergraduate students attending classes at the Incline Village campus must submit proof of required immunizations. Current requirements include Tetanus-Diphtheria (TD) within the last 10 years and two doses of Measles, Mumps, and Rubella (MMR). Proof of these immunizations with the appropriate health professional's signature is mandatory prior to housing check-in and/or registration for classes

There is a fee for these immunizations. Students who need assistance obtaining the proper immunizations, should stop by the Patterson Front Desk. If a person is less than 23 years of age and enrolled as a freshman, this person shall not reside in on-campus housing until they submit proof of immunity against Meningitis. Students can obtain more information or arrange to have this vaccine by calling their personal doctor or Incline Village Urgent Care and Family Practice at 775-833-2929.

Undergraduate Programs

TUITION AND FEES**Tuition and Estimated Expenses 2015-2016**

The following tuition and fee information is effective Fall 2015:

Undergraduate Cost of Attendance

Tuition of **\$14,507.50 per semester** includes enrollment in 12-19 credits per semester. (Note: Permission is required to enroll in more than 19 credits.) Students enrolling in fewer than 12 credits are charged the rate of **\$1,234** per credit.

The following is an approximate nine-month, academic year cost projection for a full-time undergraduate, residential student:

Direct Costs		
Tuition	\$	29,015
Room and Board (SNC Housing)		12,066
SGA Student Body Fee/ Technology Fee	\$	979
Estimated Costs		
Travel, Personal Expenses, Books and Supplies	\$	3,600
TOTAL	\$	45,660

Online Degree Program

The Degree Program is **\$500 per credit**. All charges are due, in full, the first day of the semester. If your employer offers a tuition reimbursement program, you may choose to use the Employer Deferral Agreement. This deferral allows you to defer payment for 60 days with valid credit card information. Please see the Sierra Nevada College web site for forms and other payment options available to the Online Degree Program.

Audit Rate

The Audit Rate is **\$60 per credit**. The audit tuition rate is not available for private instruction, independent study classes, or certain other classes. For more information about auditing a class, please see the entry on Audits in the Academic Policies section of this publication. Community members are defined as, "anyone in the Placer, El Dorado, Douglas, Washoe County, and Carson City area."

Tuition Payment Policies

By registering for classes, students agree to pay for all tuition and fees. Payments of all tuition, fees, housing, board and any other charges are due by 5:00 pm on the first day of the semester (regardless of when the course starts). Unpaid balances are subject to penalties, including interest and/or late fees. Also, all charges are non-dischargeable under Section 523(A)(8) of the U.S. Bankruptcy Code. See Section X, of this catalog for the academic calendars, which specify the first day of the semester.

Students with unpaid balances in excess of \$750 will not be allowed to register for the following term and holds will be placed on official student transcripts and degrees. Interest will be assessed on term account balances not paid by 12:00 noon on or about the 15th of each month at a rate of two percent (2%) until the balance is paid in full. Interest will be charged and compounded every month, which calculates to an approximate annual interest rate of 24.3%. Students with substantial unpaid balances risk cancellation of their registration and subsequent disenrollment during the term. Unpaid balances are subject to procedures, including the use of collection agencies and referral to credit bureaus.

Students are encouraged to discuss financing options with the Director of Financial Aid before the beginning of the term. Payment plans are available to students and can be set up online. See Sierra Nevada College's website at <http://www.sierranevada.edu> for details.

Student Health Insurance

It is policy that all undergraduate students carrying 12 or more hours of coursework must provide a copy of proof of health insurance. If students are unable to provide proof of insurance by three (3) weeks prior to the start of the semester, students will be automatically charged the plans full rate. Students who need the student health insurance plan must enroll online at <http://www.sierranevada.edu/resources/deposited-students/student-health-insurance/>.

Students who need the student health insurance plan, must enroll online; the cost and details of the student plan for the 2015-2016 academic year is located at <http://www.sierranevada.edu/resources/deposited-students/student-health-insurance/>. The Student Health Insurance Program provides students with access to local physicians and hospitals. All full-time (minimum 12 units) undergraduate students are eligible to enroll in the program. If you would like further information, please contact the Director of Student Affairs.

Undergraduate Programs

Comprehensive Tuition and Fee Refund Policy

Sierra Nevada College established a refund policy for all students who find it necessary to withdraw from the College. Sierra Nevada College may amend its institutional refund policy at any time, but any amendments will only be effective for academic years that begin following notice of the amendment. Any questions concerning Sierra Nevada College's refund policy should be directed to the Business Office.

Tuition and fees are due and payable the first day of the semester (regardless of when the course starts). The option of a monthly payment may be arranged upon request to the Business Office. If the student withdraws or takes a leave of absence up to 60% of the class or term, tuition will be refunded on a weekly pro-rata basis. Based on the method of payment for tuition, refunds will be made either to the student or Student Financial Aid Programs (SFA). Students receiving federal loans who withdraw during the academic year must arrange for an exit interview with the Financial Aid Office.

The following applies to all students:

If a student cancels his/her enrollment before the start of the class or term, Sierra Nevada College (SNC) shall refund to the student all the money he/she has paid.

If a student withdraws or is expelled by SNC after the start of class or term and before completing 60% or more of the enrollment period, SNC shall refund to the student a weekly pro rata amount of the tuition per payment agreement.

Course fees are only refundable during the drop-delete period. After the drop-delete period, course fees are non-refundable.

Refund Policy for Dropped Courses

A "drop" is defined as the process by which a student officially disenrolls from an individual course or all courses without incurring academic penalty.

For courses 10 weeks or longer that are dropped before the start of classes or during the first week of the term, all tuition and refundable fees will be refunded. For periods of enrollment shorter than 10 weeks, the student has the first day of instruction to drop the course to receive a 100% refund. Students receiving financial aid should consult the academic calendar available on the SNC website for specific dates regarding drops and refunds for each term of enrollment.

Refund Policy for Withdrawn Courses

A "withdrawal" is defined as the process by which a student officially disenrolls from an individual course or all courses with academic and/or financial consequences. A withdrawn course is recorded on the official academic transcript with a grade of "W" and the refund is pro-rated.

For periods of enrollment 10 weeks or longer, the withdrawal and refund period begins on the first day of the second week of the class or term and continues through the date on which 60% of the class or term is completed. Tuition is refunded on a weekly pro rata amount based on the time attended. For periods of enrollment shorter than 10 weeks, the withdrawal period will begin the second day of the class or term and continue until 60% of the class or term is completed. Tuition is refunded on a weekly pro rata amount based on the time attended. For example, the following tuition refund rules would apply to withdrawals from one or all courses for a full term 16 week course:

Tuition - Refund for 16 week Full Term Course:

1 st week of semester	100% refund
2 nd week of semester	90% refund
3 rd week of semester	80% refund
4 th week of semester	70% refund
5 th week of semester	60% refund
6 th week of semester	50% refund
7 th week of semester	40% refund
8 th week of semester	30% refund
9 th week of semester	20% refund
10 th week of semester	10% refund

No refund after 60% of enrollment period.

The College complies with all U.S. Department of Veteran's Affairs (VA) policies with regard to refunds for students who qualify for VA benefits.

Undergraduate Programs

If a refund is owed, SNC shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

- a) Date of cancellation by student of his/her enrollment
- b) Date of termination by the institution of the enrollment of a student
- c) Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
- d) Last day of attendance of a student, whichever is applicable (per NRS 394.449).

For the purposes of this refund policy:

- a) The period of a student's attendance shall be measured from the first day of instruction as set forth in the registration/payment agreement through the student's last day of actual attendance, regardless of absences;
- b) The period of time for a class or term is the period set forth in the registration/payment agreement;
- c) Tuition shall be calculated using the tuition and fees set forth in the payment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and other fees (per NRS 394.449).

Since Federal Guidelines may change from time to time, where federal guidelines on refund calculations are in conflict with State guidelines, SNC will follow the Federal guidelines in calculating refunds to the student and/or lender.

Students receiving financial aid who withdraw from school prior to completing 60% of the semester are subject to the Return of Unearned Title IV Funds Policy located in the financial aid section of this catalog. Refunds for withdrawal from SNC are in accordance with Nevada Revised Statute (NRS) 394.449.

Refund Policy for Summer Arts Courses

Summer art courses taken as "Not for Credit" must be dropped thirty (30) days prior to the start of the workshop in order to receive a refund. Please consult the Summer Art literature for specific information on the refund policy for these courses.

Expulsion Refund Policy

If a student is expelled from SNC as a result of disciplinary action, refunds will be issued based on the policy in effect for all students on the day the student was administratively withdrawn. In accordance with Nevada Revised Statute (NRS) 394.449, a \$100 processing fee may be collected at the time of expulsion.

Complete Withdrawal

A complete withdrawal is defined as the process by which a student officially disenrolls from all courses and leaves SNC. In the case of a complete withdrawal, a grade of "W" is recorded for all registered courses in that term. Tuition and refundable fees are refunded according to the rules in effect on the date when the complete withdrawal is reported to SNC. Refunds for withdrawal from SNC are in accordance with Nevada Revised Statute (NRS) 394.449.

Students completely withdrawing from SNC must submit an official withdrawal form to the Registrar's Office along with a completed Add/Drop/Withdrawal Form for all classes. Students receiving financial aid who withdraw from school prior to completing 60% of the semester are subject to the Return of Unearned Title IV Funds Policy located in the financial aid section of this catalog.

Students who withdraw from SNC for two or more consecutive semesters who wish to return must submit an application for readmission to the Office of Admission prior to returning.

Miscellaneous Fees and Charges

Student Activity Fee

A \$252 fee is charged per student per semester to subsidize on- and off-campus functions and events organized through Student Government Association (SGA), and recreational opportunities organized through the Sierra Nevada Outdoor Adventure Program (SNOAP). This fee is assessed to all full-time and part-time undergraduate students.

Technology Fee

A \$162.50 technology fee is charged to every undergraduate student (on-ground or online) every fall, spring and summer semester.

Parking Fee

A parking fee of \$75 is charged to the student's account each semester.

Returned Check Fee

A returned check fee of \$25 will apply. SNC will accept only cash or certified funds after the second returned check.

Undergraduate Programs

FINANCIAL AID INFORMATION

(SNC School Code 009192)

Sierra Nevada College strives to bring educational opportunities within reach of all qualified students, regardless of family financial circumstances. More than half of SNC students receive some financial assistance. An application for financial aid has no bearing on a student's candidacy for admission.

Financial aid awards are based on SNC's analysis of a student's merit and financial need. Merit aid is based on the information in the student's application for admission. Need based aid is determined by using the federal needs analysis from the Free Application for Federal Student Aid (FAFSA).

Aid packages are calculated using a budget of the total cost of attendance at Sierra Nevada College. Components of the cost of attendance may include tuition, fees, room and board, books, travel allowances, federal loan processing fees (if applicable) and other miscellaneous expenses.

Grants

Pell Grants

The federal government provides grants to undergraduate students demonstrating financial need who have not received a Bachelor's degree. SNC requires that all undergraduate aid applicants use the FAFSA to apply for assistance from the PELL Grant Program.

Supplemental Educational Opportunity Grants (SEOG)

SEOG funds are available for undergraduates with exceptional need. Once students have a bachelor's degree, they no longer qualify for this grant. The Financial Aid Office determines eligibility for this federally funded program.

Nevada State Incentive Grants (NSIG)

NSIG Funds are awarded to students demonstrating need and meeting certain residency requirements. See the Director of Financial Aid for the application form.

Sierra Nevada College Need-Based Grant

The Sierra Nevada College Need-Based Grant is calculated by using the Free Application for Federal Student Aid (FAFSA) in accordance with the published percentage of need met by the College. It is allocated at the published percentage of need until the first day of each semester for students who begin in that term. Students who file the FAFSA after the first day of the term of enrollment will be analyzed for the SNC need-based grant and awarded based on available funds (percentage may vary from the published rate).

Sierra Nevada College Merit Based Scholarships

Beginning Fall 2015, all SNC merit scholarships are renewable each year for a maximum of four years, based on a cumulative GPA of 2.25 for freshmen and 2.50 for continuing students and full-time enrollment status. If recipient's GPA is below the minimum corresponding criteria, students would have one semester to raise the GPA. Two consecutive semesters below the required cumulative GPA and the scholarship is forfeited. If the recipient raises the GPA to the minimum requirement, the scholarship will be reinstated the following semester. In accordance with this policy, no merit scholarships can be forfeited before the eligibility check at the end of Spring 2016. If special circumstances arise, students can file a petition with the Petition's Committee. For petition information, contact the Associate Provost.

Loans

Direct Stafford Loan

The Stafford Loan is available to students enrolled at least half-time in a college degree program. The amount for which a student qualifies depends on class level, need, and dependency status. This loan can have a variable or fixed interest rate, with rate changes announced every July. The interest rate on this loan is capped at 8.25%. There is a 10-30 year repayment period that begins when one of the following conditions is met: six months have passed since the student's graduation, the student's enrollment status drops below half-time, or the student leaves school. For more information and an application form, please contact the Financial Aid Office.

Direct Parent Loan for Undergraduate Students (PLUS)

The PLUS Loan is available to the parents of dependent students enrolled at least half-time in a college degree program. The sum of the loan may amount to the difference between total cost of education and other financial aid the student receives. This loan can have a variable or fixed interest rate, with rate changes announced every July. The interest rate on this loan is capped at nine percent (9%). No grace period exists with PLUS loans and repayment begins within 60 days after the parent receives the final disbursement on the annual loan. Parents may request deferment from lender while student is enrolled in school. The minimum monthly payment is \$50 and maximum repayment period is 25 years. For more information and an application form, please contact the Financial Aid Office.

Undergraduate Programs

Maximum Loan Limits

Each full loan must be for at least one academic year. An academic year is defined as 30 weeks (two semesters). The following table describes the grade level loan limit. **No more than two (2) full loans are allowed per grade level.**

Dependent Undergraduates (excluding dependent students whose parents cannot get PLUS)

		Subsidized	Combined (Subsidized/ Unsubsidized)
Freshman			
Level 1:	6-29 credits	\$ 3,500	\$ 5,500
Sophomore			
Level 2:	30-59 credits	\$ 4,500	\$ 6,500
Junior			
Level 3:	60-89 credits	\$ 5,500	\$ 7,500
Senior			
Level 4:	90-120 credits	\$ 5,500	\$ 7,500

Independent Undergraduate and Dependent Student whose parents cannot get PLUS

		Subsidized	Combined (Subsidized/ Unsubsidized)
Freshman			
Level 1:	6-29 credits	\$ 3,500	\$ 9,500
Sophomore			
Level 2:	30-59 credits	\$ 4,500	\$ 10,500
Junior			
Level 3:	60-89 credits	\$ 5,500	\$ 12,500
Senior			
Level 4:	90-120 credits	\$ 5,500	\$ 12,500

Loan Confirmation Process

Students accepting a loan in the Direct Loan Program MUST complete the Online Entrance-Counseling for Borrowers by going to www.studentloans.gov and selecting "entrance-counseling." The U.S. Education Department will notify SNC that students have completed and passed the entrance-counseling tutorial.

Additionally, students must complete the Master Promissory Note (MPN) online (electronically) at www.studentloans.gov.

Disbursement of Funds

Federal funds and college scholarship funds at Sierra Nevada College are disbursed to the student's account after the add/drop period is concluded at the beginning of each term. Federal Regulations require two separate disbursements. One-half of the award amount is credited to the student's account at the beginning of the fall semester and one-half at the beginning of the spring semester, unless otherwise stated on the award letter. Disbursements are scheduled for seven (7) days after the first day of class each semester (fall and spring). When the award letter shows only one semester of eligibility, disbursement will occur at the beginning of the semester and at the mid-point of the semester (refund checks usually are not realized until after the second disbursement). Refunded amounts will be available for pickup or received by certified U.S. Mail within 10-14 days after the day of disbursement to the student account. All federal refund checks must be cashed within 45 day of receipt.

*NOTE: New first time students will have a 30-day delay on loan disbursements according to the Department of Education Federal Regulations.

Early Disbursements

A continuing student with financial difficulties may request an early disbursement of financial aid funds. The disbursement will be made no more than 10 days before the first day of the first course that brings the student to at least part time attendance. Refund checks are usually not realized until 10-14 days after the funds have been disbursed. To apply for early disbursement, go to <http://www.sierranevada.edu/admissions/undergrad/financial-aid/deadlines-policies/> or contact the Financial Aid Office to fill out a "Request for Early Disbursement of Funds" form.

Undergraduate Programs

Withdrawal Policy

Official Withdrawal Policy

Students who leave the institution and officially withdraw from all classes are considered to be withdrawn according to the date on the official withdrawal notification through the Registrar's Office for the purpose of the Department of Education's "Return of Unearned Title IV Funds" policy.

Unofficial Withdrawal Policy

Students who leave the institution without officially withdrawing from all classes are considered withdrawn according to the last date of attendance for purposes of the Department of Education's "Return of Unearned Title IV Funds" calculations.

Return of Unearned Title IV Funds

This policy is in effect for any Title IV recipient who ceases to be enrolled on or after October 7, 2000. This policy replaces the Federal pro-rata and Federal refund policies previously enacted from the 1992 HEA Amendments.

Federal regulations have been enacted, which state that students may forfeit a portion of their Federal student financial assistance if they fail to complete the program of study in which they were enrolled. The policy affects students who:

- a) Received or were eligible to receive federal student financial assistance authorized under Title IV of the Higher Education Act (HEA); i.e., Federal Pell Grants, Federal SEOG awards, or Stafford/PLUS loans awarded under the Federal Family Education Loan (FFEL) or Federal Direct Student Loan (FDSL) programs.
- b) On or after October 7, 2000, withdrew or were terminated from the institution during the first 60% of any payment period or period of enrollment.

Payment periods are defined as a **Semester**.

Eligible Title IV aid recipients who fail to complete over 60% of a payment period or period of enrollment are considered to have not earned all of the Federal aid that may have previously been awarded for that payment period or period of enrollment. Accordingly, a required calculation is performed to determine the portion of the unearned Federal student aid that must be returned to the U.S. Department of Education. This calculation is done before a tuition refund calculation is performed in accordance with the institution's refund policy. In many cases, the Return of Unearned Title IV Funds calculations result in the student owing tuition and fees to the institution that would otherwise have been paid with federal student aid. This policy may also result in the student owing a refund of unearned Federal aid to the Department of Education.

Refunds for a Drop or Withdrawal

If a student drops or withdraws from class(es) and a refund is due, the financial aid sources must be reimbursed in the following order:

1. Unsubsidized Loans
2. Subsidized Loans
3. Pell Grant
4. FSEOG
5. NSIG
6. Student

Student Employment

Federal Work Study Program (FWS)

FWS is a federally funded, college administered, student financial aid program that enables a student to meet some educational costs through earnings from part-time employment on campus. See the Human Resources Coordinator or Director of Financial Aid and Information Technology for details.

SNC Merit Scholarships

These annual scholarships are renewable reach for a maximum of four (4) years based on SAP. Students must be enrolled at least full-time in order to remain eligible.

Off-Campus Employment

A wide variety of part-time employment is available in the Lake Tahoe area, especially in visitor/recreation service industries and small-to-medium sized office situations. In many cases, employers offer flexible work schedules to accommodate students.

Undergraduate Programs

Financial Aid for Study Abroad

After meeting with the SNC Study Abroad advisor, students needing to use their eligible financial aid towards their cost of attendance must see the Director of Financial Aid to create the consortium agreement and determine financial aid eligibility.

Students who are studying abroad and request financial aid must have a written consortium agreement through the Financial Aid Office and documentation of the credits taken from the foreign institution that will be accepted by the Office of the Registrar.

Upon receipt of a student's financial aid money and registration for the Study Abroad Course through the Registrar's Office, Sierra Nevada College will send a check to the host institution. Study Abroad students will be considered to be enrolled coinciding with Sierra Nevada College's term dates. Loan periods will be determined from the dates of attendance in accordance with Sierra Nevada College's term dates.

Sierra Nevada College grants and/or scholarships may not be applied to a study abroad program sponsored by another institution.

Study Abroad students must maintain satisfactory progress within the guidelines of Sierra Nevada College as set forth in the catalog. Students must request that final official transcripts be sent directly to Sierra Nevada College after their semester has been completed.

Nevada Administrative Code (NAC)

NAC 394.640 Student's Records: Contents; Maintenance; Inspection. ([NRS 394.411](#), [394.421](#), [394.441](#))

1. An institution's records concerning a student must include the following verified information:
 - (a) A completed and signed copy of the contract or agreement of enrollment.
 - (b) A record of all payments made by the student to the institution and all refunds made by the institution to the student, including evidence that the student received receipts for the payments.
 - (c) A record of attendance.
 - (d) Copies of all correspondence with the student pertinent to his or her education.
 - (e) A list of the appointments made by the institution to assist the student to find employment, if applicable.
 - (f) Evidence that the student met the requirements for entrance to the institution.
 - (g) Evidence that a student receiving an associate's or bachelor's degree has passed an examination upon the constitutions.
2. The student's complete record must be retained for five (5) years after the end of the student's training or his or her withdrawal or dismissal from the institution. After five (5) years, only the file required by subsection 3 must be maintained for each student.
3. In addition to the files maintained pursuant to subsections 1 and 2, each licensed institution shall establish a separate file for each student who enrolls in the institution which contains only the transcript of the student. These files must be maintained in alphabetical order separate from all other files.
4. The records described in this section must be kept in this State and made available for inspection by the Administrator during the institution's regular business hours unless, for good cause shown, the Commission provides otherwise.

Records Retention

The school retains for at least five (5) years all student records required by NAC 394.640. After that period of time, the school is required to retain only copies of the students' transcripts. Students can request official transcripts by ordering them online through the National Student Clearinghouse. Unofficial transcripts can be accessed online using the SNC Student Information System (SNCSIS).

Veterans Information

Veterans and their dependents can receive benefits for attendance at Sierra Nevada College. Veterans can contact their local Veterans Center to determine eligibility. Recipients of Veterans Administration (V.A.) benefits must adhere to attendance and progress guidelines or risk suspension of all educational benefits. These requirements are defined in Title 38 of the United States Code under Sections 21.4135 and 21.4277. SNC operates in full compliance with these regulations. Students who need certification of enrollment can download the "Request for VA Enrollment Certification" from the SNC website and submit it to the Financial Aid office. Please contact the Office of Financial Aid for further information.

Attendance

Recipients of V.A. benefits must attend classes regularly. Unexcused, unjustifiable, or excessive absences result in immediate suspension of V.A. benefits. In cases of withdrawal, the V.A. is notified of the last day of actual class attendance; recipients are then liable for any benefit overpayment.

Transcripts

Official transcripts must be on file at SNC for all postsecondary institutions attended before a student is certifiable for V.A. benefits.

Undergraduate Programs

Progress

Recipients must maintain a cumulative GPA of at least 2.0 or benefits are suspended. The recipient is then required to receive counseling at the local Veterans Center before reapplying for benefits.

Satisfactory Progress Policy

In accordance with Title IV regulations, a student must maintain satisfactory progress in order to receive federal financial aid funds, as follows:

1. Students must maintain a minimum cumulative GPA of 2.0.
2. Students must progress toward their degrees within a maximum time frame. This requires completing a minimum number of credits attempted per semester as defined for undergraduate students in the table shown below:

SEMESTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
FULL-TIME	12	24	36	48	60	72	84	96	108	120									
¾ TIME	9	18	27	36	45	54	63	72	81	90	99	108	117	120					
½ TIME	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114

Progress is evaluated at the end of each semester. Failure to comply with the above, results in the student being placed on financial aid probation for the next semester. Students may still receive financial aid funds during the probation period while making up the grade point average and/or credit deficiencies. Failure to comply with 1 and 2 above at the end of the probation period, results in the student being placed on financial aid suspension. No financial aid is disbursed while a student is on financial aid suspension.

Reinstatement

If students are placed on financial aid suspension, they may be reinstated at the end of the next evaluation provided that they comply with 1 and 2 above.

Course Incomplete, Withdrawal, or Repeat

Repeat courses are counted in the maximum time frame. A student must still comply with 1 and 2 above to receive financial aid. Beginning in the 2012-2013 award year, you may count towards enrollment status and award Title IV funds to a student who is repeating, for the first time only (i.e., one repetition per class), a previously passed course in a term-based program.

Courses from which a student has withdrawn after registration do not affect financial aid for the semester unless there is a change in status or the student has an unsatisfactory withdrawal that results in not complying with 1 and 2 above. Students who cease attendance after receiving financial aid funds are placed on financial aid suspension unless they file an approved leave of absence form.

Incomplete grades and credits are evaluated following the make-up time as indicated in the catalog. At that time, students are re-evaluated for compliance with satisfactory progress requirements.

Changes in Enrollment and Satisfactory Progress

Students who change status (full-time, ¾-time or ½-time) during a semester by dropping or failing a class must make up those credits the following semester.

Appeals

If students wish to appeal being placed on financial aid probation or suspension, they must indicate in writing the reason and circumstances for the appeal. The Petitions Committee will review the appeal. After the Committee meets to hear the petition, a decision is given in writing within 10 days.

STUDENT LIFE

Student Affairs

The primary goal of Student Affairs is to support the mission of SNC. The Student Affairs division is committed to the quality of student life, and has developed support programs and services for the academic community, as well as a wide variety of co-curricular activities and strategies for the retention of students.

Undergraduate Programs

Student Handbook

All students are expected to read and abide by all policies and procedures in the Student Handbook located on the Sierra Nevada College website.

Campus Safety and Security

SNC safety and security personnel monitor the residence halls and campus facilities. Resident Assistants live in the housing facilities and provide on-site resources for students.

Disaster Preparedness

At the first notification of an emergency situation, certain individuals in administration have the responsibility for informing people in their respective areas and implementing procedures that are specific to these areas. The Director of Housing and Student Affairs is responsible for implementing emergency procedures in the residence halls and assisting with notification and transportation of students. The residence halls are equipped to be self-sufficient for three to five days, including a strategy for food distribution. In the event of a need to evacuate, SNC has designated centers depending on campus location. The safety and security of our students is always our highest priority.

Title IX Coordinator Assists

All students, faculty, staff, and members of the campus community with sexual harassment and discrimination issues; provides training in sexual harassment and discrimination prevention; conducts internal sexual harassment and discrimination investigations; ensure compliance with all state and federal sexual harassment and discrimination laws.

Residence Life

Sierra Nevada College is committed to achieving excellence in its academic and co-curricular arenas by providing students with a personal and challenging life experience. SNC believes that there is more to residential living than having a place to eat, sleep, and study. The Director of Housing and Student Affairs is responsible for ensuring that residents have a living environment that is clean, well-maintained, safe, comfortable, and offers a structure of living experiences and programs which are conducive to their intellectual, social, psychological, and physical development.

The SNC experience, for many students, marks the first time they will have the opportunity to live on their own. Sierra Nevada College provides them with a supportive process in learning how to accomplish independent living. Students will select friends and activities that will last a lifetime. The process for overcoming personal and social problems will be acquired. Everything will be new and different and will require each student to make life choices that will most likely continue to direct their future.

All freshmen and sophomores are required to live in the residence halls; this is marked by having 60 credits or more, or with the following exceptions: freshmen and sophomores who are married students; students living with a parent, a grandparent, or a legal guardian in the local area (70-mile radius); veterans; parent(s) with children; 21 years of age or older; documented financial hardship; part-time student. Upperclassmen may request, based on availability, room assignments in the residence halls.

Students are housed in either Campbell-Friedman Hall or Prim-Schultz Hall, located on the Sierra Nevada College campus. Campbell-Friedman Hall provides a laundry facility, lockers for personal equipment, cable hook-ups, and Internet access. Each room has a private bathroom. The dining room is located in Patterson Hall, which is directly adjacent to Campbell-Friedman Hall and under the same roof. All student residents are required to purchase a meal plan as part of their housing package. The facility is also a popular gathering place for students, as well as a showplace for various college events. The Student Government Association office is located in Campbell-Friedman Hall.

Prim-Schultz Hall has two student lounges and an elevator for wheelchair accessibility and personal convenience. Prim-Schultz Hall also provides a laundry facility, lockers for personal equipment, a ski tuning table, cable hookups, and Internet access.

Drug and Alcohol Policy

No drugs may be possessed or used by any student/participant on campus, during the course of, or travel to and from any SNC course or sponsored activity/event. The abuse of alcohol and/or drugs as evidenced by excessive consumption and resulting in intoxication on any occasion, on or off campus at an SNC course or sponsored activity/event, can result in sanctions against all students/participants involved in such activities.

Violation of this Policy is grounds for immediate dismissal from a course or from an SNC sponsored activity/event by an SNC faculty or staff member. Students/Participants in violation of this Policy are responsible for any additional travel expenses. Violations of this Policy can be referred to the SNC Disciplinary Committee and violators may lose course credit as well as course/activity/tuition fees. Violators may also be subject to mandatory alcohol and drug-use evaluation as allowed by law, and/or suspension or expulsion from SNC. Such sanctions may impact financial aid eligibility and academic standing.

Undergraduate Programs

Dangerous Weapons

Sierra Nevada College is a private institution and, therefore, the possession of dangerous weapons or explosive devices (as determined by the College) by students, faculty, staff, or community visitors is not permitted on the College premises, regardless of any permits or licenses issued by any jurisdiction or any federal agency, or the laws of Nevada or any other State. The brandishing, possession, or use of such weapons on College premises shall be considered sufficient cause for immediate suspension or expulsion pending investigation. If deemed necessary, the proper law enforcement authorities will be alerted. Exceptions to this policy may be granted in exceptional circumstances upon the written permission of the President of Sierra Nevada College.

Student Activities

The Director of Student Activities oversees and nurtures SNC's out-of-classroom activities that supplement the in-classroom experience. Co-curricular activities are considered part of the SNC experience and important in the development of each student as a whole person.

The Director of Student Activities is responsible for working with Residence Life, the Student Government Association (SGA), and other college community organizations in administering and coordinating the SNC-wide activities program.

Certain seasonal activities are a regular part of the Sierra Nevada College calendar. Paddle-boarding, beach barbecues, and catamaran boat trips on the lake are popular during the warmer months. During the cold season, skiing excursions, poetry nights, bowling trips, and movie outings are common events. Students may be required to sign-up in order to participate in some of these activities. Sign-up sheets for most of these activities are located in the lobby of Patterson Hall.

Sierra Nevada Outdoor Adventure Program (OA)

Sierra Nevada College initiated an Outdoor Adventure Program to provide students the opportunity to experience the unique recreational opportunities and wilderness environment of the Tahoe region. The program focuses on activities such as mountain biking, rock-climbing, backpacking, and whitewater rafting. OA trips are open to all students on a first-come basis. There are usually no prerequisites or requirements to participate, and essential equipment is provided by the program through the OA gear center. The majority of the trips are aimed at novice-level experiences, although several offer excitement for the advanced outdoor enthusiast. The sense of adventure, camaraderie, and support generated during these trips is significant.

Sierra Nevada College Student Government Association (SGA)

The Student Government Association (SGA) is the planning board for student events, programs and services. Each semester, students have an opportunity to engage with student government as a member or participant. All students are encouraged to attend open SGA meetings, which are held once a week in the SGA office. Candidacy for an SGA officer position is open to all students as specified by the SGA's bylaws.

The Student Activity Fee enables the SGA to undertake a number of student and community campaigns each year, and to organize various campus activities including dances, speakers and other events. SGA has sponsored fundraisers, such as Casino Night to benefit local charities and SNC departments. In addition to hosting the annual Spring Formal in May, SGA holds a beach day to welcome new students, ski trips around the Tahoe area, and mid-term and final exam study breaks. SNC and the Student Activity Fee financially support the SGA and student clubs, allowing for all events to be held at no or minimal additional cost to the students. In addition, the SGA hosts the Student Forum to facilitate the expression of student opinions. The SGA office is located in Camp-Friedman Hall, on the second floor.

Special Events

The SGA, Residence Life and the Director of Student Activities organize fun, entertaining, and exciting events for the entire school year. Special events commemorate the different seasons and holidays, such as "The Eagles Have Landed" – a welcome party and BBQ, the "Spook-Tacular Halloween Bash," the annual "Student Thanksgiving Dinner," and the not-to-be missed "Graduation Luau." Late in the spring, Sierra Nevada College hosts "Bohemia Night" at which students, staff, and faculty perform in planned or spontaneous theatrical and musical numbers and routines. A fabulous "Spring Formal" caps off the year. Special guest speaker events are part of each semester.

Athletics

The SNC Athletic Department provides students at Sierra Nevada College with opportunities to supplement and enrich their academic lives. Athletic opportunities range from the intercollegiate national championship ski, snowboard, and free-style ski teams to the local sports leagues. The Sierra Nevada College men's and women's ski teams compete in the Northern California Division of the United States Collegiate Ski Association (USCSA). The teams have a regular presence at several FIS and NorAm races. These snow-sports teams train at Diamond Peak, Sugar Bowl, and North Star, all within 30 miles from the Sierra Nevada College campus.

The Sierra Nevada College Climbing Club Team has been competing for four years in the California region of the Collegiate Climbing Series. Every year, our team has placed in our region, taking top honors in 2010! Our club team trains throughout the winter and spring at our local climbing gym, High Altitude Fitness, gearing up for the competition season, which runs from February through April. The team is open to all SNC students by simply signing up to be a member of the Climbing Club Team with levels ranging from beginning to expert. Sierra Nevada College also offers a coed soccer and coed volleyball team that currently competes against other local adult teams through the Incline Village Recreational Leagues. Both of these teams are open to all students and competes in both the fall and spring.

Undergraduate Programs

The student-athletes at Sierra Nevada College represent themselves, the athletic department, and SNC in a professional manner at all times. All athletes are required to abide by a code of moral ethics, academic standards, integrity, and sportsmanship.

Eagle's Eye – Student Newspaper

The campus student newspaper —the *Eagle's Eye*— serves as an effective and timely medium of communication among staff, faculty, and students. The publication covers campus sports, lectures, concerts, special events, recreational outings, school policies, student opinions, and other activities and pertinent matters.

The SNC Campus Store

The SNC Campus Store carries insignia items, school and office supplies, art supplies, gift items, snacks, and beverages. During the regular academic year, hours are typically Monday through Thursday, 9:00 a.m. to 4:00 p.m. Summer hours are subject to change depending on available staffing. Select items may be purchased and viewed on the Online Store website at www.mkt.com/snc-campus-store.

Textbooks may be ordered from the online SNC Bookstore website at <http://www.sierranevada.bkstr.com>. Textbooks are no longer available in the Campus Store. Four to six weeks prior to the beginning of each semester, the list of required textbooks will be available on this website.

Textbook buy-back will be held during the last week of finals, as well as through the textbook website at <http://www.sierranevada.bkstr.com>.

Local Recreational Facilities

In addition to the academic rigor students find in the classroom, the Lake Tahoe Basin is also world-renowned for its rigorous outdoor recreational opportunities. Popular activities include skiing, snowboarding, rock-climbing, backpacking, paddle-boarding, beach volleyball, scuba diving, horseback riding, kayaking, ski mountaineering, ice climbing, snowmobiling, sailing, hang gliding, water skiing, mountain biking, canoeing, and wildlife observation. Rand - McNally has rated Lake Tahoe the #1 recreation area in the country!

In addition to the wide variety of outdoor activities, full-time SNC students also have access to sign-up for a reduced nine-month pass to High Altitude Fitness, located about a mile from campus. This state-of-the-art gym has extensive workout facilities, fitness classes, and a climbing and bouldering wall.

Parking

- All students who have a vehicle are required to register the vehicle with the College, obtain a parking permit, and display the permit at all times when parking on College premises. Permits can be obtained in the Registrar's Office.
- Parking passes are required on campus from August 15 to May 15 each calendar year from 7:00 a.m. to 5:30 p.m. Parking passes are not required during the summer semester.
- The cost of parking on campus is \$75 per semester. This fee is automatically charged to all student accounts. This is a non-refundable fee. This permit allows the authorized user to park on campus in accordance with parking regulations.
- The replacement fee for a lost, stolen, or misplaced parking pass is \$100.
- Motorcycles and scooters do not have to pay for a parking permit; however, they must be registered and parked in the areas designated for these vehicles.
- No motorcycles and/or scooters may be brought into the residence halls at any time.
- Warnings for parking violations will be given the first two weeks of the semester.
- Beginning the third week of the semester, all parking violations will be \$35, except for those cars who park in fire lanes or other restricted areas. Cars parked in these areas will be subject to booting and fees starting at \$200.
- Although all vehicles must be registered, a student may park only one vehicle on campus at any given time.
- Students must park in designated parking areas.
- It is a violation of the Tahoe Regional Planning Agency to park vehicles on unpaved surfaces, including along Country Club Boulevard and the surrounding side streets, because it causes erosion and sediment discharge into Lake Tahoe during periods of precipitation due to soil disturbance.
- Between November 1 and May 1, it is unlawful to park a vehicle on any street within any designated snow removal area. This includes along Country Club, Mill Creek, and Highway 28 in front of the New Holman Arts and Media Center. Any vehicle in violation of this ordinance (Washoe County Ordinance No. 70.425) may be towed and/or cited. Citations for parking on Country are: First Offense - \$35; Second Offense - \$70; Third Offense - \$140; Fourth Offense and after - \$200.
- Overflow parking is located at the Cornerstone Church, which is located at 300 Country Club and Highway 28. You must have a parking pass in order to park in this lot and must park only in the signed SNC designated area. This is the preferred parking lot for those accessing the Holman Arts & Media Center, and parking along Highway 28 is highly discouraged as it is an eyesore for our fellow community members and a violation to the College's agreement with the TRPA.
- If your vehicle is towed, you will be responsible for all costs of removal.

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- Non-operating vehicles within student housing parking areas are considered abandoned items and will be removed according to Washoe County regulations. Registered owners will be responsible for any fines incurred.
- In keeping with Sierra Nevada College's theme of sustainability, students are encouraged to car pool and share a pass.

Office Hours

The Sierra Nevada College general business hours are Monday through Friday – 8:30 a.m. to 5:00 p.m.

Internet Systems and Services

Wireless internet is available in all buildings of the SNC campus. Prohibited uses of internet systems and services include theft or other abuse of the campus network, computers, or computer time, including, but not limited to:

- Unauthorized entry into a file to use, read, or change the contents or for any other purpose.
- Unauthorized transfer of a file.
- Unauthorized use of another individual's identification or password.
- Use of computers or computing facilities and resources to interfere with the work of another student, faculty member, or University official.
- Use of computing facilities and resources in violation of copyright laws.
- Illegal Use: Transmission, distribution, or storage of any material in violation of an applicable law or regulation is prohibited. This includes, without limitation, pornography, viruses, worms, or harmful code. Material protected by copyright, trademark, trade secret, or other intellectual property right used without proper authorization. Students shall comply with the Digital Millennium Copyright Act of 1998.
- Threats: Threats of bodily harm or destruction of property, or any other communication that constitutes an illegal threat or harassment.
- Reselling: The resale of Internet Service or otherwise making available to anyone outside the premises the ability to use the Service (i.e. Wi-Fi, or other methods of networking) without proper authorization.
- Impersonation/Forgery: The use of the Internet Service for the impersonation of another person for any purpose, including, without limitation, adding, removing, or modifying email or network header information, use of free email services, selling or auction services, and chat or other instant messaging services. Identity theft, misuse, or misrepresentation of one's identity on the Internet is a violation of NV state law and covered under section 18 of the United States Federal Code.
- Disruptions and Network Unfriendly Behavior: Any activities, intentional or otherwise, which adversely affect the ability of other students or clients of Sierra Nevada College to use Internet Services or the Internet. This includes, without limitation, denial of service (DOS) attacks, unauthorized attempts to gain access to any account or computer resource not belonging to the student or employee, the alteration, destruction, or misuse of information by any means or device, the interference or disruption of services (which can, for example, be caused by a student using his or her own wireless router).
- Network Security: The operation, through action or inaction, of student or College owned computers and equipment in an unsecured manner which permits others to use the Residence Hall Internet Service in a means that is in violation of this AUP or any applicable law or regulation including, without limitation, DOS attacks, the proliferation of viruses or worms, email relaying and unsolicited email ("email spam").
- Email: Sending unsolicited mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("email spam"). This includes, without limitation, bulk-mailing of commercial advertising, informational announcements, and political tracts.
- Deception: Obtaining or attempting to obtain service by any means or device with intent to avoid payment, or advertising, transmitting, or otherwise making available any software, program, product, or service, which includes, without limitation, the facilitation of the means to send email spam, initiation of pinging, flooding, mail-bombing, DOS attacks, and piracy of software (this includes, for example, acquiring copyrighted material via "peer-to-peer" sharing programs or websites).
- Use of any technology to create, display or distribute an audio, video, digital file, picture or film of another individual without that person's knowledge and consent while the person is in a place the individual would have reasonable expectation of privacy.
- Penalties for violation of Federal copyright laws; copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner. These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

Undergraduate Programs

ACADEMIC SUPPORT SERVICES

Academic Support Services

The top priority of Academic Support Services is to provide services to help students achieve academic excellence. These services include: ADA accommodations, career services, tutoring, pursuing internship and study abroad opportunities, as well as academic development advising. These services are available to all graduate and undergraduate students. For more information, contact the Director of Academic Support Services.

Disabled Student Services/Academic Accommodations

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who request accommodations are required to present appropriate documentation of their disabilities to the Director of Academic Support Services/ADA Compliance Officer, who will make the necessary accommodations available as appropriate to the documented disability. Students seeking accommodations should contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. Any student who wishes to file a grievance regarding accommodations should direct their request to the Director of Academic Support Services/ADA Compliance Officer. **It is the student's responsibility to request accommodations.**

Learning Assistance

The Tutoring Center offers free tutoring to all students. Students interested in assistance should complete a "Tutoring Request Form" located in the Tutoring Center (Prim Library, 3rd Floor). Drop In hours are posted in the Tutoring Center.

Students interested in becoming tutors should contact the Tutoring center, either just before or early in the semester to discuss qualifications, training, and compensation. For more information regarding the Tutoring Center, please visit the center online at: <http://www.sierranevada.edu/academics/academic-services/tutoring-center>.

Prim Library

The Prim Library contributes to the success of teaching and learning at SNC by providing academic resources appropriate for the college community. The library currently holds a collection of over 30,000 items, which includes books—both physical and online, and a growing collection of curriculum related and entertainment DVDs. The online catalog and electronic databases, allow students to explore and utilize high quality research materials specific for their area of study. The college participates with libraries throughout the country as well as Nevada which allows for the sharing of resources which effectively extends the capabilities of the college's on-campus collection.

Access to the online research databases is seamless within Prim Library and elsewhere on campus via the SNC wireless network. All library users have access to these resources remotely through proxy access, including Lexis/Nexis, EBSCO, ProQuest, Plunkett Business Research, Environment Complete, BioOne, EasyBib, CQ Researcher, S & P's NetAdvantage, and Kraus Curriculum Library. Through online access, thousands of full-text articles are easily available. Paper subscriptions to over 150 academic journals and periodicals additionally supplement the college's curriculum.

The library building houses not only two floors containing the library's book collection, but is also home to the college's administrative offices, classrooms, admissions, the college's art gallery, and some faculty offices. Tables are fully equipped with lighting and laptop connections, providing an inviting study environment for students. Prim Library welcomes students, faculty, staff, and community members as the spot for inquiry and collaborative work on the SNC campus.

ACADEMIC POLICIES

Placement Testing

Students earning a 21 or above on the ACT in both English and Math scores are exempt from all placement testing. Students earning a 500 or above on the SAT I English and SAT I Math sections are also exempt from placement testing. See the Student Assessment section for more information. Other placement testing may be required.

Initial Placement

Newly admitted students who have not met their Math or English requirement undergo Initial placement testing to ensure appropriate levels of instruction. Students earning a 21 or higher on the ACT English and Math tests are exempt from placement testing and will take ENGL 101 AND MATH 101 or higher. Students scoring 500 or above on the Math portion of the SAT I test are exempt from Math placement testing and will take MATH 101 or higher. Students scoring a 500 or above on the English portion of the SAT I test are exempt from English placement testing and will take ENGL 101. Students who do not score sufficiently on the placement tests will be required to register for MATH 090 and/or ENGL 090 in the first semester at SNC.

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Transfer students who have not completed their Math or English general education requirement according to their transcript evaluations must take the Math and/or English placement test(s). Completion of a remedial class at another institution does not grant a student admission into SNC college level English or Math classes.

Remedial Courses

Remedial courses are course numbers below the 100 level. These courses are included in the term and cumulative GPA but excluded in the overall earned credits. Students who enroll in either MATH 090 or ENGL 090 must earn a "C" or better, or have permission from their instructor, before they enroll in higher level MATH or ENGL courses.

Computer Requirements

It is highly recommended that all Sierra Nevada College students purchase a laptop computer for their academic use. For details regarding minimum hardware and software requirements, visit the SNC website: <http://www.sierranevada.edu/?id=187>.

E-Mail

SNC email address will constitute the only official mode of communication for members of the SNC community. All students must use their SNC school email for all college-related communications. Please contact the Information Technology Department to set up your official college email address.

Alternative Means of Awarding Credit

Advanced Placement (AP)

The Advanced Placement Examinations of the College Board are usually taken during the senior year of high school in conjunction with certain courses. Three to six semester credits of college credit will be granted for each AP examination in which a student earns a score of 5, 4, or 3. Official notification from the College Board must be provided to SNC in order for the student to gain such credit. Credits are awarded as follows:

AP Exam	Score	SNC Equivalent	Number of Credits
Art History	3,4,5	ARTH 301 or ARTH 302	3
Biology	3	BIOL 102/106 ¹	4
	4	BIOL 102/106 ²	4-8
	5	BIOL 101/105 and BIOL 102/106	8
Calculus AB	3,4,5	MATH 130	4
Calculus BC	3,4,5	MATH 130/131	8
Chemistry	3	CHEM 101/105	4
	4	CHEM 101/105 ³	4-8
AP Exam	Score	SNC Equivalent	Number of Credits
	5	CHEM 101/105 and 102/106	8
Econ-Macro	3,4,5	ECON 102	3
Econ-Micro	3,4,5	ECON 101	3
English Language and Comp	3,4,5	ENGL 101 or 102 ⁶	3
English Literature and Comp	3,4,5	ENGL 101 or 102 ⁶	3
Environmental Science	3,4,5	ENVS 200/205	4
European History	3,4	History Elective	3
	5	History Elective	6
French Language	3,4	Foreign Lang	3
	5	Foreign Lang	6
French Literature	3,4	Foreign Lang	3
	5	Foreign Lang	6
German Language	3,4	Foreign Lang	3
	5	Foreign Lang	6
Govt and Pol Comp	3,4,5	History Elective	3
Govt and Pol US	3,4,5		3
Human Geography	3,4,5	International Elective	3
Latin Literature	3,4	Foreign Lang	3

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	5	Foreign Lang	6
Latin Vergil	3,4	Foreign Lang	3
	5	Foreign Lang	6
Physics B	4,5	PHYS 101/105 and PHYS 102/106	8
Physics C E & M	3,4,5	PHYS 101/105 and PHYS 102/106	8
Physics C Mech	3,4,5	PHYS 101/105	4
Psychology	3,4,5	PSYC 101	3
Spanish Language	3,4	Foreign Lang	3
	5	Foreign Lang	6
Spanish Literature	3,4	Foreign Lang	3
	5	Foreign Lang	6
Statistics	3,4,5	MATH 251	4
Studio Art - Drawing	3,4,5	DRAW 121	3
Studio Art - 2D Design	3,4,5	DESG 132	3
Studio Art - 3D Design	3,4,5	SCLP 210 or CERM 210 ⁵	3
US History	3,4,5	HIST 201 ⁴	3
World History	3,4	HIST 210	3
	5		6

1. Students may receive AP Credit for BIOL 102/106 upon successful completion of BIOL 101/105.
2. Students minimally earn credit for BIOL 102/106 (4 Credits) and may earn credit for BIOL 101/105 (4 more credits), decided on a case-by-case basis in consultation with student, advisor, and BIOL 101 instructor.
3. Students minimally earn credit for CHEM 101/105 (4 Credits) and may earn credit for CHEM 102/106 (4 more credits), decided on a case-by-case basis in consultation with student, advisor and CHEM 102 instructor.
4. Students still need NV Constitution.
5. Students must provide SNC with copies of the portfolio that was submitted to the College Board to determine the course for which the student will receive credit.
6. Students who take either The English Language and Comp or The English Literature and Comp test can earn credit for ENGL 101. Students who take both tests can earn credit for both ENGL 101 and ENGL 102.

International Baccalaureate Exam (IB)

Three (3) to six (6) semester credits of college credit will be granted for each IB exam in which a student earns a score of 7, 6, or 5. Official notification from the IB Program must be provided to SNC in order for the student to gain such credit.

Military Credit

Students may be granted credit for military school courses according to the recommendations for institutions of higher education in the appropriate volume of the American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services. The student must provide the Registrar with an official Armed Forces transcript in order to have such credit evaluated.

College Level Examination Program (CLEP)

SNC grants credit for the CLEP examinations as follows:

1. For the General Examination

Three (3) to six (6) semester credits of lower division credit are granted for each area examination passed at the 50th percentile or higher. Credit is granted for total scores only. Successful sub-scores within an examination will not be granted partial credit.

Credit for CLEP examinations is entered into the student record as ungraded (P). Although there are two editions of the English Composition examination, SNC accepts only the edition with the essay. The Humanities Department reserves the right to review the examination before credit is granted.

All credit for General Examinations may be applied to the appropriate General Education requirements, with the exception that only three (3) credits of the English Composition examination may apply to the three-credit General Education requirement in English. The Humanities examination yields three credits in Fine Arts and three credits in Literature.

Credit for CLEP examinations may not duplicate credit granted for classes previously or subsequently completed.

2. For the Subject Examinations

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Depending on whether the examination is designed to cover one or two semesters, three or six semester credits respectively are granted for each examination passed at the 50th percentile level or higher. Generally, credit is granted for lower division coursework. However, in the case of an examination covering advanced subject matter in a given field, credit may be granted for upper division courses.

For the Subject Examinations with optional essay, SNC requires the essay portion of the examination. The relevant department reserves the right to review essays before credit is granted.

Native speakers of a foreign language cannot earn credit by examinations for that language.

Appropriate Subject Examinations may be applied to General Education requirements and, at the discretion of the Department Chair, may be applied to major requirements.

Credit for Subject Examinations may not duplicate credit for General Examinations or for classes previously or subsequently completed.

3. Procedures

Students should apply directly to the College Board, Box 1822, Princeton, New Jersey 08541 for CLEP information. Official notification of CLEP examination scores taken must be provided to SNC for the student to gain such credit.

Transfer Credit

In an effort to give transfer students credit for college level work that they have taken over the course of their educational careers, SNC will accept all college level credits that meet the transfer credit requirements outlined below. Students who completed courses at a United States institution must submit official transcripts for evaluation before transfer credit will be granted. Students who studied at an institution outside the United States must submit an official, detailed, international credential evaluation (see the International Student Admission section in the catalog for more information about international credential evaluation services):

1. All courses accepted for transfer must have been completed at a regionally accredited institution of higher education.
2. Courses must be passed with a "C" or better in order for the credit to transfer. Credit (CR), Pass (P) or Satisfactory (S) grades will be accepted only if those grades are equal to a C or better at the sending institution. Credit (CR), Pass (P) or Satisfactory (S) grades cannot be used to fulfill upper division major requirements.
3. No lower division courses can be substituted for upper division courses.
4. No remedial, teacher recertification, in-service training, community education or vocational courses without academic content will be accepted for credit.
5. No more than six units of Physical Education, Recreation or Health will be accepted for degree credit.
6. No more than six units of cooperative learning/internship courses may be accepted for degree credit.
7. Transfer credits will be given for all eligible courses. This may ultimately result in students earning more than the minimum credits that are needed for graduation because not all of the transferred credits can be used to fulfill graduation requirements within the student's core curriculum or major. In such cases, students will graduate with more than 120 credits. Students should meet with an academic advisor to determine which of the available transferable courses are most appropriate for substitution into their academic program(s). Students should also consult the Financial Aid Office to determine if this will impact their financial aid eligibility.
8. Regardless of the number of transfer credits granted, a minimum of 45 credits toward the SNC degree must be taken at SNC.
9. Military credit, as evaluated by the Registrar according to the ACE standards, will be accepted according to the section "Military Credit" in this catalog.

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REGISTRATION POLICIES

Academic Advising

Individual academic advising is available to all Sierra Nevada College students. Academic advising includes career exploration and guidance, course selection, schedule planning, graduation evaluation and, when appropriate, planning for graduate school. Advising is mandatory for all students prior to registration. By obtaining an advisor's signature on the registration form, the student insures that he or she will make normal progress towards a degree (15 credits completed per term on average) and select courses for which he or she has met the minimum prerequisites. Entering freshman or transfer students who have not declared a major will be assigned to general advisors. For students who have declared a major, the responsibility for advising rests within the appropriate department. Individualized advising sessions are scheduled during each semester and students are encouraged to be actively involved in this important aspect of educational and career planning.

Adds/Drops/Withdrawals

An "add" is defined as the process by which a student officially enrolls in an individual course or courses. Courses may be added from the first day of the registration period through the first seven days of a term. A "drop" is defined as the process by which a student officially disenrolls from an individual course or all courses without incurring academic penalty. A dropped course is not recorded on the official academic transcript and 100% of the tuition is refunded. For periods of enrollment 10 weeks or longer, the drop period is the first seven days of the term. For periods of enrollment shorter than 10 weeks, the drop period is the first day of instruction. A "withdrawal" is defined as the process by which a student officially disenrolls from an individual course or all courses with academic and/or financial consequences. A withdrawn course is recorded on the official academic transcript with a grade of "W" and the tuition refund is pro-rated. For periods of enrollment 10 weeks or longer, the withdrawal period begins on the first day of the second week of the term and continues through the date on which 60% of the term is completed. For periods of enrollment shorter than 10 weeks, the withdrawal period begins on the second day of the term and concludes on the date on which 60% of the term is completed. Students who wish to drop or withdraw from a course must submit a signed Add/Drop/Withdraw form to the Office of the Registrar.

Complete Withdrawal

A complete withdrawal is defined as the process by which a student officially disenrolls from all courses and leaves the College. In the case of a complete withdrawal, a grade of "W" is recorded for all registered courses in that term. Students completely withdrawing from SNC must submit an official withdrawal form to the Registrar's Office along with a completed Add/Drop/Withdrawal Form for all classes. Students receiving financial aid who withdraw from school prior to completing 60% of the semester are subject to the Return of Unearned Title IV Funds Policy located in the financial aid section of this catalog. Students who withdraw from the College and then wish to return within one semester should contact the Office of the Registrar for assistance. Students who wish to reenroll more than one year after the initial withdrawal must submit an application for readmission to the Office of Admission prior to returning.

Administrative Withdrawal

The Registrar's Office has the right to Administrative Withdraw students who leave the institution without official withdrawing according to their last date of attendance as indicated by faculty on the enrollment verification form. An administrative withdrawal will be processed at the discretion of the Registrar and, if applicable, the Director of Financial Aid. Multiple attempts must have been made to contact the student prior to an administrative withdrawal being processed. In this case, a grade of 'W' is recorded for all courses in that term. Tuition will be refunded according to the rules in effect on the date when the complete withdrawal is reported.

Change in Enrollment Status

Adding, dropping, or withdrawing from courses can result in a change in enrollment status. Enrollment status at SNC is defined according to the following rules:

Level	Credit Hours Enrolled	Enrollment Status
Undergraduate	0.01 to 5.99	Less Than Half-Time
Undergraduate	6.00 to 11.99	Half-Time
Undergraduate	12.00 or more	Full-Time

A change in enrollment status can impact a student's loan deferment status, satisfactory academic progress, and eligibility for future financial aid awards. Students receiving financial aid should consult the financial aid policies contained in this catalog or contact the Financial Aid Office for information regarding the return of financial aid monies based on changes in enrollment status.

Audit (Non-Credit)

Students who wish to attend a class without earning credits may register for the class as an audit. Classes are available for audit by students, faculty, staff, or community members on a space available basis. Audited classes do not count towards enrolled credit hours

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when calculating enrollment status for loan deferments, financial aid, etc. All normal registration and refund policies apply to audit courses.

Credit Load/Overload

Sophomore, Junior, or Senior students who elect to carry more than 18 credits must have a 3.25 GPA and receive approval from the Department Chair. Students who elect to carry more than 18 credits who do not have a 3.25 GPA must submit a completed "Maximum Hours Overload Waiver" form. If the student is a freshman and wishes to carry more than 18 credits, approval by the Associate Provost is required. Space will not be held in classes for students who do not have the signed approval for overload.

Independent Study

An independent study permits qualified students to pursue educational enrichment beyond the scope of a regular course and may include special topics, reading programs, or projects apart from courses listed in the catalog. Students who demonstrate need to take a regular course that has been cancelled or is not being offered may also qualify for independent study. Generally, freshman students are not eligible for independent study.

Independent study requires a minimum of three hours of work per week during the entire semester for each credit hour. The final product reflects high standards of scholarship and organization, and earns a letter grade. Students may take only one independent study per semester and no more than 12 credits of independent study may be used to satisfy graduation requirements.

A cumulative GPA requirement of 3.25 is required to qualify for an independent study. Students in their final two semesters prior to graduation may be approved for independent study of cancelled or non-offered courses with a GPA of 2.75

Students wishing to enroll in an independent study (including the independent study section of a cancelled class) must submit a completed "Petition for Independent Study" and the supporting materials to the Registrar no later than the end of the second week of the semester. No independent study petitions will be approved after the second week of the semester. The petition form may be obtained in the Office of the Registrar.

Students may not register for an independent study course that is concurrently being offered as part of the regular course schedule.

Internships

Internships are planned, structured, supervised experiences that enable students to develop skills for organizing information and solving routine problems expected of professionals in a given discipline. Internships offer an off-campus learning experience that engages a student in the practical application of academic knowledge.

In departments where internships are part of the required curriculum, a student must have a 2.0 cumulative GPA or better to participate. In departments where internships are taken as an elective, a student must have a 2.75 cumulative GPA or better.

Students can take up to three internship credits per semester and no more than 12 credits of internship may be used to satisfy graduation requirements. Ski Business and Resort Management majors are allowed to take two separate one-credit internships in any given semester.

Students wishing to enroll in an internship must submit a completed "Petition for Internship" form to the Registrar's Office.

Waitlists

The Office of the Registrar will keep a waitlist for certain courses once the maximum enrollment is reached. If space becomes available, or course enrollment is increased, it is the students' responsibility to complete an Add/Drop/Withdrawal form and return it to the Office of the Registrar.

Students are encouraged to attend the first class if they wish to try to add a full class after the start of the term. Once the semester begins, only the instructor may add students to a class that is full. Instructors give their permission to enroll in a full course by signing a student's Add/Drop/Withdrawal form. After the Add/Drop/Withdrawal form has been signed, the student must bring it to the Office of the Registrar to be enrolled in the class. All additions to a full class occur strictly at the instructor's discretion. If an instructor feels that she/he is not able to accommodate more students due to class requirements or classroom size, she/he may deny a request.

After the start of the term, the wait list will continue to appear on the instructor's roster through the end of the first week. After the first week of the term, the Registrar will delete all wait lists. Appearing on a roster with a registration status of "Waitlisted" (WL) does not indicate registration in a course. An Add/Drop/Withdrawal form with the instructor's signature on it must be returned to the Office of the Registrar if a student wishes to register for a waitlisted course.

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Registration Verification

It is a student's responsibility to make sure she/he is registered for all classes that she/he attends. Failure to register formally for a class may result in the student not receiving a grade or credit for the class. Acceptance of assignments or exams by the professor does not constitute official acknowledgment of formal registration in the course. Conversely, if a student registers for a class and does not attend, the student will receive a WF in the course unless official Drop/Withdrawal paperwork is filed by the appropriate deadline. Students can verify their schedules at any time by using SNCSIS to view their currently registered courses.

Class Cancellation

When a class is cancelled, all students are automatically dropped from the cancelled course. Official notification of the cancellation is sent to the student's SNC email address. The College may also attempt to notify students by phone. When a course is cancelled, students are responsible for following standard registration procedures to add an additional course to replace the cancelled course.

Attendance Policies

Attendance policies at Sierra Nevada College are developed at the discretion of the respective departments offering the courses in question. However, nonattendance can affect eligibility for federal financial aid and may result in the Return of Unearned Title IV funds as specified in the Financial Aid section of this catalog. In the absence of a departmental attendance policy, instructors determine the class attendance policy. Each instructor must indicate on the class syllabus the required attendance policy and consequences for non-attendance in the class, including its effect on student grades. Excused absences may include documented illness or emergency and participation as a representative of the school in a sanctioned athletic event.

Faculty/Student Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration, and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility, and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

General Principles and Responsibilities

The principles of mutual respect, integrity, responsibility, trust, and a personal commitment to maintaining these high standards and values constitute the fundamental ideal we all must strive to attain as members of the Sierra Nevada College educational community.

Accordingly, SNC faculty and students have the following responsibilities:

- To be truthful in all academic and professional matters, and to always honestly represent their work and that of others;
- To be aware of and to abide by all applicable college policies, rules, procedures and standards, both general and academic; and the responsibility for personal and professional integrity and honesty in all academic activities;
- To be aware of and to abide by all applicable federal, state, and local civil and criminal laws and regulations;
- To help ensure that high standards of professional and ethical conduct are upheld by faculty, students, colleagues, and peers by reporting violations of this Honor Code observed in others to the Provost's Office.

Student Responsibility

By virtue of enrollment at Sierra Nevada College, every student agrees to abide by the above stated honor code statement.

Student Rights Regarding Honor Code Violations

Violations of the Honor Code may be considered a learning experience that can result in personal growth and understanding of one's responsibilities and privileges within the college community. Students who have been accused of academic misconduct have the opportunity to appeal decisions through a grievance process with the Disciplinary Hearing Committee.

1. The accused student will be given written notice of the specific charges concerning the violation.
2. The accused student may elect to meet with the chair of the Disciplinary Hearing Committee to discuss aspects of the violation.
3. The accused student may elect to have a hearing of the violation by the whole committee.
4. The accused student will receive written notice of the committee's decision
5. Any further appeal will be at the prerogative of the Provost.

Faculty Responsibility

1. Promotion of the aims of the Honor Code Statement is a general responsibility of the faculty.
2. Every member of the faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the

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beginning of each semester, members of the faculty will receive with their initial class lists a copy of the Honor Code Statement and a reminder of the duty to explain its implications in each course.

3. It is the responsibility of the faculty to uphold the standards of academic integrity and the educational mission of the college; therefore violations of the Honor Code on the part of students must be reported to the appropriate offices.
4. Faculty must counsel a student who has violated the honor code about the honor code, consequences for violating it, and the value of academic honesty in learning. The student's advisor may be included in the counseling session.

Faculty Rights Regarding Honor Code Violations

1. Faculty will receive written notification of a student appeal of a reported code violation.
2. Faculty will receive written notification of a reversal of a reported code violation.

Examples of Violations of Academic Integrity and of Standards of Behavior:

CHEATING occurs when an individual misrepresents his/her mastery of the subject matter or assists another to do the same. Instances of cheating include, but are not limited to:

1. Copying another's work and submitting it as one's own on an examination, paper, or other assignment.
2. Allowing another to copy one's work.
3. Using unauthorized materials during an examination or evaluation such as a textbook, notebook, or prepared materials or possession of unauthorized materials (notes, formulas, etc.) that are visually or audibly accessible.
4. Collaborating with another individual by giving or receiving unauthorized information during an examination or evaluation.

PLAGIARISM occurs when an individual represents someone else's words, ideas, phrases, sentences or data, whether oral, in print or in electronic form, including internet sources, as his/her own work. Examples include, but are not limited to:

1. Using the exact words (verbatim) of another source without quotations and appropriate referencing.
2. Using the ideas, thoughts, opinions, data, or theories of another without a reference, even if completely paraphrased.
3. Using charts and diagrams from another source without revision, permission from the author and/or appropriate referencing.
4. Using facts and data from another source without a reference unless the information is considered common knowledge.

FABRICATION is the deliberate use of false information or withholding of information with the intent to deceive. Examples include, but are not limited to:

1. Using information from a source other than the one referenced.
2. Listing of references in a bibliography that were not used in a paper.
3. Falsifying or withholding data in experiments, research projects, notes, reports, or other academic exercises.
4. Submitting papers, reports, or projects prepared in whole or part by another.
5. Taking an exam for another or allowing another to take an exam for oneself.

OTHER ACTS OF MISCONDUCT includes, but are not limited to:

1. Changing, altering or falsifying a graded examination, completed evaluation, grade report form or transcript, or unauthorized entry, or assisting another in unauthorized entry, into a College building, office or confidential computer file for that purpose.
2. Obtaining, distributing, accepting, or reviewing examinations, lab reports, or other confidential academic materials without prior and explicit consent of the instructor.
3. Submitting written or computer work (in whole or in part) to fulfill requirements of more than one course without the prior and explicit permission of both instructors.
4. Impeding the progress of another by sabotaging their work (written or computer data, laboratory experiments, etc.), deliberately providing false or misleading information, or withholding or hiding information, books or journals.
5. Stealing information from another.
6. Forging an instructor's signature or initials on examinations, evaluations, lab reports or other academic materials, and forgery, alteration, or misuse of College documents, records or identification.

SNC's Disciplinary Sanctions:

1st Offense (on student's academic record)

Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense (on student's academic record)

Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense (on student's academic record)

Student is expelled.

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Grading

Grade Scale

Grade	Explanation	Grade Point Equivalent
A	Excellent	4.0
A-	Excellent	3.7
B+	Above Average	3.3
B	Above Average	3.0
B-	Above Average	2.7
C+	Average	2.3
C	Average	2.0
C-	Average	1.7
D+	Below Average	1.3
D	Below Average	1.0
D-	Below Average	0.7
F	Failing	0.0
WF	Withdraw Failing*	0.0
WNP	WNP Withdraw No Pass*	0.0
P	Passing	No effect
NP	No Pass	No effect
I	Incomplete	No effect
W	Withdraw	No effect
AU	Audit	No effect
IP	In Progress**	No effect
* Awarded to students who stop attending before the 60% date but do not officially withdraw. Equivalent to an F, but indicates nonattendance rather than academic nonperformance. "WF" is used for Standard courses and "WNP" is used for Pass/No Pass courses.		
** Reserved only for UG Internships, student teaching (EDUC 595), and courses that extend beyond the semester end date, such as field courses.		

Pass/No Pass Option

Juniors or seniors may choose to take certain courses on a "pass/no pass" (P/NP) basis. The P/NP option is available for elective courses and physical education courses. The pass/no pass choice can be made up to the last day to withdraw from classes (60% point of the term). To opt for the P/NP option in a course, a student must complete the Grade Option Change form and return it to the Office of the Registrar.

A grade of P signifies that the quality of work done is equivalent to a letter grade of C or better, while a grade of NP denotes work at the level of C- or lower.

Students may elect to take only two courses per semester, other than physical education courses, on a pass/no pass basis. A maximum of 24 credits of pass/no pass courses can be applied to graduation requirements. Only courses that are passed are applied toward graduation requirements.

Incomplete/In Progress Grade Policy

An Incomplete (I) grade is given when a student is performing passing work and has completed a substantial portion of the required classes and assignments, but because of an unusual circumstance is unable to complete the course requirements within the semester. It is not to be used by either the student or the faculty as a way of indiscriminately extending the term. An "I" cannot be used as a mid-term grade.

In Progress (IP) grades may be given only to those individuals who are in internships where assignments overlap semesters.

A student who does not complete the work in a course by the end of a term whose instructor approves an "Incomplete" or "In Progress" grade must provide the instructor with a "Petition to Receive an Incomplete" or a "Petition to Receive an In Progress" form. These forms, which may be obtained from the Registrar, are partially completed by the student, completed and signed by the faculty member, and returned to the Registrar's Office when final grades are due.

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To change an "Incomplete" or "In Progress" grade to a letter grade, an Incomplete/In Progress Conversion Form must be completed and returned to the Registrar's Office by the instructor. An incomplete grade not completed by the specified date on the petition or within six weeks after the first day of the following 15-week term will be changed to the default grade on the petition.

Grade Reports

Grades are due seven (7) days after the end of the semester. Final semester grades are entered online using SNC Student Information System (SNCSIS). Paper grade reports will not be sent.

Midterm Grades

Undergraduate students are assigned midterm grades in all courses. These grades are for advisory purposes only and are not reflected in term or cumulative GPA calculations. Midterm grades are entered online using the SNC Student Information System (SNCSIS).

Changing Grades

After the final grades are filed with the Registrar, a grade may be changed only to correct a clerical or calculation error. For these changes, the instructor must file a completed Change of Grade form with the Registrar. The Department Chair and the Associate Provost must approve the change.

Appealing Grades

A student may appeal any academic decision that he/she considers arbitrary, capricious, or contrary to SNC policy. Before initiating these procedures, or between any of the appeals steps outlined below, a student may, and is encouraged to, seek advice from the academic advisor, faculty and/or Associate Provost.

It is the responsibility of the student to initiate the appeals procedure at each level. If the student drops the matter after the conference with the: 1) Instructor, 2) Department Chairperson, 3) Associate Provost, the appeal will not be carried higher. The student should provide all supporting evidence at every level of this procedure.

The following procedures outline the steps in the academic appeals process. It is expected that all of the parties involved in these steps will make a good faith effort to resolve the issues.

1. The student who has a specific problem or grievance shall first discuss such problem or grievance with the instructor(s) in whose class or under whose supervision the problem originated. The faculty member(s) must be prepared to defend the decision or action on the basis of College policy or sound academic rationale.
2. If the student does not believe that the initial conference with the instructor has resolved the problem, the student shall file a written request for a conference with the Department Chair and, if applicable, the student advisor. The Chair shall confer with both student and instructor. The Chair will issue a written reply within 10 calendar days of the conference.
3. If the student does not believe that the conference at Step 2 has resolved the problem, the student shall file a written petition to the Associate Provost. The written request must contain (1) the identification of the instructor and academic department involved, and (2) a description of the action or actions the student considers arbitrary, capricious or contrary to College policy. The Associate Provost will issue a written reply to the student within 20 calendar days of the petition.

If the student wishes to appeal the decision, he/she must file a written request for a conference with the Provost. The Provost will issue a written response within twenty days of the conference.

Appealing Grades Received as a Result of Unofficial Withdrawal

Under certain circumstances, students who do not withdraw from the College in accordance with official procedures may appeal the grades they received that semester. The appeal procedure applies only to emergency or hardship situations, defined as follows: personal illness or accident involving extended hospitalization, or 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. Proof of such emergencies or hardships must accompany the appeal. The appeal may 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. If the appeal is approved, the grades for the semester in question will be changed to withdrawal and recorded on the official academic transcript with a grade of "W." All appeals should be submitted to the Associate Provost.

Credit for Repeated Courses

In most cases, students may repeat courses only to replace a grade with a higher one. The higher of the two grades is calculated in the grade point average. The lower of the two grades is not included in the grade point average or in the total credits needed for graduation.

No course may be taken more than once for credit to count towards a degree unless otherwise noted in the course description.

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For repeatable courses, all passing grades earned will be counted towards the overall GPA as long as the maximum number of repeats has not been exceeded. However, failing grades earned in repeatable courses will be excluded if student repeats the course and earns a passing grade.

Academic Honors

Dean's Highest Honors

The Dean's Highest Honors list includes students achieving a very high level of scholarship each semester. To be eligible, a student must be enrolled full-time for 12 credits or more of course work graded "A" through "F" and achieve grades sufficient to show an average GPA of 3.85 or better for that semester. Incomplete (I) and In Progress (IP) grades will make a student ineligible for the Dean's Highest Honors. "Dean's Highest Honors" is indicated on the student's transcript.

Dean's Honor Roll

The Dean's Honor Roll is a list of students achieving high scholarship each semester. To be eligible, a student must be enrolled full-time for 12 credits or more of course work graded "A" through "F" and achieve grades sufficient to show an average GPA of 3.60 - 3.84 for that semester. Incomplete grades (I) and In Progress (IP) grades will make a student ineligible for the Dean's Honor Roll. "Dean's Honor Roll" is indicated on the student's transcript.

Honors at Graduation

Recognition of scholastic achievement at the time of graduation is based on cumulative GPA for all graded undergraduate courses attempted at Sierra Nevada College as follows:

- 3.50 - 3.69 graduates cum laude
- 3.70 - 3.89 graduates magna cum laude
- 3.90 or better graduates summa cum laude

Transfer students must have completed at least 45 semester credits at Sierra Nevada College to be eligible for honors at graduation.

Valedictorian Award

The Valedictorian of Sierra Nevada College is the graduating student who best demonstrates academic excellence and embodiment of core themes at Sierra Nevada College.

The candidates to be considered are students who earn a GPA of 4.0 or are in the top 5% of a graduating class and choose to apply. In addition, each department is responsible for nominating up to three candidates with a GPA of 3.7 or higher from its department.

Attributes to be weighted equally by the committee include

1. Academic performance
2. Service to the school and community
3. Embodiment of core themes
4. Rhetorical skills

Chair: Vice Chair of Faculty Council (In event of a tie, committee chair's vote is counted.)

Voting members: One rotating member from each department appointed by the department chairs; in addition, one member of the staff, represented by a member of Student Services appointed by the Provost.

Student Standing

Academic Standing

Students are not evaluated for academic standing until at least one unit of coursework has been completed at Sierra Nevada College. Course work completed at other institutions prior to enrollment at SNC is not used in computing the GPA, although such work may be used to evaluate the student's eligibility for certain awards and recognition. Academic standing is posted each semester on the official transcript.

To remain in Good Standing, a student must maintain a Cumulative Grade Point Average (GPA) of 2.00 or better. If a student earns less than a 2.00 Cumulative GPA, he/she is placed on Academic Probation for the following semester. Students on Academic Probation who are receiving financial aid are also placed on Financial Aid Probation. (For further information, see the Financial Aid section of this catalog.) Students on Academic Probation may take no more than 15 credits, including three (3) credits for the [Strategies for College Success](#) course, and are not eligible for leadership positions in student activities. Students placed on Academic Probation are required to

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sign an Academic Probation Agreement, meet with the Director of Academic Support Services throughout the following semester, enroll in the [Strategies for College Success](#) course, and work through a structured process aimed at returning to Good Standing.

Once a student is placed on Academic Probation, he/she must earn a Term GPA of 2.00 or better each semester until he/she returns to Good Standing, or the student will be Academically Disqualified. A student can remain on Academic Probation for additional semesters if he/she earns a Term GPA of 2.00 or better, but has not achieved a Cumulative GPA of 2.00. Once the student achieves both a Term and Cumulative GPA of 2.00 or better, he/she will be returned to Good Standing. Additionally, Sierra Nevada College students who are admitted provisionally or on academic probation will be required to live in the dorms on campus. This requirement is for the full academic year (fall and spring), regardless of any mid-year changes in probationary status.

Students who wish to appeal Academic Disqualification must direct their appeal to the Provost Office.

Readmission after Disqualification

Once students have been Academically Disqualified from Sierra Nevada College, they may submit a petition for readmission to the Provost Office. If students are readmitted after having been disqualified, their status for that semester is “re-admitted, on probation” and they must follow the requirements for being on probation as stated above.

Class Standing

At the end of each semester, undergraduate students are assigned their class standing based on the number of units they have completed as follows:

<u>Freshmen</u>	1-29 credits
<u>Sophomore</u>	30-59 credits
<u>Junior</u>	60-89 credits
<u>Senior</u>	90 or more credits

Class standing can affect eligibility to register in certain courses, registration priority and maximum amounts of federal loan eligibility. Approved transfer credits, as awarded after the Registrar’s evaluation of the official transcripts from the sending institution, are considered when calculating class standing.

Junior Proficiency Exam

All students are required to pass a Junior Proficiency Examination (JPE) in English during their first semester of their junior year to graduate. The JPE will test basic writing proficiency. Those who do not pass the JPE will be required to attend a mandatory writing workshop on the various aspects of writing germane to this particular examination. Those who do not attend the workshop will not be allowed to retake the JPE. Students will be charged a \$100 non-refundable fee if they do not attend the JPE or the mandatory writing workshop.

If a student takes and fails the JPE three times, the student will be required to enroll in a course specially designed to address the basic issues of effective written communication. Students enrolled in this class will be given a version of the JPE at regular intervals. Once the student passes one of these examinations, the student may leave the class and the JPE will be considered successfully passed.

Transcripts

The Office of the Registrar maintains official transcripts. Transcripts provide an academic history of a student’s time at Sierra Nevada College, including a listing of all courses taken, grades earned and degrees awarded. In addition, the following information also appears on official transcripts: semester honors; college honors; departmental honors; graduation honors; academic standing (e.g., good standing, probation, and academic disqualification).

Official transcripts will only be issued to third-parties upon written authorization by the student. Official transcripts can be given to the student only in a sealed envelope. If the seal is broken, the transcript ceases to be official. The student can request transcripts by ordering them online through National Student Clearinghouse. The request must include the student’s full name at time of attendance, date of birth, Social Security number, dates of attendance and the student’s signature. The appropriate fee of \$10 per transcript must accompany each request. Rush orders will be accepted with the payment of an additional \$25 per delivery address. Official transcripts cannot be ordered by telephone or email.

Transcript requests are normally processed within five to seven (5-7) work days. At the end of each semester, two weeks or more may be needed to process a transcript request. The Office of the Registrar does not release transcripts unless the student is in good standing with the Business Office, Financial Aid Office, and Library. Good standing is defined by a zero balance on the student’s account.

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No transcript is supplied for course work taken at other institutions. Transcripts that were submitted from high schools and other colleges and universities may not be released and are not included with the Sierra Nevada College transcript.

The issuance of a diploma for SNC graduates does not constitute or substitute for an official transcript. The diploma is a ceremonial document and the transcript is the official repository and record of a student's academic history at Sierra Nevada College.

Study Abroad

Sierra Nevada College encourages all students to consider studying abroad. Living and studying abroad immerses you in another culture in a way that can have a profound impact academically, personally, and professionally. Options range from studying at a foreign university in one of 26 countries to participating in travel courses with SNC professors.

Along with our partner, The University Study Abroad Consortium ([USAC](#)), SNC offers over 45 programs in 26 countries. Traditional semester and yearlong programs are offered, as well as 3 – 6 week programs during the summer and winter sessions. Our mission is to provide students with the opportunity to develop the knowledge, skills, and attitudes to succeed in the global society of the twenty-first century. We strive to provide an authentic, quality context in which students may grow into engaged citizens of the world, not only in the classroom but also through field trips, integrated living and academic experiences, sports, internships, and volunteer and service learning opportunities.

In order to make the study abroad experience as available as possible to all of its students, Sierra Nevada College offers a unique opportunity. SNC students can study abroad at one of 25 universities in 15 countries while remaining enrolled at Sierra Nevada College. Furthermore, no additional tuition is required to study abroad at these universities. Additional costs for SNC students are limited to travel expenses, housing, costs of optional programs and tours while abroad, and an application fee (processed *only* if the student is accepted into the program). Your SNC tuition, and all financial aid, remains the same. Courses taken under this program (once approved) become part of your SNC transcript.

If you are interested in studying abroad, please contact Chris Anderson.

Graduation and Commencement

The following policies apply to graduation and eligibility to participate in the commencement ceremonies at Sierra Nevada College:

Graduation Petitions

Every student must file a formal petition to graduate as a graduation requirement. The deadline for submission of these petitions will be strictly observed. If a student does not submit a graduation petition by the established deadline as listed in the Academic Calendar (typically the semester prior to graduation for undergraduates), the student's petition may be rejected. Late petitions are subject to a \$50.00 late fee. Sierra Nevada College has August, December, and May graduation dates. The May ceremony is the only graduation with a public ceremony.

Participation in Commencement

In order to participate (walk) in graduation ceremonies, a student must have submitted a graduation petition by the deadline published in the Academic Calendar. Students who graduate any time within an academic year (Fall/December, Spring/May or Summer/August) are invited to walk in the May ceremony. Since Summer (August) graduates are allowed to participate in the Spring (May) ceremony, undergraduate students with nine or fewer units to complete will be allowed to participate in commencement. Under this "Within-Nine" policy, undergraduate students must provide proof of enrollment in the final required units to the Office of the Registrar in order to participate and have their names printed in the commencement program. All in-progress Summer courses must be completed before the start of the Fall term to qualify for the "Within-Nine" exception. Senior Projects, Capstone Courses and Gallery Exhibitions for BFA students must be completed and do not fall under this "Within-Nine" policy. Students who drop or withdraw from a required class or who are not able to complete their requirements by the end of the Summer semester are listed in the graduation program only one time. Academic regalia must be worn in order to participate in the graduation ceremony.

Effective Catalog

A student remaining in continuous, registered attendance at Sierra Nevada College may elect to meet the graduation requirements in effect at the time of entering SNC, at the time of choosing the major or area of concentration, or at the time of graduating from SNC. However, if SNC determines that changes are essential for certification requirements or competency in the academic or professional discipline, the new graduation requirements shall be mandatory for all students. Administrative policies may be changed at any time, effective immediately, regardless of effective catalog. Supplements to the present catalog are issued, which apply to continuing and entering students, as needed.

Students returning to SNC after an interruption in attendance may be required to meet the graduation requirements in the current catalog. Students returning to SNC after 10 years or more must meet current catalog requirements in their major. General education

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requirements for these students will be reviewed by SNC in relation to student ability to represent current college guiding principles. Transcripts of students who have not attended for 2–9 years will be reviewed on a case-by-case basis. In general, degrees will only be offered in current majors. The Department Chair of the major field may authorize substitutions for discontinued courses.

Graduation Requirements

Candidates for degrees must meet all College and departmental requirements. In particular:

1. A formal petition for graduation must be submitted by the deadline as posted in the Academic Calendar and must specify the catalog year, which determines the major and minor requirements.
2. All academic requirements, including testing requirements, in effect at the time of graduation must be completed.
3. A minimum of 120 semester credits, 42 credits of which must be upper division courses and no more than 24 of which may be P/NP credits, must be completed.
4. The requirements of the CORE Curriculum must be completed.
5. The College's academic residency requirement of 45 completed units taken at Sierra Nevada College must be met. Of these 45 total units, the final 30 units of coursework must be taken at Sierra Nevada College. Exceptions to the Final 30 rule may be made if courses needed for the degree or for graduate school admission are not available at SNC or are not available when needed. Any student who wishes to complete any of his or her final 30 units at a school other than SNC must receive permission from the petitions committee.
6. The English writing proficiency requirement, in the form of a passing score on the Junior Proficiency Exam, must be met.
7. At least a C (2.00) cumulative grade point average and at least a C cumulative grade point average (2.00) in the major field, the area of concentration, if any, and in the minor, if any, must be achieved.
8. The required exit assessments for the College and major area must be completed.
9. No more than 12 credits of independent study and internships may be used to fulfill graduation requirements. For graduate students, all independent study coursework applied towards a degree must be approved prior to enrollment.
10. No more than six (6) credits of physical education may be used toward graduation requirements with the exception of students pursuing a degree in Outdoor Adventure Leadership. Those students pursuing a degree in Outdoor Adventure Leadership may use no more than 12 credits of physical education toward graduation requirements. Seniors are required to take a nationally standardized major field test if they are pursuing the following major(s): Accounting, Biology, English, Entrepreneurship, Finance and Economics, Global Business Management, Management Studies, Marketing, Psychology, and Ski Business and Resort Management. This test must be completed before the degree is posted.

Active Military

Sierra Nevada College will limit academic residency to 25 percent or less of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

Release of Diplomas and Transcripts

Diplomas and transcripts are not released to the student until all obligations to the College have been met. This includes, but is not limited to, outstanding bills with the Business Office, outstanding library materials or fines, Financial Aid Office requirements, senior exit interviews, or any other obligations as requested by the College.

Double Major

A student may earn a double major at Sierra Nevada College (SNC) by completing all required coursework for both majors and SNC General Education requirements. It is imperative that students seeking a double major work closely with the Chairs of both Departments in which they plan to earn majors. Second majors will be granted concurrently. The requirements for both majors and the General Education requirements must be from the same catalog. Degree audits for both majors must be submitted with the student's graduation petition.

Per SNC policy, students may not "double dip" between major requirements and general education requirements. Courses that can be used or are required for both majors may be double counted with the following limitation: at least half the courses taken in each major must be exclusive to that major and not double counted. This means the majors should be distinct and not based on essentially the same constellation of courses.

Double Degree - Undergraduate

A student may earn a double degree at Sierra Nevada College (SNC) by completing all required coursework for both degrees, SNC General Education requirements, and taking a minimum of 15 credits in addition to the 120 credits required for graduation. It is imperative that students seeking a double degree work closely with the Chairs of both Departments in which they plan to earn degrees. Second degrees

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will be granted concurrently. The requirements for both degrees and the General Education requirements must be from the same catalog. Degree audits for both degrees must be submitted with the student's graduation petition.

Per SNC policy, students may not "double dip" between major requirements and general education requirements. Courses that can be used or are required for both degrees may be double counted with the following limitation: at least half of the courses taken in each degree must be exclusive to that degree and not double counted. At least half of the minimum additional credits for the second degree must be at the upper division level.

A student will receive two diplomas when graduating with a dual degree.

Declaration of Major and/or Change of Major

Although we encourage students to declare a major as soon as they find they have an interest in a specific area of study, all students must declare a major by the time they have completed 60 credits. Students may change their majors by submitting a Change of Major form to the Office of the Registrar. The student and the advisor in the new major must sign this form.

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SIERRA NEVADA COLLEGE MISSION AND CORE CURRICULUM

Sierra Nevada College Mission

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic, and educational sustainability.

The Four Sustainabilities

- 1. Sustainable Environment:** The earth's natural systems have a capacity for regeneration. "Environmental sustainability requires the long-term viability of our resource use... At the same time, civilized human existence necessarily includes such basics as clean air and water..." (Edwards 2005, p. 19)
- 2. Sustainable Society:** The SNC community will work for political engagement, social justice, and broad political participation in the life of SNC, the community, and the country. Equity/equality: "Community-building recognizes the importance of cooperation and concern for one's neighbor." (Edwards 2005, p. 23)
- 3. Sustainable Economy:** "Today's needs should not compromise the ability of future generations to meet their needs. At a small scale, an enterprise can only continue through innovation, re-invention, and responding to a changing environment." (Bartlett and Chase 2005)
- 4. Sustainable Education:** SNC will prepare students not just for a career, but give them the skills and knowledge to continue growing throughout their life: they will become life-long learners.

Citations:

Bartlett, Peggy F., and Geoffrey W. Chase, eds., 2004. "Sustainability on Campus. Stories and Strategies for Change." Cambridge: MIT Press.

Edwards, Andres W. 2005. *The Sustainability Revolution: Portrait of a Paradigm Shift*. Gabriola Island, Canada: New Society Publishers.

Liberal Arts

Students and graduates will embrace the liberal arts as a method of education that emphasizes the development of diverse ways of thinking applicable across all disciplines. They will use broad-based knowledge and intellectual flexibility to address complex, ambiguous, real-world issues. Students and graduates will develop a personal world view that includes social responsibility and cultural awareness. Students and graduates will live creative, meaningful, fulfilling and productive lives.

Entrepreneurial Thinking

Entrepreneurial thinking is a habit of mind that helps a person start businesses, but has a far wider utility in aiding a student in initiating any enterprise. The student may be starting a non-profit, strategizing within a larger organization, creating a product, or becoming politically active. Entrepreneurial thinking includes opportunity recognition, strategic planning, feasibility assessment, implementation planning and execution, and outcome assessment and adaptability.

Professional Preparedness

Students will acquire and develop intellectual flexibility and habits of mind (critical thinking, problem solving, communication skills, organizational skills, creativity, information literacy and applied ethics) that will prepare them for a lifetime of meaningful work in a constantly changing, diverse global environment. Graduates will use the knowledge and skills provided by their liberal arts education to develop careers and/or earn advanced degrees. Graduates will demonstrate the lifelong value of their education by excelling in their chosen fields and living creative, meaningful, fulfilling and productive lives.

Core Curriculum

Sierra Nevada College embraces a curriculum that is in the true spirit of the liberal arts and reflects the evolving mission of SNC. The general education core curriculum, required of all students, develops the concepts of economic, environmental, social and educational sustainability in a series of courses. Proficiencies in writing, numeracy, computers, research, entrepreneurial thinking, critical and creative thinking skills, and environmental awareness will be introduced and developed in these core courses. Exposure to fine arts, social sciences, humanities, sustainability, technology, entrepreneurship, and global awareness challenges students to choose those areas that they want to develop to enrich the quality of their lives.

Core Courses and Requirements

A required general education CORE curriculum of 30 credits exposes all students to the skills, knowledge, and values that a Sierra Nevada College education represents. The purpose of the core course sequence is to ensure that all Sierra Nevada College graduates have proficiencies and knowledge that prepare them to live with environmental awareness and contribute toward a sustainable world of the future. In addition, students will complete requirements for a major.

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The following core curriculum will be completed by all Sierra Nevada College graduates:

Course Number	Description	Credits
CORE 101/301	SNC Experience	3
ENTP 200	Foundations of Entrepreneurship	3
ENVS 200/205	Environmental Systems	4
HIST 300	Civilization (Meets U.S. Constitution Requirement)	3
PHIL 400	Ethics	3
ENGL 101	Core Composition 1	3
ENGL 102	Core Composition 2	3
MATH	Math 101 or higher	3*
	Studio Art	3*
HIST 205	Nevada Constitution	1
	Physical Education	1
	Major Requirements	See Major Req.
	Free Electives	See Major Req.
	TOTAL	120

*May be met within major requirements

Core Student Competencies

The student outcomes (competencies) for each course in the curriculum are indicated below:

Emphases and Outcomes of Core Courses		Writing- ENGL 101	Research Writing ENGL 102	Math	Studio Arts	SNC Experience	Environmental Systems	Entrepreneurship	Civilization	Ethics
Core Theme	Objective									
Liberal Arts	Critical Thinking	X	X		X	X			X	E
	Creative Thinking	X	X		E	X		X		
	Problem Solving			E		E	X			
	Oral Communication	X	X	X	X			X		
	Written Communication	E	E	X				X		X
	Quantitative Literacy			E			E			
	Scientific Literacy						E			
	Visual Literacy			X	E	E	X			
	Integrative Thinking					X			E	X
	Information Literacy	E	E			X				X
	Ethical Engagement					X	X	X	X	E
Lifelong Learning					X			X		
Professional Preparedness	Employment									
	Advanced degrees									
	Professional Excellence	X	X							
Entrepreneurial Thinking	Innovation							E		
	Vision and Objectives Analyze Impact and Adapt				X			E		
	Planning and Implementation	X	X		X			E		
Sustainability	Environmental Sustainability						E			
	Social Sustainability				X	X	X		E	X
	Economic Sustainability						X	X		
	Educational Sustainability	X	X						X	

X = Coverage E = Major Emphasis

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Purpose of a General Education

The purpose of a liberal arts education is to ensure that all Sierra Nevada College graduates have core knowledge, skills and attitudes which prepare them to live with awareness and learn with ease in the world of the future. In order to facilitate the SNC mission, a required core curriculum of 30 credits has been established to expose all students to the skills, knowledge, and values that a Sierra Nevada College education represents. The student will demonstrate the following skills and dispositions:

- Critical Thinking
- Creative Thinking
- Problem Solving
- Written Communication
- Oral Communication
- Integrative Thinking
- Visual Literacy
- Scientific Literacy
- Quantitative Thinking
- Informational Literacy
- Global and Civic Engagement
- Entrepreneurial Thinking

Threshold levels of competencies are established and assessed in specific core courses and progress is tracked throughout the students' career at SNC.

The SNC experience gives students the opportunity to be exposed to a variety of subject areas before selecting the area in which they choose to specialize. This interdisciplinary core curriculum supports the systematic exposure of students to both the uniqueness and the connections among disciplines. Students explore the unique contributions of various disciplines to the core themes that frame the Sierra Nevada College education: Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, and Sustainability.

The student will be expected to achieve the following learning objectives tied to the four core themes:

Liberal Arts

1. Demonstrate critical and creative thinking, inquiry, and problem solving.
2. Demonstrate effective oral and written communication, as well as quantitative, scientific, visual and information literacy.
3. Make personal decisions that go beyond self-interest and engage in practices that benefit the community.
4. Embody creativity, intellectual curiosity, and empowered imagination.

Professional Preparedness

5. Demonstrate the knowledge and skills necessary to develop careers in their chosen fields.
6. Demonstrate the ability to excel in their chosen endeavors by applying disciplinary, interdisciplinary and professional knowledge in combination with teamwork, communication, organizational and interpersonal skills.
7. Successfully gain admission to and complete graduate programs of their choice.
8. Articulate the value of the liberal arts in preparing them for meaningful, fulfilling and productive lives.

Entrepreneurial Thinking

9. Tackle complex issues by recognizing or creating opportunities to produce value within campus, local, regional, national and/or global communities.
10. Demonstrate the communication skills necessary to articulate a vision.
11. Perform the necessary tasks to assess feasibility, take informed risks, prepare a plan, organize resources, and accomplish the implementation of a strategic plan.
12. Achieve objectives, evaluate outcomes, adapt to evolving needs, and value the process of learning from failures and successes.

Sustainability

13. Demonstrate an understanding of environmental systems and personal appreciation for the value and beauty of the natural world.
14. Demonstrate awareness of interrelationships and tensions between diverse communities.
15. Identify practices that confer economic viability on enterprises and apply ethically and financially responsible decision making to the endeavors with which they are affiliated.
16. Integrate the skills and dispositions developed through their education and apply them in their daily life to become lifelong learners.

Core Curriculum Courses and Substitutions

Students transferring to Sierra Nevada College may use their transfer credits to satisfy Core Course requirements. Their advisor will assign appropriate Core substitutions for this initial analysis of transfer courses taken prior to matriculation. Students transferring to Sierra Nevada College may complete this core curriculum by transferring courses from other colleges or through coursework taken as part of Sierra Nevada College's own past curriculum.

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Articulation and approval of any student's courses will be done by the student's advisor. Those requirements may be met as follows, when a student initially matriculates:

Courses in the Core Curriculum	Transfer from Other Colleges
SNC Experience	No transfer
Foundations of Entrepreneurship	Any entrepreneurship course
Environmental Systems	Any lab science course
Civilization	Any political history course. (Additional coursework may be necessary to meet the U.S. Constitution requirement if that material is not covered in this course.)
Ethics	No transfer
Studio Art	Any studio art course
ENGL 101 Freshman Composition 1	Any college composition course
ENGL 102 Freshman Composition 2	Any second semester college composition course with a research writing component
Physical Education	Any P.E. course
Math	Any math course with intermediate algebra as a prerequisite
Nevada Constitution	A course covering Nevada Constitution

Once a student is enrolled, and has adopted a catalog's graduation requirements, the student must use SNC Core courses to graduate or receive prior approval for transfer and substitution. These procedures guide those substitutions:

1. There is no substitution of other SNC courses for core requirements.
2. If a student wishes to transfer a course from another college to satisfy a Core course, he or she must seek approval for that course ahead of time, approved by the department chair appropriate for that course (see table) and the Registrar. Students should fill out Transfer Credit Approval forms before leaving SNC to ensure credits taken from another college will transfer back to SNC. The Registrar must approve the form which will then be kept in the student's file. Students should follow prior approval procedures from the current SNC catalog.
3. Use the table below to ensure suitability of the proposed course as a substitute Core requirements.

Core Course	Necessary Features of Transfer Course	Chair Authorizing Prior Course Approval
CORE 101/301	No substitution.	N/A
ENTP 200	Covers the processes used to develop an idea from initial conception to organizational launch and subsequent sustainability. Includes formulating and communicating key messages, orally and in writing; testing for financial viability, value creation, budgeting resources, developing and executing a plan of action, and collaborating with others.	Business
ENVS 200/205	An environmental science course with lab, with emphases on ecology, energy, systems, sustainability, and local ecosystems.	Science
HIST 300	A comprehensive world history (for example, the conventional Western Civilization course does not transfer since its focus is not world history), and offers a world-historical perspective, at large (for example, no course that does not include some component of pre-human history).	Humanities
PHIL 400	No substitution	N/A
ENGL 101	English composition	Humanities
ENGL 102	English composition, second semester, emphasizing research skills	Humanities
MATH	A math course with intermediate algebra as a prerequisite.	Science
Studio Art	Fine Arts studio experiential course (may include art, music, drama)	Fine Arts
HIST 205	Nevada Constitution	Humanities
PHED	Any physical education course	PE

4. Beyond this, exceptions should be pursued through the petitions committee, before beginning the proposed course.
5. Past completed substitutions will be honored. Returning SNC students will be considered under their original catalog.

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Procedures for Meeting Constitutional Requirements

1. All graduates of Nevada colleges and universities are required to have had a course in the United States Constitution and the Nevada Constitution. Students at Sierra Nevada College meet this requirement by taking HIST 301 (The American Experience) or HIST 300: Civilization (U.S. Constitution) and HIST 205: Nevada Constitution courses as part of the core curriculum.
2. Transcripts of transfer students will be evaluated to determine if they have completed the U.S. Constitution requirement. If not met through transfer coursework, the U.S. Constitution requirement can be fulfilled by taking HIST 300 (Civilizations), HIST 301 (The American Experience), or through some other history courses with special approval. Transcripts of transfer students from Nevada institutions will be evaluated to determine if they have completed the Nevada Constitution requirement.
3. Transfer students from outside of Nevada may meet the Nevada Constitution requirement by completing HIST 205, a one-credit course offered at Sierra Nevada College that covers the Nevada Constitution.

Undergraduate Programs

HONORS PROGRAM

Coordinators: Dr. Samantha Bankston and Dr. Robert King

The Honors Program is designed to challenge and engage high-achieving students in study and co-curricular activities that foster their scholarship, initiative, and leadership.

Program Requirements

The Honors Program allows students to build community with other like-minded students, conduct in-depth study in areas of interest, and apply and communicate their new understandings in the form of original research, service projects, or a self-developed project. Students enrolled in the program:

1. Complete a minimum of four "Honors Courses" by writing additional papers, developing a related project, or meeting other terms as specified in a contract with the instructors of the courses and the Honors Program Coordinator.
2. Complete the "Honors Colloquium Course," which is designed to engage with the academic and extra-curricular life and activities of the college, build a sense of community within the honors program, increase participation in campus events, and reinforce core themes and active and service learning.
3. Complete one of the following honors projects under the supervision of a faculty member during their Senior year:
 - a. Write an Honors Thesis on a topic of interest to be submitted to the instructor and the Honors Program Coordinator.
 - b. Develop one project/creative exhibit/presentation to be identified by the student in conjunction with the Honors Program Coordinator.

Benefits

Benefits resulting from participating in the Honors Program:

1. Honors students have access to increased scholarship opportunities.
2. Transcript and the graduation program reflect student status as Honors Program Student.
3. Honors students may take upper division courses as lower division students with the instructor's permission.
4. Honors students enjoy priority registration privileges.
5. Honors-students-only activities are provided each semester (depends upon your interests – parties, field trips, etc.).
6. Honors students with known interest and/or expertise in certain areas or topics may be invited to meet visiting scholars in the same discipline.

Eligibility (initial and continuing)

Incoming students with a 3.5 GPA are eligible to apply. Once accepted, the student's GPA must not fall beneath a 3.25 for two consecutive semesters. In order to graduate with Honors, the student's SNC GPA must be at least 3.5.

Application Process

1. On or before the end of the fifth week of the semester, send an email expressing your interest in joining the SNC Honors Program to the Honors Program Coordinator.
2. The email should include the following information:
 1. Your full name and SNC Student ID number (or your Social Security Number).
 2. Your GPA and the institution at which it was earned.
 3. Your year in school this semester (freshman, sophomore, junior, senior).
 4. Your email address and your telephone number.
 5. Which afternoons/evenings you are available for meetings, events, and parties.
 6. A short paragraph telling us why you would like to become a part of the Honors Program.

All qualified students will be admitted to the Program.

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ACADEMIC PROGRAMS

Degrees Offered

Sierra Nevada College-Lake Tahoe offers programs leading to the following four-year degrees:

1. Bachelor of Fine Arts with a major in Art (requires 135 total credits) with concentrations in:
 - a. Ceramics
 - b. Photography
 - c. Two-Dimensional Practices
 - d. Three-Dimensional Practices
 - e. New Genres
 - f. Digital Arts
2. Bachelor of Arts with a major in Art with concentrations in:
 - a. Ceramics
 - b. Photography
 - c. Two-Dimensional Practices
 - d. Three-Dimensional Practices
 - e. New Genres
 - f. Digital Arts
3. Bachelor of Arts with a major in Humanities
4. Bachelor of Arts with a major in Psychology
5. Bachelor of Arts with a major in Psychology (Online Degree Program)
6. Bachelor of Arts with a major in English
7. Bachelor of Fine Arts with a major in Creative Writing
8. Bachelor of Arts with a major in Interdisciplinary Studies
 - a. Art and Psychology
 - b. Music and Psychology
 - c. Digital Arts and Entrepreneurship
 - d. Digital Arts and Journalism
 - e. Digital Arts and Management
 - f. International Studies and Humanities
 - g. New Media Journalism
 - h. Outdoor Adventure Leadership and Art
 - i. Outdoor Adventure Leadership and English
 - j. Outdoor Adventure Leadership and Creative Writing
 - k. Outdoor Adventure Leadership and Journalism
 - l. Outdoor Adventure Leadership and Entrepreneurship
 - m. Outdoor Adventure Leadership and Environmental Science
 - n. Outdoor Adventure Leadership and Psychology
 - o. Outdoor Adventure Leadership and Ski Business and Resort Management
 - p. Sustainability
9. Bachelor of Arts with a major in International Studies
10. Bachelor of Science in Business Administration with a major in Entrepreneurship
11. Bachelor of Science in Business Administration with a major in Ski Business and Resort Management
12. Bachelor of Science in Business Administration with a major in Global Business Management
13. Bachelor of Science in Business Administration with a major in Global Business Management (Online Degree Program)
14. Bachelor of Science in Business Administration with a major in Finance and Economics
15. Bachelor of Science in Business Administration with a major in Marketing
16. Bachelor of Science with a major in Biology
17. Bachelor of Science with a major in Environmental Science

Majors

A major represents the concentrated area of study a student has chosen to pursue for a bachelor's degree. Students who have not chosen a major field of study are designated as "undeclared" majors. All students must declare a major by the time they have completed 60 credits.

Requirements for academic majors are specified within each department. With the exception of Interdisciplinary Majors and the B.F.A., academic majors represent 48 to 63 credits of coursework, within which some departments offer or require concentrations.

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Areas of Concentration

An area of concentration represents a prescribed group of courses (15 credits) within a major designed to focus coursework in one particular area. It is posted to the transcript and diploma.

Minors

Academic minors are prescribed sets of courses in a subject area other than the major that help strengthen preparation in areas related to the major field, enhance career choices, or to support an area of student interest. Minors range from 18-24 credits, half of which are upper division courses. Minors are not required, but can provide depth or breadth to a student's program. A minor is earned in conjunction with the major, and is posted to the record when the degree is conferred. Courses used to satisfy Major or Concentration requirements may not be used toward Minor requirements.

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Online Degree Program

Sierra Nevada College offers an Online Degree Program (ODP) to help college students complete their college education with a Sierra Nevada College degree. Students admitted to this program have educational, life, and work experiences that leave them with distinctly different goals from the traditional Sierra Nevada College student. They will earn the same degree as a traditional Sierra Nevada College student. Admission as a degree completion student is decided by the admissions department, and is dependent on both of the following student qualities:

Core Curriculum for Online Degree Program Students

- 1) Students entering with a completed A.A. or any bachelors' degree may complete their core curriculum requirements by taking Ethics (PHIL 400) and the Nevada Constitution requirement; the latter may be transferred from any Nevada college.

- 2) Students entering without an A.A. degree may complete their core curriculum by completing the following, by transferring or taking these courses:
 - a. English Composition (6)
 - b. College Math (3)
 - c. Breadth requirements (One three-credit course per category; a list of appropriate courses is available from the Registrar or from advisors)
 - i. Natural Science
 - ii. Social Science and Business
 - iii. Humanities and Arts
 - d. Ethics (3)
 - e. United States and Nevada Constitution (1)

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DEPARTMENT OF FINE ARTS

Department Chair: Sheri Leigh O'Connor, MFA

Program Overview

The Visual Arts are now located in the brand new Holman Arts and Media Center, generously donated by Rob and Robin Holman, with contributions from numerous community members. The new facility is more spacious, has new equipment, and is bright and vibrant. The Fine Arts program offers concentrations in specific areas of interest in traditional forms of art, as well as new mediums. The curriculum is designed to present diverse approaches to art-making and analysis through a broad overview of practice, critical theory and history. The department places historical and contemporary arts in perspective with the artistic traditions of world cultures. Small studio classes provide accessibility to faculty members and the opportunity for one-on-one dialogue.

Department Mission

The Fine Arts departmental mission is twofold: to stimulate, educate, and encourage the artistic growth of each student, and to professionally prepare the student for the workplace or an advanced degree using an entrepreneurial approach. The Fine Arts curriculum was developed to fulfill SNC's mission, addressing all of the student outcomes and institutional goals. The Fine Arts degrees are designed to professionally prepare students for graduate studies or for a wide variety of entrepreneurial applications of aesthetic discourse and careers in the arts including studio art, curatorial practices, and art education. The department emphasizes critical thinking, and creative problem solving skills fundamental to a variety of career opportunities.

Faculty Approach to Teaching and Learning

Art faculty members are practicing artists; exhibiting, curating, and/or performing at regional and national galleries and venues. They mentor students to become sustainable lifelong creators by providing a multi-faceted encounter with the history, practice and philosophy of the arts, and the role of the arts in society. The SNC/FA department provides a nurturing environment that promotes learning and creativity. Students come in with a broad range of talent, and are pushed to a sophisticated level of achievement due to the committed faculty involvement in their progress during their studies at SNC and after they graduate. This takes place in a strong community framework within the department that promotes socialization and open dialogue.

Students have the opportunity to work with and learn from renowned artists during the academic year and summer term. The Summer Visiting Artists Workshop Program provides concentrated learning for weeklong and weekend courses to both SNC students and a broad spectrum of students from the U.S. and other countries.

Program Structure and List of Degrees and Majors

The Department offers two degrees: a Bachelor of Arts and a Bachelor of Fine Arts. The B.F.A. students choose from areas of concentration in ceramics, two-dimensional practices, three-dimensional practices, digital arts, photography, new genres, or interdisciplinary studio. Although it is not required, B.A. students may elect to pursue a concentration as well, and will participate in a group exhibition at the end of their senior year.

Applied Learning or Undergraduate Research

In addition to the B.A. group exhibition and B.F.A. solo exhibitions, Fine Art students are invited to participate in numerous art exhibitions and performances, both on and off campus. Students and faculty attend national and regional conferences, and the department offers numerous travel courses, giving students active learning experiences, while offering rich, community curriculum.

Unique Policies – JAPR – Midway Exhibition

All Fine Arts majors who have 60 or more credits are required to participate in a midway exhibition entitled the Junior Art Portfolio Review (JAPR) held each semester for public viewing and response. Participating students are required to present at least seven to ten art pieces, or three to five minutes of multiple examples of video/film. During the JAPR, each student is expected to articulate the concept of their artwork, addressing the criteria for fine art students listed below. If the faculty feels that any student's work does not fulfill the criteria listed below, the student will be required to go through the portfolio review again the following semester. If a student is unsuccessful in two portfolio reviews, they may be advised to pursue an alternate academic degree. After the portfolio review, every student receives a personal letter from each fine arts faculty member outlining the qualities of their work.

If a student is interested in applying for the B.F.A. degree, they should indicate their degree intent at the JAPR, and must formally apply in conjunction with the portfolio review. The Fine Arts faculty will review their application and notify the student if they are accepted into the B.F.A. program. If they are not accepted into the B.F.A. program, they may work towards the B.A. degree as long as they pass the JAPR review, and may reapply for the B.F.A. in subsequent semesters.

Unique Policies – B.F.A.

If accepted into the B.F.A. program, the student must choose an area of concentration and a committee of at least three art faculty members that can give pertinent feedback to the student. This committee will meet with the student until their Senior Exhibition. The B.F.A. student is required to enroll in the Gallery Exhibition class during the semester of their B.F.A. exhibition, which is mandatory to pass

Undergraduate Programs

in order to graduate. With the guidance of the committee, the student will prepare a senior exhibition that will include a body of work and an artist's statement. This statement will explain the interconnection of the artist's idea and how it is manifested in their work. The student will also be required to address the audience at the opening reception of their exhibition.

Fine Arts Rubric

The faculty and committee will be looking for the following rubric during the Junior Portfolio Review (JAPR) and in reviewing the B.F.A. exhibition:

Consistency

The student will demonstrate through their art, the ability to maintain a harmony between the elements of their artwork, and present a cohesive body of work, rather than an eclectic collection of unrelated pieces.

Craft

The student will demonstrate a high degree of skill in the production of their artwork and understanding of its value in their artistic practice.

Content

The student will demonstrate through their art, a fluid expression of their works' subject matter.

Context

The student will have an understanding of how historical and contemporary theory and practice form connections within their artwork.

Creativity

Student demonstrates an original approach to their medium and content.

Oral presentation and defense

The student will be able to articulate, and demonstrate a verbal understanding of the qualities listed above during their oral presentation and the subsequent question and answer session.

Program Level Student Learning Outcomes

Objectives are tied to one or more of our core themes, indication is as follows:

Liberal Arts: (L)

Entrepreneurial Thinking: (E)

Professional Preparedness: (P)

Sustainability: (S)

1. Stressing the skills in the Fine Arts rubric, students will have the resources for successful careers in the arts or preparation for post-baccalaureate education. **(E,P,S)**
2. Students will be articulate individuals in oral and written formats in describing the content and context of their work using the proper terminology and vocabulary for their disciplines. **(P,L)**
3. Students will have a consistent, high quality portfolio documenting their work, an artist statement, and digital resources to represent themselves online. **(E,P)**
4. Students will have a thorough knowledge of craftsmanship and safety procedures in studio practices. **(P)**

In addition to the Fine Arts departmental outcomes outlined above, students will demonstrate the following learning outcomes in their areas of concentration:

Ceramics

1. Throw basic forms on the potter's wheel; **(L)**
2. Utilize hand-building skills including slab, coils, and free form sculptural techniques; **(L)**
3. Demonstrate knowledge of glazing materials and applications; **(L)**
4. Load and fire the kilns including: electric, gas, and Raku; **(L,P)**
5. Differentiate between clay bodies, glaze materials, and usage of equipment necessary for creative processes in clay; **(L)**
6. Understand historical and contemporary references in ceramics and how their work fits into a contemporary context. **(L,S)**

Undergraduate Programs

Photography

1. Defend and elaborate their own ideas and opinions as they relate to the practice of contemporary photography; **(L)**
2. Discuss conceptual, factual, and technical information that characterizes and defines their photographic practice; **(L,S)**
3. Utilize a professional range of technologies including, but not limited to, camera formats and types, film types, lighting techniques, darkroom practices, new printing technologies, and exhibition strategies; **(L,P)**
4. Demonstrate through a written project proposal the ability to project self-fulfilling work on a level commensurate with the amount of coursework. The most advanced students will generate an autonomous and historically informed thesis show. **(L)**

Two-Dimensional Practices

1. Demonstrate knowledge of applying two-dimensional design and color theory concepts to their art works; **(L)**
2. Utilize materials and tools with sensitivity throughout the two-dimensional practices; **(L, E, P)**
3. Develop a vocabulary for the analysis and understanding of two-dimensional practices; **(L)**
4. Demonstrate proficient skills in drawing and painting. **(L, E, P)**

Three-Dimensional Practices

1. Demonstrate proficiency in using additive and subtractive methods of building objects using traditional sculptural practices and alternative means of object building; **(L)**
2. Successfully utilize and experiment with various types of tools and mediums; **(L, E, P)**
3. Demonstrate an understanding of the concepts volume and mass and spatial relationships in 3-dimensional dynamics; **(L)**
4. Demonstrate an understanding of how objects can change responding to site or location and how context can shape the object. **(L)**

New Genres

1. Produce a serious body of work consistent with practices and media defined as part of New Genres in Contemporary Art. This body of work will meet criteria equivalent to a level expected for graduate school admission; **(L, E, P)**
2. Demonstrate a capability to contextualize their New Genres practice in relation to contemporary and historical practices in art; **(L)**
3. Demonstrate an understanding of contemporary issues in art that will encompass theoretical knowledge and discourse within diverse practices; **(L)**
4. Discuss their work's potential trajectory within the contemporary art world; **(L, E, P)**
5. Demonstrate proficiency in using a professional range of technologies, including time-based, as well as traditional media, the body, and digital media; **(L, P)**
6. Develop proficiency in conceptual strategies. **(L)**

Digital Art

1. Demonstrate understanding of the social and physical world in their artistic expression and be able to respond with critical awareness to various forms of the digital arts; **(L,E,P)**
2. Demonstrate technical proficiency in the areas of the design, production, and implementation of digital media in fine arts; **(L)**
3. Develop the ability to investigate fundamental problems in the nature and practice of digital arts and experimental media; **(L)**
4. Develop the ability to create original and technical research in the digital media field and contribute to the development of knowledge and its consequences in society and culture; **(L,E,P)**
5. Demonstrate the knowledge of the strategies and processes needed to solve a wide variety of problems in the digital arts, including those requiring interdisciplinary concepts; **(L,P)**
6. Utilize a broad range of technologies to acquire, organize, and communicate information. **(L)**

Interdisciplinary Studio

1. Defend and elaborate their own ideas and opinions as they relate to their contemporary art practices; **(L,E)**
2. Understand historical and contemporary references in art; **(L)**
3. Demonstrate a capability to contextualize their practice in relation to contemporary and historical art; **(L,P,S)**
4. Articulate content and craft alignment within their work. **(L,P)**

Undergraduate Programs

Bachelor of Fine Arts in Art

LOWER DIVISION REQUIREMENTS		CREDITS
DART 230	Beginning Digital Darkroom	3
DESG 132	Foundations	3
DRAW 121	Drawing Fundamentals	3
NWGN 215	New Genres I	3
SCLP 210	Beginning Three-Dimensional Practices	3
		15
SELECT THREE:		
CERM 210	Beginning Ceramics	
DART	Any DART Studio Class	
MUSC	Any MUSC studio	
PHTG 250	Beginning Photography	
PNTG 211	Beginning Painting	
PRNT 215	Beginning Printmaking	
	Lower Division Total	24
UPPER DIVISION REQUIREMENTS		
ARTH 301	Early Art History	3
ARTH 302	Modern Art History	3
ARTH 480	Art History Seminar	3
DRAW 421	Advanced Drawing	3
FNAR 381	Junior Art Portfolio Review (JAPR)	1
FNAR 382	Professional Practices I	2
FNAR 407	Visiting Artists/Advanced Studio Practices	3
FNAR 430	Gallery Exhibition	3
FNAR 482	Professional Practices II	3
SELECT TWO: One course must be an off-campus travel course		6
ARTH	Any Upper Division ARTH	
DART 350/450	Film and Video Art Studies	
FNAR	Any Upper Division FNAR Travel Course	
FNAR 421	Issues of Contemporary Art	
FNAR 480	Special Topics in Fine Arts	
MUSC	Any Upper Division MUSC History	
<i>Five upper division courses in one area of concentration (Ceramics, Two-Dimensional Practices, Three Dimensional Practices, Digital Arts, Photography, New Genres, or Interdisciplinary Studio)</i>		15
	Upper Division Total	45
	Fine Art Requirements	69
	General Education Core	30
	General Electives	36
	Total Degree Requirements	135

Undergraduate Programs

Bachelor of Arts in Art

LOWER DIVISION REQUIREMENTS		CREDITS
DART 230	Beginning Digital Darkroom	3
DESG 132	Foundations	6
DRAW 121	Drawing Fundamentals	3
NWGN 215	New Genres I	3
SELECT FOUR:		
CERM 210	Beginning Ceramics	
DART	Any DART Studio Class	
MUSC	Any MUSC Studio	
PHTG 250	Beginning Photography	
PNTG 211	Beginning Painting	
PRNT 215	Beginning Printmaking	
SCLP 210	Beginning 3-Dimensional Practices	
	Total	24
UPPER DIVISION REQUIREMENTS		
ARTH 301	Early Art History	3
ARTH 302	Modern Art History	3
ARTH 480	Art History Seminar	3
DRAW 421	Advanced Drawing	3
FNAR 381	Junior Art Portfolio Review (JAPR)	1
FNAR 382	Professional Practices I	2
FNAR 407	Visiting Artists/Advanced Studio Practices	3
SELECT TWO:	One course must be an off-campus travel course	6
ARTH	Any Upper Division ARTH	
DART 350/450	Film Studies	
FNAR	Any Upper Division FNAR Travel Course	
FNAR 421	Issues of Contemporary Art	
FNAR 480	Special Topics in Fine Arts	
MUSC	Any Upper Division MUSC History	
	<i>Two upper division electives within the Department</i>	6
	Total	30
	Fine Art Requirements	54
	General Education Core	30
	General Electives	36
	Total Degree Requirements	120

Undergraduate Programs

Concentrations in Fine Arts

Students working toward a B.F.A. are required to choose a concentration; students working toward a BA may choose an area of concentration. Students may earn a concentration by completing 15 upper division credits using the following guidelines:

Ceramics: 15 upper division credits of Ceramics courses.

Digital Arts: 15 upper division credits of any combination of Digital Art and Digital Entertainment courses.

Two-Dimensional Practices: 15 upper division credits of any combination of Painting, Drawing, Design and Printmaking courses.

Three-Dimensional Practices: 15 upper division credits with a minimum of 9 credits of Sculpture and 6 credits in New Genres or Ceramics courses.

New Genres: 15 upper division credits that must include NWGN 365 and NWGN 465, and any additional upper division Fine Arts courses.

Photography: 15 upper division credits of any combination of Photography, DART 330, and DART 440 courses.

Interdisciplinary Studio: 15 upper division credits of any combination of studio courses with advisor's approval.

Minor in Fine Arts

Students not pursuing a major within the Department of Fine Arts may elect to earn a minor by completing the following courses with grades of C or better:

ARTH	Choose from: 301, 302 or 480	3
DRAW 121 or	Drawing Fundamentals or	3
DESG 132	Foundations	
<i>12 additional fine arts credits (9 must be upper division) chosen in consultation with the Department Chair.</i>		12
Total		18

Minor in Music

Students may elect to earn a minor in Music by completing the following courses with grades of C or better:

MUSC	Any Music History course	3
MUSC 207	Music Theory	3
MUIN	Music studio course	2
Upper division music course credits chosen in consultation with the director of music studies. May include a senior recital.		10
Total		18

Music and Theater

Courses in music and theater are important components of a liberal arts education. A variety of courses in music history, music theory, mythology and music, world music, theater, and acting; individual lessons in piano, voice, and guitar; and performing groups including college choir and Rock band, are all designed to make the student a culturally informed and active participant in a wide variety of musical and theater experiences.

Undergraduate Programs

Department of Fine Arts Recommended Sequence of Courses

In conjunction with the completion of the student's lower division General Education requirements during the freshman and sophomore years, a recommended program of study for all Fine Arts Department majors is shown below. This sequence provides for completion of lower and upper division Fine Arts Core requirements in a timely manner.

Year/ Semester	Courses for BA	Courses for BFA	Credits
Year 1 Semester 1	DRAW 121 or DESG 132	DRAW 121 or DESG 132	3
	Lower Division Studio	Lower Division Studio	3
	ENGL 101	ENGL 101	3
	CORE 101	CORE 101	3
	MATH	MATH	3
Year 1 Semester 2	DRAW 121 or DESG 132	DRAW 121 or DESG 132	3
	Lower Division Studio	Lower Division Studio	3
	ENGL 102	ENGL 102	3
	Elective	Elective	3
	ENTP 200 or MATH, if necessary	ENTP 200 or MATH, if necessary	3
	PE	PE	1
Year 2 Semester 1	ENTP 200 or Lower Division Studio	ENTP 200 or Lower Division Studio	3
	ENVS 200/5	ENVS 200/5	4
	ARTH 301	ARTH 301	3
	NWGN 215 or DART 230	NWGN 215 or DART 230	3
	Elective	Elective	3
Year 2 Semester 2	Lower Division Studio	Lower Division Studio	3
	CORE Studio Art	CORE Studio Art	3
	ARTH 302	ARTH 302	3
	NWGN 215 or DART 230	NWGN 215 or DART 230	3
	Elective	Elective	3
	HIST 205	HIST 205	1
Year 3 Semester 1	HIST 300	HIST 300	3
	FNAR 381/382	FNAR 381/382 Do JAPR	3
	ARTH 480	ARTH 480	3
	UD Studio	UD Studio	3
	Elective	Course in Concentration	3

Undergraduate Programs

Year/ Semester	Courses for BA	Courses for BFA	Credits
Year Semester 3 2	UD Fine Arts Lecture	UD Fine Arts Lecture	3
	DRAW 421	DRAW 421	
	UD Studio	UD Studio	3
	Elective	Course in Concentration	3
	Elective	Elective	3
Year Semester 4 1	PHIL 400	PHIL 400	3
	UD Fine Arts Lecture	UD Fine Arts Lecture	3
	UD Studio	UD Studio	3
	Elective	Course in Concentration	3
	Elective	Elective	3
Year Semester 4 2	Any required courses not yet completed	Any required courses not yet completed	3
	Elective	Course in Concentration	3
	Elective	UD Elective in Fine Arts	3
	Elective	Elective	3
	Elective	Elective	3
Year Semester BFA ONLY 5 1		FNAR 482	3
		FNAR 430	3
		Course in Concentration	3
		Elective	3
		Elective	3

Undergraduate Programs

Summer Visiting Artist Workshops Director: Sheri Leigh O'Connor, MFA

Since 1974, Sierra Nevada College has invited famous artists and performers to teach for the Visiting Artist Summer Workshops. The workshops began under the direction of Carol Sphar, and with the generous donation of Leatrice Luria. These short courses are offered for a weekend, one week, or two weeks in the summer in June, July, and August. Students take workshops for credit or non-credit. Housing is available in the dormitories and daily lunches are provided. People of all ages come to Lake Tahoe to learn from exciting professionals. A new group of artists and workshops is offered each year.

In past years, the program has been host to: Richard Shaw, Linda Arbuckle, Rudy Autio, F. Carlton Ball, Randy Brodnax, Robert Burrige, Virginia Cartwright, Tom Coleman, Patrick Crabb, Anne Currier, Malcolm Davis, Margaret Ford, Ken Ferguson, Robert Heineken, Vivika and Otto Heino, Catharine Heirsoux, Steven Hill, Robin Hopper, Yoshi Ikeda, Kathy Kaufman, Frieda Klein, Gregory Kondos, Marc Lancet, Marilyn Levine, Warren MacKenzie, Richard Notkin, Fred Olsen, Robert Piepenburg, Roland Reiss, Daniel Rhodes, Jenny Lind, Jim Romberg, Betye Saar, Val Sanders, Arturo Secunda, David Shaner, Jack Troy, Ruth Weisburg, and many, many more! Contact the Summer Art Director at sleigh@sierranevada.edu for a Summer Workshop schedule, or visit <http://www.sierranevada.edu/academics/summer-art-workshops-2/>

Departmental objectives are tied to one or more of our core themes, indication is as follows:

Liberal Arts: L
Entrepreneurial Thinking: E

Professional Preparedness: P
Sustainability: S

Summer Visiting Artist Workshops Student Learning Outcomes

Students successfully completing Summer Visiting Artist Workshops will be able to:

1. Be able to execute concepts into artwork; **(L,P)**
2. Demonstrate ability to incorporate basic design elements into their artwork, and be able to articulate their concepts using design terminology; **(L,P)**
3. Be able to critique their work, and the work of others; **(L,P)**
4. Learn new visual art techniques and processes. **(P)**

Undergraduate Programs

Samples of Summer Visiting Artist Workshops offered in past summers include:

Ceramics	Digital Arts
Anagama Wood Firing	PhotoShop and Quark
Figurative Ceramic Sculpture	Bronze Sculpture
Glaze Formulation	Sculpture from Natural Materials
Handbuilding	Art Education
Kiln Building	Methods of Teaching Arts in the
Ceramic Decals	Elementary/Secondary School
Porcelain: Explorations of Form	Art History
Primitive Pottery at Pyramid Lake	History of Film Making
Overglaze Enamel	The Art of Ancient Egypt
Raku/Pit Firing	Photography
Stoneware, Wheel Thrown and Altered	Tahoe Nature Photography
Glassblowing	Jewelry
Glass Fusing and Slumping	Sierra Scenic/Wildlife Photography
Drawing/Painting	Yuba River Expedition – Photography
Drawing for the Traveler	Printmaking
The Figure on Site	Woodblock, Linocut, and Engraving
Expressions in Creativity	Intaglio
Transparent Watercolor	Theater
Painting Outdoors	Performance Enhancement
Pastels	Dance
The Language of Color	Music
Collage/Mixed Media	Songwriting and the Music Business
Fiber Arts	Creative Writing
Coiled Basketry and Beyond	Poetry
Papermaking	Travels to Europe and Asia

Undergraduate Programs

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

Department Chair: Dr. Dan O'Bryan

Department Mission

The Humanities Department intends to produce graduates who are knowledgeable and skilled in their major field, who have academic and life skills necessary for self-awareness and personal growth, who are responsible in interactions with others, and prepared for success in their personal and professional lives. Departmental goals are intended to support and foster the college mission of producing graduates who are scholars of and contributors to a sustainable world, with primary emphasis on environmental, social, and educational sustainability.

Faculty Approach to Teaching and Learning

The Department of Humanities and Social Sciences offers courses designed to teach students versatility and self-understanding by developing widely applicable skills in critical analysis, creativity, and communication. A major focus is helping students develop the motivation and tools to live satisfying and productive lives in responsible relationship to their social, political, and natural environments. Basic to the program is the belief that such broad-based, informed attitudes and understandings can best be developed through exploration of a wide variety of concepts, disciplines, cultures, issues, and beliefs.

Regardless of the major and minor(s) chosen, the Humanities and Social Science Department aims to promote learning and personal growth and to develop competent and creative thinkers capable of using the wisdom of the past to find effective, responsible solutions to contemporary problems. Though most Humanities, Psychology, English or Interdisciplinary Studies majors will follow careers in teaching, counseling, social work, writing, or research, the skills and attitudes developed in the program will help prepare students for virtually any career.

Program Structure

Humanities students may choose a Bachelor of Arts in Humanities, Psychology, English, Creative Writing or Interdisciplinary Studies. Students with plans for graduate school or other focused directions are strongly encouraged to supplement the major requirements with some additional coursework in the major area as determined in consultation with the major advisor.

Applied Learning or Undergraduate Research

Several programs within the Humanities and Social Sciences Department stress the importance of applied learning and applied research. The Psychology Program, through two required courses—Research Methods in the Behavioral Sciences and Experimental Psychology—prepares students for the full range of research challenges and opportunities, culminating in a Psychology Research Fair each year leading to presentations at National and International Research Conferences. Courses in the Sustainability Major, similarly, stress applied learning through active participation in the environmental issues of the local community. Each year, all departments participate in a Student Symposium, which recognizes the most outstanding research and projects produced during the year in all fields.

Goals of the Department of Humanities and Social Sciences

Departmental objectives are tied to one or more of our core themes, indication is as follows:

Liberal Arts: L

Entrepreneurial Thinking: E

Professional Preparedness: P

Sustainability: S

Students graduating from the Humanities Department will be able to:

1. Demonstrate knowledge of the fundamental principles, theories, facts, findings, and implications of the various disciplines in Humanities and Social Sciences; **(L)**
2. Demonstrate awareness of the interdisciplinary nature of knowledge and inquiry and the ability to apply and integrate elements from the various disciplines; **(L)**
3. Apply their knowledge, skills, and values to successful and meaningful graduate study and/or careers and personal lives. **(P)**

Undergraduate Programs

List of Degrees and Majors

Bachelor of Arts with a Major in Humanities

Bachelor of Arts with a Major in Psychology

Bachelor of Arts with a Major in English

Bachelor of Fine Arts with a Major in Creative Writing

Bachelor of Arts with a Major in Interdisciplinary Studies with Disciplines in:

- Art and Psychology
- Music and Psychology
- Digital Arts and Entrepreneurship
- Digital Arts and Journalism
- Digital Arts and Management
- International Studies and Humanities
- New Media Journalism
- Outdoor Adventure Leadership and Art
- Outdoor Adventure Leadership and English
- Outdoor Adventure Leadership and Creative Writing
- Outdoor Adventure Leadership and Journalism
- Outdoor Adventure Leadership and Entrepreneurship
- Outdoor Adventure Leadership and Environmental Science
- Outdoor Adventure Leadership and Psychology
- Outdoor Adventure Leadership and Ski Business and Resort Management
- Sustainability

Students have the option to choose (or design) a minor or minors to further focus or to broaden their studies. A minor consists of 18 credits in addition to those counted toward Core Curriculum or major requirements with a minimum of nine (9) upper division credits. The student and the relevant advisor(s) will decide the courses for the minor. A minor may be: (1) within the Humanities and Social Sciences department (e.g., Psychology, English, History, Languages, Outdoor Adventure Leadership), (2) within another department, or (3) interdepartmental (e.g., Art and Culture, Photojournalism, Environmental History, International Affairs, Sustainability, Digital Entertainment). Students are encouraged to design their own minor(s) with the help of a faculty advisor (or advisors if the minor is interdisciplinary) within the constraints of available courses and faculty expertise.

Regardless of the major and minor(s) chosen, the Humanities and Social Science Department aims to promote learning and personal growth and to develop competent and creative thinkers capable of using the wisdom of the past to find effective, responsible solutions to contemporary problems. Though most Humanities, Psychology, English, or Interdisciplinary Studies majors will follow careers in teaching, counseling, social work, writing, or research, the skills and attitudes developed in the program will help prepare students for virtually any career.

Program Learning Outcomes

Humanities majors will:

1. Develop and employ a sophisticated knowledge of human motivation and behavior as central social science criteria for the analysis and application of general knowledge; **(L)**
2. Demonstrate competence in writing, interpretation and rhetorical persuasion and apply these skills to the content of their education; **(L)**
3. Synthesize knowledge from the major divisions of the liberal; arts tradition and apply that synthesis to the major social and ethical challenges of the contemporary world. **(L,S,E)**

Psychology majors will:

1. Describe, explain and apply significant concepts, principles, theories and research studies central to psychology; **(L,P)**
2. Critically examine human behavior from a variety of psychological perspectives; **(L)**
3. Interpret, evaluate, design, and conduct psychological research with sensitivity to ethical issues in research analysis and treatment of participants. **(L,E,P)**

English majors will:

1. Write competently, creatively and critically in a variety of modes and genres, with attention to the revision process; **(L)**
2. Read, research, evaluate, analyze and synthesize information and ideas from a variety of sources to formulate individual perspectives; **(L)**
3. Discuss, compare, evaluate and analyze literary traditions, themes, genres and critical modes. **(L)**

Undergraduate Programs

Interdisciplinary Studies majors will:

1. Explore the interdisciplinary nature of learning and knowledge beyond the traditional compartmentalization; **(E)**
2. Read, research, evaluate and synthesize knowledge and ideas from a broad range of sources, across several disciplines and demonstrate interdisciplinary proficiency through academic work and projects; **(L)**
3. Apply knowledge and skills, integrating disciplines through student-initiated activities and projects that contribute to the community. **(S)**

Creative Writing Majors Student Learning Outcomes:

1. Write competently in a variety of modes and genres both creatively and critically with attention to the process of writing and revision; **(L)**
2. Experiment with different approaches to writing using various literary techniques and forms across genres while specializing in one specific genre as an area of mastery; **(L)**
3. Demonstrate proficiency in craft and technique in the genre of specialization in successively higher levels each academic year; **(L)**
4. Recognize, discuss and analyze literary time periods, trends, genres and conventions; **(L)**
5. Engage in a broader community of writers through public readings, conference attendance, internships and other participatory activities; **(L)**
6. Submit original written work to appropriate markets for publication. **(P)**

Undergraduate Programs

Bachelor of Arts with a Major in Humanities**Lower Division Requirements**

(Upper division courses may be used to fulfill lower division requirements.)

		CREDITS
ENGL	Writing or Literature	3
HIST	History (non-U.S.)	3
HUMN 110	Introduction to Humanities	3
HUMN 210	Exploring World Religions	3
PHIL 101	Introduction to Philosophy	3
PSYC 101	Introduction to Psychology	3
	Two semesters of one foreign language	6
	Total	24

Upper Division Requirements

ENGL 381	Language, Thought, and Culture	3
ENGL	Any Upper Division English	3
HIST or ARTH	Any Upper Division History or Art History	3
HUMN 493	Senior Project	3
PHIL	Any Upper Division Philosophy	3
PSYC	Any Upper Division Psychology	3
	Total	18

BREADTH (Lower or upper division.)

	One Course from International Studies or Business	3
	One Course from Art or Digital Entertainment	3
	One Course from Science and Technology	3
	Total	9

Humanities Requirements	51
General Education Core	30
General Electives	<u>39</u>
Total Degree Requirements	120

Minor in Humanities

The Humanities Minor consists of 18 credits in addition to the Humanities courses needed to satisfy the General Education requirements. The student in consultation with the Chair of the department will choose these credits. A minimum of 9 credits must be upper division credit.

Undergraduate Programs

In conjunction with the completion of the student's lower division General Education requirements during the freshman and sophomore years, a recommended program of study for all Humanities and Social Science majors is shown below. This sequence provides for completion of lower and upper division Humanities and Social Science requirements in a timely manner.

Year/ Semester	Humanities	Psychology	English	Creative Writing	Interdisc. Studies*
Year 1 Semester 1	CORE 101 (3) ENGL 101 (3) MATH 101/110 (3) PHIL 101 (3) HUMN 110 (3)	CORE 101 (3) ENGL 101 (3) MATH 101/110 (3) PHIL 101 or HUMN 210 (3) HUMN 110 (3)	CORE 101 (3) ENGL 101 (3) MATH 101/110 (3) PHIL 101 or HUMN 210 (3) Elective (3)	CORE 101 (3) ENGL 101 (3) MATH 101/110 (3) PHIL 101 or HUMN 210 (3) Elective (3)	CORE 101 (3) ENGL 101 (3) MATH 101/110 (3) SIST 101 (3) BIOL 104 (3)
Year 1 Semester 2	ENTP 200 (3) ENGL 102 (3) PSYC 101 (3) Studio Art (3) Elective (3)	ENTP 200 (3) ENGL 102 (3) Studio Art (3) PSYC 101 (3) Elective (3)	ENTP 200 (3) ENGL 102 (3) Psychology, History or Humanities (3) Studio Art (3) Elective (3)	ENTP 200 (3) ENGL 102 (3) Psychology, History or Humanities (3) Studio Art (3) Elective (3)	ENTP 200 (3) ENGL 102 (3) BIOL 110 (3) ECON 102 (3) PHED (1) Studio Art (3)
Year 2 Semester 1	ENVS 205/206 (4) Non-U.S. History (3) ENGL (Writing or Literature) (3) HUMN 210 (3) HIST 205 (1) Foreign Language (3)	ENVS 205/206 (4) HIST 205 (1) Literature, Writing or History (3) PSYC 240 (3) PSYC 291 (2) Elective (3)	ENVS 205/206 (4) ENGL 250 or THEA 220 (3) Advanced Writing (3) ENGL 326 or ENGL 327 (3) HIST 205 (1) Elective (3)	ENVS 205/206 (4) ENGL 250 or THEA 220 (3) ENGL 205 (3) ENGL 326 or ENGL 327 (3) Foreign Language (3)	ENVS 205/206 (4) SUST 201 (3) INTL 252 (3) JOUR 275 (3) HIST 205 (1) Elective (3)
Year 2 Semester 2	One Course from Int. Studies or Business (3) One Course from Science and Technology (3) Foreign Language (3) Elective (3) Elective (3) PHED (1)	ENGL 381 (3) PSYC 202 (3) MATH 251 (4) Elective (3) Elective (3)	ENGL 330 (3) ENGL 295 (3) Advanced Writing (3) ENGL 350 or ENGL 351 (3) PHED (1)	ENGL 295 (3) ENGL 328 or ENGL 329 (3) HIST 205 (1) Elective (3) Elective (3) Physical Education (1) Elective (3)	SUST 380 (3) INTD 250 (3) MKTG 201 (3) ENGL 375 (3) BIOL 381/385 (4) MATH 251 (4)
Year 3 Semestr 1	HIST 300 (3) ENGL 381 (3) Any Upper Division English (3) Any Upper Division Psychology (3) Elective (3)	HIST 300 (3) PSYC 370 (3) PSYC 371 (3) Upper Division Psychology (3) Elective (3) Elective (3)	HIST 300 (3) ENGL 371 or ENGL 374 (3) Advanced Writing (3) ENGL 381 (3) Elective (3)	Three Courses of Upper Division Literature (9) Elective (3) Elective (3)	HIST 300 (3) SUST 350 (3) ENTP 310 (3) ENTP 423/425 (4) ESCI 101/105 (4) ENVS 353 (3)

Undergraduate Programs

Year/ Semester	Humanities	Psychology	English	Creative Writing	Interdisc. Studies*
Year 3 Semester 2	One Course from Art or Entertainment Tech. (3) Any Upper Division History or Art History Elective (3) Elective (3) Elective (3)	PSYC 325 (3) PSYC 322 (3) PSYC 440 (3) Upper Division Psychology Elective (3) Elective (3)	ENGL 328 (3) Upper Division English Elective (3) General Elective Elective (3) Elective (3) Elective (3)	Fiction Writing Sequence (3) Poetry Writing Sequence (3) Creative Non- Fiction or Screenwriting (3) Elective (3) Elective (3)	HIST 300 (3) INTD 300 (3) SUST 450 (3) Choice UD SUST (3) Elective (3)
Year 4 Semester 1	PSYC 441 (3) Elective (3) Elective (3) Elective (3) Elective (3)	PHED (1) PSYC 415 (3) PSYC 450 (3) Upper Division Psychology Elective (3) Elective (3)	ENGL 329 (3) Elective (3) Elective (3) Elective (3) Elective (3)	Two Upper- Division Writing Courses (6) Elective (3) Elective (3)	ENTP 400 (3) Choice UD SUST (3) Choice UD SUST (3) Elective (3)
Year 4 Semester 2	PHIL 400 (3) HUMN 493 (3) Elective (3) Elective (3)	PHIL 400 (3) HUMN 493 (3) PSYC 322 (3) PSYC 445 (3) Elective (3)	PHIL 400 (3) ENGL 490 (3) HUMN 493 (3) Elective (3) Elective (3)	PHIL 400 (3) ENGL 493 (3) HUMN 493 (3) Elective (3) Elective (3)	INTD 493 (3) PHIL 400 (3) Elective (3) Elective (3) Elective (3)
TOTAL	120 Credits	120 Credits	120 Credits	120 Credits	121 Credits

*Note: This INTD sequence for sustainability is but one among the 16 possible INTD majors. Those interested in INTD should review all of the INTD templates.

Undergraduate Programs

PSYCHOLOGY PROGRAM

Program Chair: Christina M. Frederick, Ph.D.

Bachelor of Arts with a Major in Psychology

The Bachelor of Arts with a major in psychology involves students in a wide-ranging and intensive exploration of psychological perspectives. Students investigate the nature and causes of human experience. Psychology, as an academic discipline, is for learning about oneself, interpersonal relations, and how to support others to live satisfying lives.

The psychology major involves traditional perspectives in psychology (i.e., biological, cognitive, social, developmental, behaviorist, psychoanalytic, etc.) as well as some less traditional emphases (i.e., humanistic and eco-psychological). Advisors assist students in determining the appropriate elective curriculum to supplement their major requirements.

Students are encouraged to engage in internships, conduct their own research, and present at regional conferences and conventions.

Humanities Breadth Requirements		CREDITS
HUMN 110	Introduction to Humanities	3
PHIL 101 or HUMN 210	Introduction to Philosophy or World Religions	3
ENGL 381	Language, Thought, and Culture	3
Total		9

Psychology Requirements		CREDITS
MATH 251	Statistics	4
PSYC 101	Introduction to Psychology	3
PSYC 202	Human Development	3
PSYC 240	Social Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical Psychology	3
PSYC 325	Neuroscience	3
PSYC 370	Learning and Cognition	3
PSYC 371	Abnormal Psychology	3
PSYC 415	Research Methods	4
PSYC 440	Sensation and Perception	3
PSYC 445	Experimental Psychology	4
PSYC 450	Capstone Psychology	3
HUMN 493	Senior Project	3
Total		44

General Education Core Curriculum	30
Electives	<u>37</u>
Total Degree Requirements	120

Minor in Psychology

Any student may earn a minor in psychology by completing 18 units, nine of which must be upper division, selected in consultation with the psychology program chair.

Undergraduate Programs

Bachelor of Arts with a Major in Psychology – The Online Degree Program

The Bachelor of Arts in Psychology, designed specifically for the Online Degree Program (ODP), provides a vehicle for students to earn a college degree in a learning modality that will accommodate their busy lives, while remaining true to SNC's four core themes – liberal arts, professional preparedness, entrepreneurial thinking, and sustainability. The B.A. in Psychology provides a direct bridge, both in the selection of required courses and in the acceptance of suitable transfer courses, to a satisfying, successful career.

Psychology Curriculum Requirements

Humanities Breadth		CREDITS
ENGL 381	Language, Thought and Culture	3
PHIL 101/HUMN 210	Introduction to Philosophy or World Religions	3
	Total	6
Psychology		
MATH 251	Statistics	4
PSYC 101	Introduction to Psychology	3
PSYC 202	Human Development	3
PSYC 240	Social Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical	3
PSYC 325	Neuroscience	3
PSYC 370	Learning and Cognition	3
PSYC 371	Abnormal Psychology	3
PSYC 415	Research Methods	4
PSYC 440	Sensation and Perception	3
PSYC 445	Experimental Psychology	4
	Total	38
General Education Core Curriculum		25
Electives		<u>5</u>
Total Degree Requirements		120

Undergraduate Programs

ENGLISH PROGRAM

Program Chair: June Sylvester Saraceno, M.F.A.

Bachelor of Arts with a Major in English

The Bachelor of Arts with a major in English prepares students for a wide range of opportunities by sharpening critical reading, writing, and thinking skills necessary for the demands of an ever-changing work force. Students can follow several different tracks in the English program, depending on their career plans and personal preferences. These tracks include course work geared toward preparation for teaching, journalism, creative writing, law, public relations work, as well as graduate or other advanced studies in English or related fields. Advisors assist students in determining the appropriate curriculum based on individual plans.

Students have the opportunity to work on college publications, such as the *Eagle's Eye*, the student newspaper; and the *Sierra Nevada Review*, a literary magazine with a national distribution and recipient of NEA and Nevada Arts Council awards. Internships are also available for interested students in local media, schools, and businesses, as well as on campus in the English lab.

Humanities Requirements		CREDITS
ENGL 250 or THEA 220	Introduction to Shakespeare or Beginning Acting	3
ENGL 295	Introduction to Literary Criticism	3
PHIL 101 or HUMN 210	Introduction to Philosophy or World Religions	3
PSYC, HIST or HUMN	One Elective	3
Total		12
English Requirements		CREDITS
ENGL	Advanced Writing – choose three from (304, 305, 340, 345, 387, 388, 405, 440, 445)	9
ENGL 326 or 327	Early or Contemporary American Literature	3
ENGL 328	British Literature through the 18 th Century	3
ENGL 329	British Literature from the 18 th Century to the Present	3
ENGL 330	Multicultural Literature	3
ENGL 350 or 351	Shakespeare's Tragedies or Comedies	3
ENGL 371 or 373	Advanced Literature Analysis; King Arthur or other literature analysis course	3
ENGL 381	Language, Thought, and Culture	3
ENGL	Upper Division English Elective	3
ENGL 490	Literature Capstone	3
HUMN 493	Senior Project	3
Total		39
Humanities Breadth Requirements		12
General Education Core Requirements		30
English Requirements		39
Electives		39
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Fine Arts with a Major in Creative Writing

The Bachelor of Fine Arts degree in Creative Writing allows students to focus on their own individual writing and to specialize in a specific genre, while developing competencies in all dimensions of writing. It is an excellent avenue for students who intend to pursue careers or graduate programs in the literary fields. There is a significant focus on workshops as well as work in the field. Students attend conferences, present readings, intern in publishing venues, participate in open mics, edit the *Sierra Nevada Review* and participate in various professional organizations and activities.

The senior thesis is a collection of original written work of publishable quality. Students are also required to compile a portfolio of experiential work in the field for degree completion.

Humanities Requirements		CREDITS
ENGL 250 or THEA 220	Introduction to Shakespeare or Beginning Acting or Survey of Western Theater	3
ENGL 295	Introduction to Literary Criticism or a Literary Theory class	3
PHIL 101 or HUMN 210	Introduction to Philosophy or World Religions	3
Language	Two semesters of one foreign language	6
Total		15

English Requirements		CREDITS
ENGL 205	Intro to Creative Writing Workshop	3
ENGL 326 or 327	Early or Contemporary American Literature	3
ENGL 328 or 329	Early or Modern British Literature	3
ENGL	Choose 3 courses of any Upper Division Literature	9
ENGL	Choose one writing sequence (200, 300, 400) Fiction, Poetry, Creative Nonfiction, or Scriptwriting	9
ENGL	Choose 2 Upper Division Writing Courses	6
ENGL 493	Professional Practices	3
HUMN 493	Senior Thesis in one area: Fiction, Poetry, Creative Nonfiction, or Scriptwriting	3
Total		39

Humanities Breath Requirements	15
English Requirements	39
General Education Core Requirements	30
Electives	36
Total Degree Requirements	120

Minor in English

Any student may earn a minor in English by completing 18 units of English, nine of which must be upper division, selected in consultation with the English program chair.

Minor in Creative Writing

Creative Writing Minor Requirements

ENGL 205	Introduction to Creative Writing Workshop	3
ENGL 295	Introduction to Literary Criticism	3
ENGL	Any writing workshop	3
ENGL	Nine units of upper division writing workshops	9
Total Creative Writing Minor Requirements		18

Undergraduate Programs

Interdisciplinary Studies Program Program Chair: Katherine Zanto, M.A.

Bachelor of Arts with a Major in Interdisciplinary Studies

The Interdisciplinary Studies Program provides a unique opportunity to pursue a rigorous course of study integrating disciplines. Our disciplines include:

- Art and Psychology
- Music and Psychology
- Digital Arts and Entrepreneurship
- Digital Arts and Journalism
- Digital Arts and Management
- International Studies and Humanities
- New Media Journalism
- Outdoor Adventure Leadership and Art
- Outdoor Adventure Leadership and English
- Outdoor Adventure Leadership and Creative Writing
- Outdoor Adventure Leadership and Journalism
- Outdoor Adventure Leadership and Entrepreneurship
- Outdoor Adventure Leadership and Environmental Science
- Outdoor Adventure Leadership and Psychology
- Outdoor Adventure Leadership and Ski Business and Resort Management
- Sustainability

This program allows students to incorporate a range of interests in their academic study. With the support and collaboration of advisors from two disciplines, students craft educational plans which lead towards practical career and graduate school goals, as well as towards a true liberal arts education. Students interested in designing their own interdisciplinary discipline, one not listed above or already approved by faculty, must have a minimum of a 3.0 cumulative GPA and must demonstrate the advantages of integrating disciplines to create a course of study that meets requirements for rigor, integrity, and alignment with program vision.

Requirements:

For each of our Interdisciplinary Studies disciplines, students must take the following courses:

1. A Principles of Interdisciplinary Studies course that challenges students to see beyond the traditional compartmentalization of ideas and theory.
2. A Service Learning course that challenges students to explore how their actions, their academic interests, and their own initiative can contribute to the community.
3. A Senior Portfolio course that challenges students to reflect upon the interdisciplinary applications of their study, to produce new projects that integrate their disciplines, and to create a professional portfolio documenting a compilation of their best work.*

Core Curriculum:	30
Discipline Requirements:	60-67
Electives:	Vary
Total:	120

*Note: Service Learning and Senior Portfolio must be taken in different semesters

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with Disciplines in Art or Music and Psychology

These majors require a core set of Psychology courses with a choice between a concentration in either Art or Music. With advisor support, students can prepare for graduate school in either Psychology or Expressive Arts.

Student Learning Outcomes

1. Demonstrate knowledge of the breadth of psychological theories and applications and evaluate and assess psychological functioning on the level of cognitive, emotional, social, and cultural health and demonstrate the ability to accurately and thoughtfully match the needs of the individual to modalities of therapy; **(L)**
2. Demonstrate knowledge of the breadth of specific tools and media of Fine Arts and/or Music as well as the historical evolution of styles, and the broad scope of cultural influence on the interplay between Music and/or Art and the healing traditions; **(L)**
3. Synthesize and differentiate specific forms of expressive art therapy and articulate the principles inherent in them; **(L)**
4. Integrate and communicate a command of the concepts associated with human psychological well-being, the principles of creative expressive arts, make interdisciplinary connections between these fields and apply research in the field of Expressive Art Therapy to real-life situations. **(P)**

Undergraduate Programs

Disciplines in Art or Music and Psychology

Psychology Requirements		Credits
MATH 251	Statistics	4
PSYC 101	Introduction to Psychology	3
PSYC 202	Human Development	3
PSYC 240	Social Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical Psychology	3
PSYC 351 or MUSC 351	Art Therapy or Music Therapy	3
PSYC 370	Learning Theory and Cognitive Psychology	3
PSYC 371	Abnormal Psychology	3
PSYC 415	Research Methods	4
PSYC 450	Capstone in Psychology	3
Total Psychology		34

Interdisciplinary Requirements

INTD 250	Principles Interdisciplinary Studies	3
INTD 300	Service Learning	3
INTD 493	Senior Portfolio	3
Total Interdisciplinary		9

Choose either Art or Music:

Art Requirements

ARTH 110, 301, 302, 408	Choose any Art History course	3
DRAW 121	Drawing Fundamentals	3*
DESG 132	Foundations of Visual Design	3
NWGN	Any New Genres class	3
PNTG 211, SCLP 210 or CERM 210	Choose 2: Beginning Painting, Beginning Sculpture or Ceramics	6
Studio Art	Any Intermediate or Advance Studio Art	6

Music Requirements

MUIN	Applied Music (vocal or instrumental)	9*
MUSC 207	Music Theory	3
MUSC 225	Music Appreciation	3
MUSC 310	Survey of World Music	3
MUSC 312 or MUSC 480	Music and Mythology or Special Topics	3
MUSC 390	Music Internship	3
Total Art OR Music		24

Additional courses suggested for a graduate school track include PSYC 325, PSYC 445 and a choice between PSYC electives (301, 303, 304, 330, 331, 335, 365, 425, 441), and FNAR 380 and FNAR 381.

**Satisfies a General Education Core Requirement*

**Please discuss with Chair of Fine Arts if interested in participation in FNAR 380, 381 – The Junior Art Portfolio Review.*

Interdisciplinary Art/ Music and Psychology Disciplines Requirements	67
General Education Core Requirements	30
Electives	23
Total Degree Requirements	120

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with Disciplines in Digital Arts and Entrepreneurship or Management

These interdisciplinary majors require a core set of Art and Digital Arts courses and allows students to choose a focus in the Business department in either Entrepreneurship or in Management. The course sequence delineated below addresses the rapidly growing fields of Digital Entertainment and digital graphics, and also encompasses the foundational entrepreneurship or management skills.

Student Learning Outcomes

1. Demonstrate and communicate the knowledge of the strategies and processes needed to solve a wide variety of problems in the digital arts, including technical proficiency in the areas of the design, production and implementation of digital media; **(P)**
2. Demonstrate an understanding of the ways digital media technology impacts communication and utilizes a broad range of technologies to acquire, organize, and communicate information; **(E)**
3. Synthesize entrepreneurial or managerial concepts with skills and goals within the field of digital media, including the fundamental precepts of business law, the evaluation and creation of organizational plans, *pro forma* financial statements, and complete business plans as would be demanded by key stakeholders; **(E)**
4. Apply integrated technical proficiency in areas of Digital Art and Entrepreneurship/ Management to contribute to the community and to create professional opportunities. **(P)**

Undergraduate Programs

Disciplines in Digital Arts and Entrepreneurship or Management

Art Requirements		CREDITS
DESG 132	Foundations of Visual Design	3*
DRAW 121	Drawing Fundamentals	3
PHTG 250	Beginning Photography	3
ARTH 302	Modern Art History	3
Total Art Requirements		12
Digital Art/DIGT Requirements		
DART 215, 220, 230	Choose 2 Introductory DART courses	6
DART 315, 320, 330 DIGT 301	Choose 2 Intermediate DART course	6
DART 415, 420, 430, 450	Choose 1 Advanced DART course	3
DART 305	Web Design	3
Total DART/DIGT Requirements		18
Interdisciplinary Requirements		
INTD 250	Principles of Interdisciplinary Studies	3
INTD 300	Service Learning	3
INTD 493	Senior Portfolio	3
Total Interdisciplinary Requirements		9
Business Requirements		
ACCT 204	Financial Accounting	3
ECON 102	Macroeconomics	3
GBUS 291	Business Communications	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	3
BLAW 360	Business Law	3
INTB 320	Global Business Environment	3
<i>Choose Entrepreneurship or Management (9 units)</i>		
Entrepreneurship:		
BLAW 410	Intellectual Property	3
ENTP 310	Opportunity Recognition	3
ENTP 400	Creating Entrepreneurial Ventures	3
Management:		
INTB 325	Cross-Cultural Management	3
INTB 370	Leadership in a Global Environment	3
INTB 417	Global Operations Management	3
INTB 465	Forces Driving Globalization	3
MGMT 430	Business Strategy	3
MGMT 464	Human Relations	3
Total Business Requirements		30
Interdisciplinary Digital Arts and Entrepreneurship/ Management Requirements		63
General Education Core Requirements		30
Electives		27
Total Degree Requirements		120

*These credits may be satisfied by General Education Core Requirements

*Participation in the Junior Art Portfolio Review is recommended but optional. Please discuss with Chair of Fine Arts if interested.

*The Business Department recommends adding additional electives. For example, ENTP 455 – Capstone in Entrepreneurship, or MKTG – Online and New Media Marketing.

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with Disciplines in Digital Arts and Journalism

This interdisciplinary major blends the strengths of our Fine Arts department in visual design, photography, design, video practices, digital darkroom and more with the strengths of our English department and Journalism program. Students design a course of study which allows them to integrate writing, multimedia creation and technology in both practical and theoretical applications.

Student Learning Outcomes

1. Develop, research, and write news stories and develop corresponding skills in photography, video, and multimedia applications; **(P)**
2. Recognize categories of journalism, make judgments about its value, write competently using AP style and make ethical choices in regard to media coverage, practices and production; **(L)**
3. Demonstrate knowledge of design, photo, video, and web techniques to capture and shape content into a story; **(L)**
4. Use appropriate software to create journalistic multimedia, as well as general layout and design of newspapers both in print and online and be able to critique and edit media writing, image, and video; **(P)**
5. Demonstrate awareness of interdisciplinary links between the fine arts, digital arts and journalism both conceptually and in practice. **(E)**

Undergraduate Programs

Disciplines in Digital Arts and Journalism Requirements

Art Requirements:		Credits
DART 220	Beginning Video Practices	3
DART 230	Beginning Digital Darkroom	3
DESG 132 or DRAW 121	Foundations of Visual Design or Drawing Fundamentals	3
PHTG 240 or 250	Beginning Photojournalism or Beginning Photography	3
ARTH 302	Modern Art History	3
DART 305	Web Design	3
DART 320, 330, PHTG 340, or 350	Intermediate Video Practices, Digital Darkroom, Photojournalism, or Photography	3
DART 420, 430, PHTG 440 or 450	Advanced Video Practices, Digital Darkroom, Photojournalism or Photography	3
Upper Division Art Elective	With advisor, choose from DART 352 Analog/ Digital Audio Production, DART 480 Special Topics, an advanced DART or FNAR 381/382 Professional Practices and Junior Art Portfolio Review (JAPR)	3
	Total Art	27
Interdisciplinary Requirements:		
INTD 250	Principles of Interdisciplinary Studies	3
INTD 300	Service Learning	3
INTD 493	Senior Portfolio	3
	Total Interdisciplinary	9
Journalism Requirements:		
ENGL 204	Introduction to Creative Non-fiction Workshop	3
JOUR 240	Introduction to Journalism	3
JOUR 275	Beginning Multimedia Journalism	3
JOUR 340	Journalism Workshop I	3
JOUR 345	Editing I	3
JOUR 346 or BLAW 240	Mass Media and American Society or Media Law and Ethics	3
JOUR 375 or JOUR 440	Intermediate Multimedia Journalism Workshop or Journalism Workshop II	3
Upper Division Elective	With advisor, choose two (3) classes from the following: JOUR 446 – Case Studies in Journalism, JOUR 447 – Data Journalism and Research Techniques, JOUR 445 – Editing II, JOUR 475 – Advanced Multimedia Journalism Workshop, JOUR 304 – Intermediate Creative Nonfiction, or JOUR 307 – Travel and Adventure Writing, BLAW 410 – Intellectual Property, Upper Division INTL course ex: INTL 420 – International Terrorism and the Peace Process	9
	Total English and Journalism	30
<i>*Participation in the Junior Art Portfolio Review is recommended but optional. Please discuss with Chair of Fine Arts if interested in FNAR 380 and 381.</i>		
Interdisciplinary Digital Arts and Journalism Requirements		66
General Education Core Requirements		30
Electives		24
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with Disciplines in International Studies and Humanities

This interdisciplinary major combines the strengths of our International Studies Program in the Business Department with our Humanities Department. It leaves room for students to tailor an individual course of study that includes business, regional studies, international travel, language, literature and history courses among other options. Students work closely with advisors to design an academic plan with a region of focus.

Student Learning Outcomes

1. Demonstrate a breadth of knowledge in International Studies courses including both theory and application of business, policy, and cultural studies, and develop an appreciation for the complexities and interdependent nature of global problems; **(L)**
2. Demonstrate a breadth of knowledge in the Humanities, including options to focus on History, Literature, Music, Art or Language; **(L)**
3. Communicate views, values and culture clearly and persuasively while respecting the views, cultures and rights of others; **(S)**
4. Demonstrate and communicate an awareness of interdisciplinary links between the disciplines of International Studies and Humanities in theory and in practice. **(L)**

Undergraduate Programs

Disciplines in International Studies and Humanities

Credits

International Studies Requirements

ECON 102	Macroeconomics	3
INTL 221 or 252	Political and Economic Geography or International Environmental Issues	3
INTL 301/INTB 301	Development Economics	3
INTL 350 or INTB 365	Foreign Policy or International Affairs	3
INTL 415	International Organizations	3
INTL 420	Terrorism and Peacekeeping	3
INTL 470	Great Leaders of the 20 th Century	3
INTL 475	Seminar in Global Business	3
INTL 48X	Regional Studies choice	3
Select one of the following:		3
INTB 465	Forces Driving Globalization	
INTL 381 or INTL 401	International Travel Abroad or Independent Research	
INTL 390	Internship	

Total International Studies 30**Interdisciplinary Studies Requirements**

INTD 250	Principles of Interdisciplinary Studies	3
INTD 300	Service Learning	3
INTD 493	Senior Portfolio	3

Total Interdisciplinary 9**Humanities Requirements**

ANTH 101 or SOCI 101	Cultural Anthropology or Introduction to Sociology	3
HUMN 110	Introduction to Humanities	3
ENGL 455	World Literature	3

Select two of the following: 6

HUMN 210	Introduction to World Religions	
PHIL 101	Introduction to Philosophy	
PSYC 101	Introduction to Psychology	
SUST 101	Introduction to Sustainability	

Select one non-US HIST, ENGL, ARTH or MUSC 3**Select one Upper Division Elective in HUMN, ENGL, PSYC, ART or MUSC 3****Select two of the following: 6**

HUMN/ HIST/ ENGL Language	In your region of focus subject to advisor approval	
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27**Total Humanities Requirements 66****Total Discipline Requirements 30****General Education CORE Requirements 24****Electives 24****Total Degree Requirements 120**

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with a Discipline in New Media Journalism

This interdisciplinary major prepares students to be media content creators in a digital world. Built on a strong foundation of journalism skills, ethics, and practices, this major emphasizes convergent storytelling, using multimedia tools such as video, photography, audio, social media, and print. Fine arts classes ensure a digital competency, including web design and video practices, while business classes foster an understanding of economics and marketing. Students design a course of study that allows them to link journalism, business, and digital arts, encouraging entrepreneurial responses to emerging trends in a new media landscape.

Student Learning Outcomes

1. Report, write and edit high-quality media content; **(P)**
2. Recognize the American media's role in our democratic system of government by exploring the evolution of various media and its political, social and economic effects; **(L)**
3. Develop storytelling skills for the convergent newsroom, using multimedia, video, print, and online; **(P)**
4. Demonstrate ethical decision-making skills as media providers who supply responsible content to the public; **(L)**
5. Demonstrate awareness of interdisciplinary links between journalism, business, and digital arts, both conceptually and in practice. **(E)**

Journalism Requirements

JOUR 240	Introduction to Journalism	3
JOUR 275	Introduction to Multimedia Communication	3
JOUR 307 or other upper division	Travel and Adventure Writing (or any advisor-approval upper division writing class)	3
JOUR 340	Journalism Workshop I	3
JOUR 345	Editing I	3
JOUR 346 or BLAW 240	Mass Media and American Society OR Media Law and Ethics	3
JOUR 440 or JOUR 375	Journalism Workshop II or Intermediate Multimedia Journalism	3
JOUR 445 or JOUR 475	Editing II or Advanced Multimedia Journalism Workshop	3
JOUR 446	Case Studies in Journalism	3
JOUR 447	Data Journalism and Research Techniques	3

Total Journalism Requirements 30

Art Requirements:

DART	Choose with advisor: Analog/Digital Production, Special Topics, Internship, Intermediate, Advanced Video Practices, Digital Darkroom	6
DART 220	Beginning Video Practices	3
DART 305	Web Design	3
PHTG 240	Photojournalism	3

Total Art Requirements 15

Business Requirements:

ECON 102	Macroeconomics	3
INTL 221, INTL 330, INTL 420, or INTL XXX	Political and Economic Geography, or other INTL course approved by the Business Department Chair. Example: International Terrorism and the Peace Process	3
MKTG 201	Introduction to Marketing	3
MKTG 350 or MKTG XXX	Online and New Media Marketing, or other Business Department Chair approved course. Example: Ethnic and International Marketing	3

Total Business Requirements 12

Interdisciplinary Requirements

INTD 250	Principles of Interdisciplinary Studies	3
INTD 300	Service Learning	3
INTD 493	Senior Portfolio	3

Total Interdisciplinary 9

Interdisciplinary New Media Journalism Requirements 66

General Education Core Requirements 30

Electives 24

Total Degree Requirements 120

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with Disciplines in Outdoor Adventure Leadership and (Student Chooses Second Focus)

These interdisciplinary majors require a core progression of Outdoor Adventure Leadership courses blended with another discipline (**Art, English, Creative Writing, Journalism, Entrepreneurship, Environmental Science, Psychology, and Ski Business**). In a unique liberal arts experience, students incorporate leadership training and outdoor skills with a specialization in another academic department.

Student Learning Outcomes

1. Demonstrate a skills-based knowledge, a working vocabulary, and a conceptual understanding of theoretical foundations in adventure education experiences; **(L)**
2. Employ a variety of experiential leadership styles, teaching progressions, and interpersonal communication skills; **(P)**
3. Define and evaluate the current and historical issues/protocols involved in wilderness ethics, land management, and risk management; **(L)**
4. Demonstrate and communicate an awareness of interdisciplinary links between outdoor adventure leadership and the particular discipline (Entrepreneurship, Environmental Science, English-Language Arts, Journalism, or Psychology) both conceptually and in practice. (See outcome goals for these disciplines) **(E)**

Outdoor Adventure Leadership Requirements		Credits
ODAL 101	Introduction to Outdoor Skills in the Sierra Nevada	4
ODAL 201	Principles of Outdoor Leadership	3
ODAL 250	Wilderness First Responder	3
ODAL 301	Fundamentals of Environmental Interpretation	3
ODAL 350	Extended Field Expedition: Leadership Practicum	3
ODAL 401	Wilderness Ethics	3
PHED/ODAL	Choose either ODAL 302, 380, 450, or PHED 229, 253, or instructor approval	3*
Total Outdoor Adventure Leadership		22
Interdisciplinary Studies Requirements		
INTD 250	Principles of Interdisciplinary Studies	3
INTD 300	Service Learning	3
INTD 493	Senior Portfolio	3
Total Interdisciplinary Studies		9

**One unit may be satisfied by General Education PHED Core Requirement.*

Choose one area to integrate with Outdoor Adventure Leadership from the following:

Art Requirements		Credits
CERM, SCLP	Beginning Ceramics or Beginning 3-D Practices	3
DART 230	Digital Darkroom	3
DESG 132	Foundations of Visual Design	3
DRAW 121	Drawing Fundamentals	3
NWGN 215	New Genres I	3
ARTH 302	Modern Art History	3
FNAR 380	Professional Practices I	2
FNAR 381	Junior Art Portfolio Review	1
UD Travel	Any Upper Division FA Travel Course, see advisor	3
UD Studios	Three Upper Division Studio Courses	9

Undergraduate Programs

English (Leading towards requirements for the MAT/ Teaching Program)		Credits
COMM 211	Communications or other Speech course approved with advisor	3
ENGL 250	Introduction to Shakespeare	3
ENGL 295	Intro to Literary Criticism	3
JOUR 240	Introduction to Journalism	3
JOUR 275, 307, 340, 345	Multimedia Communications, Advanced Composition, Journalism	3
ENGL 390	Workshop, or Internship	
ENGL 326	Early American Literature	3
ENGL 327	Contemporary American Literature	3
ENGL 328 or 329	British Literature	3
ENGL 3XX	Upper Division World Lit (330, 384, 455)	3
ENGL 350 or 351	Shakespeare's Tragedies or Comedies	3
ENGL 381	Language Thought and Culture	3
ENGL 411	Descriptive Grammar	3
	Total English	36

Creative Writing		Credits
ENGL 204, 206, 210, 288, 295	Lower division creative writing choices: Choose 3	9
ENGL 205	Introduction to Creative Writing Workshop	3
ENGL 295	Introduction to Literary Criticism	3
ENGL 304, 305, 306, 307, 388, 404, 405, 406, 488	Upper division creative writing choices: Choose 3	9
ENGL 326, 327, 328, 329	Early or Contemporary American Literature or Early or Contemporary British Literature	3
Upper Division ENGL Literature choice	Consult with advisor	3
HUMN 493, ENGL 493	Senior Project: Thesis or (depending on choice for INTD 493) professional practices, or upper division writing course, determined with advisor.	3
	Total Creative Writing Credits	33

Journalism		Credits
ENGL 204	Introduction to Creative Non-fiction Workshop	3
JOUR 240	Introduction to Journalism	3
JOUR 275	Beginning Multimedia Journalism	3
JOUR 340	Journalism Workshop I	3
JOUR 345	Editing I	3
JOUR 346 or BLAW 240	Mass Media and American Society or Media Law and Ethics	3
JOUR 375 or JOUR 440	Intermediate Multimedia Journalism Workshop or Journalism Workshop II	3
DART, PHTG	Pick one strand of Beginning to Intermediate courses: Digital Darkroom, Video Practices, Photography or Photojournalism	6
Upper Division Elective	With advisor, choose two (2): JOUR 446 – Case Studies in Journalism, JOUR 447 – Data Journalism and Research Techniques, JOUR 445 – Editing II, JOUR 304 – Intermediate Creative Nonfiction or, ENGL 307/JOUR 307 – Travel and Adventure Writing; BLAW 410 – Intellectual Property, UD INTL course ex., INTL 420 – International Terrorism and the Peace Process or INTL 480 – Regional Studies, JOUR 375 - Intermediate Multimedia Communications, or DART 305 – Web Design	6
	Total Journalism Credits	33

Undergraduate Programs

Entrepreneurship		Credits
ACCT 204	Financial Accounting	3
ECON 102	Macroeconomics	3
GBUS 291	Business Communication	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	3
BLAW 360	Business Law	3
BLAW 410	Intellectual Property	3
ENTP 310	Opportunity Recognition	3
ENTP 400	Creating Entrepreneurial Ventures	3
ENTP 475	Capstone in Entrepreneurship	3
INTB 320	Global Business Environment	3
Total Entrepreneurship		33

Environmental Science		Credits
BIOL 110	Cells, Inheritance, Evolution, and Animal Systems	3
ENVS 223	Natural Resource Management	3
Lower Division	Lower Division Earth Science – Choose either Geology and Lab/Meteorology, Astronomy	3-4
ESCI 101/105, ESCI 210, ESCI 121		
Science Choice	Lower division Science course. Choice: examples: BIOL 207, ENVS 253, BIOL 104	3
BIOL 3XX, 4XX	Upper Division Biology or Ecology course: BIOL 382/385, BIOL 421/425, BIOL 420	3-4
ENVS, ESCI, BIOL, or ODAL 302	Choose three field courses: ODAL 302 – Natural History of the Southwest; ENVS 360 – Natural History Field Studies; BIOL 357 – Lake Tahoe Basin Ecosystems; BIOL 358 – Desert and Montane Ecosystems; and, other BIOL Field courses – 356, 359, 386, 420; ENVS 360; ESCI 420	9
ENVS 471	Research Methods	3
ESCI 3XX, 4XX	Upper Division Earth Sciences course: ESCI 301/305 – Hydrology; ESCI 320 – Climate Change, or ST – Special Topics	3-4
Total Environmental Science		33

* Students interested in applying to a MAT Teaching program must consult with their undergraduate advisor and MAT faculty.

Psychology		Credits
MATH 251	Statistics	4
PSYC 101	Introduction to Psychology	3
PSYC 202	Human Development	3
PSYC 240	Social Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical Psychology	3
PSYC 331	Adventure Therapy	3
PSYC 370	Learning Theory and Cognitive Psychology	3
PSYC 371	Abnormal Psychology	3
PSYC 415	Research Methods	4
PSYC 450	Capstone in Psychology	3

Additional courses suggested for a graduate school track include PSYC 325, PSYC 445 and a choice between PSYC electives (301, 303, 304, 330, 335, 351, 365, 425, 441), as well as ODAL 380 and ODAL 450

Total Psychology **34-43**

Undergraduate Programs

Ski Business and Resort Management		Credits
ACCT 204	Financial Accounting	3
ECON 101	Principles of Microeconomics	3
GBUS 291	Business Communications	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	3
SBRM 315	Introduction to Ski Business	3
SBRM 325	Resort Profit Center Management	3
SBRM 330	Resort Marketing and Sales	3
SBRM 390/490	Ski Business Internship	1-2
SBRM 450	Case Studies in American Ski Industry	3
SBRM 460	Resort General Management	3
SBRM 475	Capstone: Resort Master Planning	3
Total Ski Business and Resort Management		34-35

Interdisciplinary Studies Discipline in Outdoor Adventure Leadership and additional discipline:

Total Core Requirements	30
Total Outdoor Adventure Leadership Requirements	22
Total Interdisciplinary Studies Requirements	9
Total Additional Discipline Requirements:	
Art	33
English	36
Creative Writing	33
English Journalism	33
Entrepreneurship	33
Environmental Science	33
Psychology	34-43
Ski Business	33
Total Discipline Requirements	61-67
Electives	21-29
Total Degree Requirements	120

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with a Discipline in Sustainability

This interdisciplinary major blends study in business, environmental science, health, law, writing, political science, education, and ethics to create an innovative course of study that addresses contemporary issues. The major addresses questions about the sustainability of our communities, our businesses, our environmental systems, our schools, our cultures and our lifestyles. It draws on the strengths of our liberal arts institution and prepares students to become valuable and successful members of our society.

Student Learning Outcomes

1. Demonstrate an understanding of the sustainable economic view by integrating the principles of business, economics, and entrepreneurship; **(S)**
2. Communicate a command of the concepts associated with the sustainable social view, and a way of life that supports viable human communities; **(S)**
3. Develop proficiency with the principles of environmental sustainability through understanding environmental systems as an interplay of biological, physical/chemical, and cultural dynamics with the goal of sustaining natural resources in perpetuity; **(S)**
4. Evaluate the sustainability of cultural and environmental institutions, legal frameworks, property rights, and human behaviors; **(P)**
5. Synthesize the interdisciplinary forms of sustainability into a holistic view that integrates paradigms for understanding complex human and non-human systems; **(L)**
6. Demonstrate a commitment to promoting sustainability at the local, regional, national, and international levels. **(E)**

Undergraduate Programs

Discipline in Sustainability Requirements

Humanities Requirements:		Credits
SUST 101	Introduction to Sustainability	3
SUST 201	Social Justice and Sustainability	3
Lower Division Choice in Consultation with Advisor	Choose in consultation with advisor. Example: BIOL 104 – Health, Nutrition and Sustainability; ENVS 253 – Alternative Energy; ESCI 101/105 – Geology and lab; SOCI 101 – Sociology; ANTH 101; INTL 221 – Political and Economic Geography; or, INTL 252 – International Environmental Issues (can be in another department)	3
ENGL/JOUR/Writing Course-Choose ENGL 204	Choose writing course with advisor: Creative Non-Fiction, Introduction to Journalism, Introduction to Multimedia Journalism, Travel and Adventure Writing, Case Studies in Journalism, or Special Topics	3
JOUR 240, 275, 307 or 340	Choose upper division in consultation with advisor. Example: ESCI Climate Change; SUST/ENVP 425 – Environmental Law; SUST 380 – Special Topics; ENVS 354 – Alternative Energy Systems II; JOUR 340 – Journalism Workshop; JOUR 375 - Intermediate Multimedia Communications or Workshop; ODAL 401 – Wilderness Ethics; SUST 381 - Travel Course; SUST 490 - Internship in Sustainability	6
2 Choice Upper Division		
SUST 350	Field Work in Sustainability	3
SUST 450	Sustainability Solutions	3
Total Humanities Requirements		24
Business Requirements:		
ECON 102	Macroeconomics	3
INTL 252 or INTL 251	International Environmental Issues or Political and Economic Geography	3
MGMT 260 or MKTG 201	Principles of Management or Introduction to Marketing	3
ENTP 301	Opportunity Recognition	3
Upper Division Choice	Choose in Consultation with Business Department Chair: INTL, INTB, SBRM, GBUS, MGMT, ENTP, ECON or MKTG	3
Total Business Requirements		15
Science Requirements:		
BIOL 110	Cells, Inheritance, Evolution, and Animal Systems	3
BIOL 207	Conservation Biology	3
ENVS 223	Natural Resource Management	3
Upper Division Field course: BIOL, ESCI, ENVS	Choose a field course: ENVS 360 – Natural History Field Studies; BIOL 357 – Lake Tahoe Basin Ecosystems; BIOL 358 – Desert and Montane Ecosystems; and, other BIOL Field courses: 356, 359, 386, 420; ENVS 360; ESCI 420; ODAL 302	3
ENVP 423	Environmental Planning	4
ENVS 426	Natural Resource Economics	3
Total Science		19
Interdisciplinary Requirements		
INTD 250	Principles of Interdisciplinary Studies	3
INTD 300	Service Learning	3
INTD 493	Senior Portfolio	3
Total Interdisciplinary		9
Interdisciplinary Sustainability Requirements		67
General Education Core Requirements		30
Electives		23
Total Degree Requirements		120

Undergraduate Programs

Interdisciplinary Studies Minors

The Interdisciplinary Studies minors are a prescribed group of courses with an identified focus involving classes from the Interdisciplinary Studies program. These minors require students to complete 18-21 credits. A minimum of nine units must be upper division. Core curriculum courses may not be counted toward the minor.

Minor in Interdisciplinary Studies in Humanities and Art History		Credits
HUMN 110	Introduction to Humanities ¹	3
ARTH 301, 302	Choose one: Early through Renaissance Art History, or Renaissance through Modern Art History ²	3
ARTH, FNAR 421, 480, DART 350, 450	Choose two or three: Art Literacy, Special Topics in Art History, Issues of Contemporary Art, Special Topics in Fine Arts, or Special Themes in Film and Video Art. ³	6/9
HUMN, ENGL, HIST, SUST	Choose two or three courses with advisor. This requirement can also be met with an approved International Study Abroad or transfer course. ³	6/9
Total Credits (nine credits must be upper division):		21

¹ Humanities Majors should substitute a HUMN course or other course approved by advisor, since HUMN 101 is required for their major.

² Fine Arts Majors should substitute an ARTH 480 course, since 301/2 are required for their major.

³ This minor can be satisfied with either three Humanities courses and four Art courses, or three Art courses and four Humanities courses.

Minor in Journalism**Journalism Minor Requirements**

JOUR 240	Introduction to Journalism	3
PHTG 240	Photojournalism or multimedia communications	3
JOUR 340	Journalism Workshop I	3
JOUR 346	Mass Media and American Society	3
JOUR	Six units of upper division journalism	6
Total Journalism Minor Requirements		18

Minor in Interdisciplinary Studies in Outdoor Adventure Leadership

ODAL 101	Introduction to Outdoor Skills in the Sierra Nevada	4
ODAL 201	Principles of Outdoor Leadership	3
ODAL 250	Wilderness First Responder	3
ODAL 301	Environmental Interpretation	3
ODAL/PHED	Choose either ODAL 350, 380, 450, 480 or PHED 229, 253, or instructor approval	3*
ODAL 401	Wilderness Ethics	3
Total Credits		19

*One unit may be satisfied by General Education PHED Core Requirement.

Minor in Interdisciplinary Studies in Sustainability

ECON 102 or INTL 252	Macroeconomics or International Environmental Issues (or approved lower division)	3
SUST 101	Introduction to Sustainability	3
SUST 201	Social Sustainability: Political Science and Social Justice	3
BIOL 381/385	Ecology or Field Course	3-4
SUST 350	Field work in SUST	3
SUST 450	Society and Justice: Sustainability Capstone	3
Choice	Upper division choice from SUST major	3
Total Credits		21- 22

Undergraduate Programs

DEPARTMENT OF BUSINESS Department Chair: Kendra Wong, M.B.A.

Department Mission

The mission of SNC's Department of Business is to facilitate the overarching mission of the college as a whole for students majoring in Business disciplines or International Studies, as well as the Entrepreneurial Thinking core theme for students in general. Business Department graduates will possess the knowledge, skills, and attributes (KSAs) needed to compete for professional or supervisory/managerial level employment in for- or non-profit organizations, government agencies, NGOs and/or post-graduate programs or professional schools

Faculty Approach to Teaching and Learning

The Business Department believes that students best acquire and retain requisite KSAs when they study under the guidance of professors who possess sound academic credentials, have significant professional experience in the fields they are teaching, are adept in the use of experiential learning techniques that reinforce learning, retention, and the ability to apply learned concepts in their post-graduate professional endeavors; and who are student-learning focused in their approach to teaching.

Program Structure and List of Degrees and Majors

Within the Business Department students may pursue the following degrees:

Bachelor of Arts in International Studies

Bachelor of Science in Business Administration (BSBA) with majors in Global Business Management, Ski Business/Resort Management, Entrepreneurship, Marketing, or Finance and Economics.

All Business majors study a common core curriculum of lower and upper division courses, plus additional courses of a major-specific nature.

Applied Learning or Undergraduate Research

Business and International Studies students are encouraged to supplement their formal coursework with applied learning opportunities such as internships, special study projects, symposium events, regional business plan competitions, or other experiential learning endeavors.

Unique Policies

The Bachelor of Arts in International Studies includes coursework from other departments to broaden students' liberal arts foundation and enhance professional preparedness. The required coursework for the BSBA majors include a common core of lower division and upper division breadth requirements in addition to various major-specific courses. In addition, BSBA students are required to take the ETS Major Field Test in Business prior to graduation.

Program Level Student Learning Outcomes

Objectives are tied to one or more of our core themes, indication is as follows:

Liberal Arts: (L)

Entrepreneurial Thinking: (E)

Professional Preparedness: (P)

Sustainability: (S)

Program and major outcomes are linked to one or more SNC core themes, as indicated below. The following outcomes are common to all Business majors except the BA in International Studies.

Graduating students will be able to:

1. Apply basic accounting concepts to real world business analysis and problem solving opportunities; **(P)**
2. Apply basic managerial and leadership concepts/techniques to the needs of organizations; **(P, E)**
3. Understand economic principles, the free market system and the associated impact on current events and personal lives; **(P, S)**
4. Understand the legal, regulatory, and ethical environment that affects an organization's activities; **(P, S)**
5. Understand changing demographics, environmental issues and other global issues that affect organizational dynamics; **(S, L)**
6. Analyze operational issues and resolve/improve them using common business techniques. **(S, L, E)**

Undergraduate Programs

Major Learning Outcomes

Entrepreneurship

The following learning outcomes are incremental to those for the Business core curriculum:

1. The ability to self-assess ones' personal profile of the KSAs and commitment needed to launch and sustain a new business or other organization; **(P, S, L)**
2. The ability to recognize opportunities to create distinctive market or social value; **(E)**
3. The ability to develop viable plans for the creation and subsequent management of new business or social ventures; **(P, E, S)**
4. The ability to develop a financial plan to secure the resources needed to launch and sustain new business or social ventures; **(P,E,S)**
5. The ability to demonstrate the knowledge, skills and attributes needed to be an effective leader in an entrepreneurial environment. **(P, S, L)**

Global Business Management

The following learning outcomes are incremental to those for the Business core curriculum:

1. The ability to recognize social and commercial needs and to develop ideas and plans to satisfy those needs; **(P, E, L)**
2. The ability to apply human relations and organizational communications in a multicultural environment to manage interpersonal interactions; **(P, S, L)**
3. The ability to apply the knowledge and skills needed to compete in the work force for a managerial position. **(P)**

Ski Business and Resort Management Major

The following learning outcomes are incremental to those for the Business core curriculum:

1. The ability to demonstrate knowledge of and problem-solving skills in the principle functions and key operations of real estate development and mountain resort organizations, including resort marketing, profit center management and mountain operations; **(P, E, S, L)**
2. The ability to analyze a mountain resort operation and its business units, and predict/ forecast the overall financial success of that organization; **(P, E)**
3. The ability to develop a resort master plan addressing the complete set of requirements for creating a new mountain resort. **(P, E, S, L)**

Finance and Economics

The following learning outcomes are incremental to those for the Business core curriculum:

1. The ability to apply economic theories to business decisions in the private and public sector; **(P, S, L)**
2. The ability to analyze the financial environment of an entity; **(P, S)**
3. The ability to determine appropriate economic consequences from a source of financing; **(P, S, L)**
4. The ability to apply decision-making skills based on economic and financial analysis; **(P, S, L)**
5. The ability to develop a personal investing strategy; **(P, S, L)**
6. The ability to use economics and finance principles in personal career choices. **(P, S, L)**

Marketing

The following learning outcomes are incremental to those for the Business core curriculum:

1. The ability to understand basic marketing concepts, including customer behavior, product management, advertising, pricing, competitive strategy, etc.; **(P, L)**
2. The ability to apply the interrelationships between marketing and other key business functions including finance, supply chain, manufacturing, legal, human relations etc.; **(P, L)**
3. The ability to apply the competencies, skills and confidence to join the business world in marketing or any other customer-facing role; **(P, S)**
4. The ability to start an entrepreneurial venture with a better understanding of and connection with "the customer." **(P, E, S, L)**

Undergraduate Programs

Bachelor of Science in Business Administration in Global Business Management - Online Degree Program**Program Chair: Shannon Huddy, M.B.A.**

The Bachelor of Science in Business Administration (BSBA) with a major in Global Business Management, designed specifically for the Online Degree Program (ODP), provides a vehicle for students to earn a college degree in a learning modality that will accommodate their busy lives, while remaining true to SNC's four core themes – liberal arts, professional preparedness, entrepreneurial thinking, and sustainability. SNC's ODP Bachelor of Science in Business Administration addresses global, international, and cross-culture applicability of each discipline.

Global Business Management Curriculum Requirements

Students must take MATH 251 (Statistics) to fulfill their General Education Math requirement

Lower Division Business Core		Credits
ACCT 204	Financial Accounting	3
ACCT 205	Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
GBUS 291, ENGL 304 or 240	Business Writing, Advanced Composition or Intro to Journalism	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	<u>3</u>
Total Lower Division Business Core Credits		21
Upper Division Business Core		Credits
BFIN 351	Corporate Finance	3
BLAW 360	Business Law	3
INTB 320	Global Business Environment	3
INTB 370	Leadership in a Global Environment	3
INTB 417	Global Operations Management	3
MGMT 430	Business Strategy	3
Total Upper Division Business Core Credits		18
Upper Division Global Business Management Requirements		Credits
INTB 415	Global Finance and Economics	3
MGMT 464	Human Relations	3
INTB 465	Forces Driving Globalization	3
INTB, INTL, ENTP, GBUS, MKTG, or MGMT	Two Upper Division Courses	6
INTB 475	Capstone Seminar in Global Business	<u>3</u>
Total Upper Division Business Administration Credits		18
Total Business Credits		57
Discipline Emphasis - Recommended for Graduate Programs, not required for Graduation (Choose 9 Credits of Upper Division Business Electives)		9
SNC CORE Curriculum		31
General Electives		<u>32</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Entrepreneurship

Interim Program Chair: Kendra Wong, M.B.A.

Developing the knowledge, abilities, and skills needed in the 21st century marketplace and matching those skills to appropriate and successful entrepreneurial enterprises is the goal of the Entrepreneurship Program at Sierra Nevada College. This major is focused on creativity innovation, and the development of business plans needed to launch and sustain the success of both commercial and social organizations. Students learn to recognize opportunities, screen ideas, and open new markets both domestically and internationally. Collegiate entrepreneurs receive internal and external instructional and coaching designed to allow them to move effectively through the stages of starting their businesses, forming and growing their enterprises and managing rapid growth, and seeking global opportunities. Students are encouraged to complete an internship with an entrepreneurship-related organization and enter their ideas in regional business plan competitions in order to receive valuable feedback and mentoring from experienced entrepreneurs and investors.

Entrepreneurship Curriculum Requirements

Students must take MATH 251 (Statistics) to fulfill their General Education Math requirement.

	Credits
Lower Division Business Core	
ECON 101 Principles of Microeconomics	3
ECON 102 Principles of Macroeconomics	3
ACCT 204 Financial Accounting	3
ACCT 205 Managerial Accounting	3
GBUS 291, ENGL 304 or 240 Business Writing, Advanced Composition or Intro to Journalism	3
MGMT 260 Principles of Management	3
MKTG 201 Introduction to Marketing	<u>3</u>
Total Lower Division Business CORE Credits	21
Upper Division Business Core	
Credits	
BFIN 351 Corporate Finance	3
BLAW 360 Business Law	3
INTB 320 Global Business Environment	3
INTB 370 Leadership in a Global Environment	3
INTB 417 Global Operations Management	3
MGMT 430 Business Strategy	<u>3</u>
Total Upper Division Business CORE Credits	18
Incremental For Entrepreneurship Major	
Credits	
BLAW 410 Intellectual Property	3
ENTP 310 Opportunity Recognition	3
ENTP 320 Financing Entrepreneurial Ventures	3
ENTP 400 Creating Entrepreneurial Ventures	3
ENTP 450 Business Plan Competition	3
ENTP 475 Capstone in Entrepreneurship	<u>3</u>
Total Incremental Entrepreneurship Credits	18
Total Business Credits	57
Discipline Emphasis - Recommended for Graduate Programs, not Required for Graduation (Choose 9 Credits of Upper Division Business Electives)	9
SNC CORE Curriculum	31
General Electives	<u>32</u>
Total Degree Requirements	120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Ski Business and Resort Management

Program Chair: Tim Cohee, B.A.

Sierra Nevada College Ski Business and Resort Management (SBRM) program is the nation's only four-year bachelor's degree focused on the mountain-resort industry. The program takes advantage of a strong curriculum, faculty with decades of resort management experience, and opportunities to gain hands-on training with some of America's leading ski resort companies, all located a short distance from the spectacular Sierra Nevada College campus. Students graduating from this program will have a complete understanding of all facets of resort operations, finance, marketing and planning, and will be well-equipped for success in a leadership position within this competitive, challenging, and fascinating industry.

Internship

In addition to classroom instruction, students in the Ski Business and Resort Management Major are recommended under general electives to complete a minimum of 150 work-hours of practical experience related specifically to the ski business or resort industries. Internship sites must have prior approval of the student's internship coordinator and include minimal rotational opportunities.

Ski Business and Resort Management Curriculum Requirements

Students must take MATH 251 (Statistics) to fulfill their General Education Math requirement

Lower Division Business Core		Credits
ACCT 204	Financial Accounting	3
ACCT 205	Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
GBUS 291, ENGL 304 or 240	Business Writing, Advanced Composition or Intro to Journalism	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	<u>3</u>
Total Lower Division Business CORE Credits		21
Upper Division Business Core		Credits
BFIN 351	Corporate Finance	3
BLAW 360	Business Law	3
INTB 320	Global Business Environment	3
INTB 370	Leadership in a Global Environment	3
INTB 417	Global Operations Management	3
MGMT 430	Business Strategy	<u>3</u>
Total Upper Division Business Core Credits		18
Ski Business And Resort Management Requirements		Credits
SBRM 315	Introduction to Ski Business	3
SBRM 325	Resort Profit Center Management	3
SBRM 330	Resort Marketing and Sales	3
SBRM 390/490	Internship I/II	2
SBRM 450	Case Studies in the American Ski Industry	3
SBRM 460	Resort General Management	3
<i>Senior Capstone Course:</i>		
SBRM 475	Resort Master Planning	<u>3</u>
Total Ski Business and Resort Management Credits		20
Total Business Credits		59
Discipline Emphasis - Recommended for Graduate Programs (Choose 9 Credits of Upper Division Business Electives)		9
SNC CORE Curriculum		31
General Electives		<u>30</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Global Business Management

Program Chair: Mary Lewellen, M.S.

All business today is global. From the largest transnational corporation to the smallest owner-operated local business, all businesses are impacted by the increasing interconnectedness of the world's economies. Whether it is rising global demand for resources or the increasing multicultural nature of society, all businesses are impacted by falling trade barriers and the diminishing effect of distance. The Global Business Management Major is designed to give students an edge in managing in this 21st century environment. The course of study in the Global Business Management Major builds a solid business management foundation with an in-depth exposure to the various aspects of globalization and functioning in a multinational and multicultural environment. Graduates of the program will be well prepared to function effectively in business, whether at home or abroad.

Note: It is strongly recommended that all students in the Global Business Management major take at least three credits in a regional study course or other course that involves travel and/or study abroad, as well as two or more semesters of a foreign language. Students are responsible for all travel and/or study abroad costs.

Global Business Management Curriculum Requirements

Students must take MATH 251 (Statistics) to fulfill their General Education Math requirement

Lower Division Business Core		Credits
ACCT 204	Financial Accounting	3
ACCT 205	Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
GBUS 291, ENGL 304 or 240	Business Writing, Advanced Composition or Intro to Journalism	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	<u>3</u>
Total Lower Division Business Core Credits		21
Upper Division Business Core		Credits
BFIN 351	Corporate Finance	3
BLAW 360	Business Law	3
INTB 320	Global Business Environment	3
INTB 370	Leadership in a Global Environment	3
INTB 417	Global Operations Management	3
MGMT 430	Business Strategy	<u>3</u>
Total Upper Division Business Core Credits		18
Upper Division Global Business Management Requirements		Credits
INTB 325	Cross-Cultural Management	3
INTB 380/390	International Travel Abroad or International Internship	3
INTB 415	Global Finance and Economics	3
INTB 465	Forces Driving Globalization	3
	Any upper division INTB, INTL, GBUS, or MGMT course with an international or cross-cultural component	3
INTB 475	Capstone Seminar in Global Business	3
MKTG 360	International and Ethnic Marketing	3
Total Upper Division Global Business Management Credits		21
Total Business Credits		57
Discipline Emphasis - Recommended for Graduate Programs		
(Choose 9 Credits of Upper Division Business Electives)		9
Recommended – Foreign Language		6
Recommended – Regional Studies		3
SNC CORE Curriculum		31
General Electives		<u>29</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Finance and Economics**Program Chair: Stacy Taylor, M.B.A.**

The Finance and Economics major combines two disciplines into a much sought after major. Students will use their knowledge to analyze how limited resources are made, traded, and used. Students will study economic models and theories to analyze how the acts of buying and selling can be complicated by factors such as taxes, interest rates, inflation, and labor disagreements. Students will study the roles played by financial markets and intermediaries, corporations, governments, and individual investors in the global economy. Course work covers such topics as planning, raising funds, making wise investments, and controlling costs in a global business environment. Students graduating with a Finance and Economics major will be prepared to work in fields such as, but not limited to, consulting, banking, forecasting, and investments.

Finance and Economics Curriculum Requirements

Students must take MATH 251 (Statistics) to fulfill their General Education Math requirement

Lower Division Business Core		Credits
ACCT 204	Financial Accounting	3
ACCT 205	Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
GBUS 291, ENGL 304 or 240	Business Writing, Advanced Composition or Intro to Journalism	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	<u>3</u>
Total Lower Division Business Core Credits		21
Upper Division Business Core		Credits
BFIN 351	Corporate Finance	3
BLAW 360	Business Law	3
INTB 320	Global Business Environment	3
INTB 370	Leadership in a Global Environment	3
INTB 417	Global Operations Management	3
MGMT 430	Business Strategy	<u>3</u>
Total Upper Division Business Core Credits		18
Upper Division Finance and Economics Requirements		Credits
BFIN 460	Investments	3
BFIN 470	Economics of Money, Investment, and Banking	3
BFIN 475	Capstone in Finance/Economics	3
ECON 322	Economic Theory	3
INTB 415	Global Finance and Economics	3
INTL 301	Development Economics	3
Total Business Credits		18
Discipline Emphasis - Recommended for Graduate Programs		57
(Choose 9 Credits of Upper Division Business Electives)		9
SNC CORE Curriculum		31
General Electives		<u>32</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Marketing

Program Chair: Richard Gire, J.D.

Marketing is one of the most important functions in any business regardless of business size, industry, or geography. Every sustainable business needs to understand its customers and their unmet needs, and find creative and cost-effective ways to satisfy those needs. This program trains students to gain in-depth understanding of different elements of marketing that will give them the confidence and education to pursue business careers in companies large and small or pursue their own entrepreneurial dreams. Non-profit and social ventures are also becoming increasingly aware of the value provided by “marketing”. Thus, this program is also suitable for anyone with an interest in non-profit and social ventures.

Marketing Curriculum Requirements

Students must take MATH 251 (Statistics) to fulfill their General Education Math requirement

Lower Division Business Core		Credits
ACCT 204	Financial Accounting	3
ACCT 205	Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
GBUS 291, ENGL 304 or 240	Business Writing, Advanced Composition or Intro to Journalism	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	<u>3</u>
Total Lower Division Business Core Credits		21
Upper Division Business Core		Credits
BFIN 351	Corporate Finance	3
BLAW 360	Business Law	3
INTB 320	Global Business Environment	3
INTB 370	Leadership in a Global Environment	3
INTB 417	Global Operations Management	3
MGMT 430	Business Strategy	<u>3</u>
Total Upper Division Business Core Credits		18
Upper Division Marketing Requirements		Credits
Choose 18 credits from the following list:		
MKTG 301	Marketing Presentations	1
MKTG 302	Consumer Behavior	3
MKTG 310	Pricing Strategy and Tactics	3
MKTG 320	Competitive Strategy	3
MKTG 330	Advertising and Branding	3
MKTG 340	Social and Non-profit Marketing	3
MKTG 350	Online and New Media Marketing	3
MKTG 360	Ethnic and International Marketing	3
MKTG 370	Product Management/Development	3
MKTG 440	Marketing Research	<u>3</u>
All Marketing Majors Must Take:		
MKTG 475	Capstone in Marketing	<u>3</u>
Total Upper Division Marketing Credits		21
Total Business Credits		60
Discipline Emphasis - Recommended for Graduate Programs (Choose 9 Credits of Upper Division Business Electives)		9
SNC CORE Curriculum		31
General Electives		<u>29</u>
Total Degree Requirements		120

Undergraduate Programs

Minors in the Department Of Business

Minors in Management, Entrepreneurship, Ski Business and Resort Management, Global Business Management, and Management Studies are available to non-business students and business students alike. These minors require students to complete 18 credits. A minimum of nine (9) credits must be upper division. All prerequisites for the following courses must be met prior to registration. Note: courses that have already been applied to a Major may not be double-counted toward a Minor. Students desiring to complete a supplemental Minor but have completed one or more requirements, as shown below, should discuss appropriate course substitutions with their advisor.

Management Minor Requirements

ECON 101	Principles of Microeconomics
MGMT 260	Principles of Management
MKTG 201	Introduction to Marketing
BLAW 360	Business Law
INTB 320	Global Business Environment
INTB 370	Leadership in a Global Environment

Entrepreneurship Minor Requirements

ACCT 204	Financial Accounting
ECON 101	Principles of Microeconomics
ENTP 310	Opportunity Recognition
ENTP 320	Financing Entrepreneurial Ventures
ENTP 400	Creating Entrepreneurial Ventures
BLAW 410	Intellectual Property

Ski Business and Resort Management Minor Requirements

SBRM 315	Introduction to Ski Business
SBRM 330	Resort Marketing and Sales
SBRM 325	Resort Profit Center Management
SBRM 460	Resort General Management
SBRM 450	Case Studies in the American Ski Industry
SBRM 475	Resort Master Planning

Global Business Management Requirements

Choose 18 credits from the following:

INTB 301	Development Economics
INTB 320	Global Business Environment
INTB 325	Cross-Cultural Management
INTB 415	Global Finance and Economics
INTB 417	Global Operations Management
INTB 465	Forces Driving Globalization
INTB 475	Capstone Seminar in Global Business
INTL XXX	Any Regional Studies Course
MGMT 430	Business Strategy
MKTG 360	Ethnic International Marketing

Finance and Economics Minor Requirements

ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
BFIN 351	Principles of Corporate Finance

Also, select 9 credits from the following courses:

BFIN 460	Investments
BFIN 470	Economics of Money, Investments and Banking
BFIN 485	Portfolio Management
ECON 322	Economic Theory
INTB 301	Development Economics
INTB 415	Global Finance and Economics

Undergraduate Programs

Marketing Minor Requirements

MKTG 201 Introduction to Marketing

Also, select 15 credits from the following courses:

MKTG 301 Marketing Presentations
MKTG 302 Consumer Behavior
MKTG 310 Pricing Strategy and Tactics
MKTG 320 Competitive Strategy
MKTG 330 Advertising and Branding
MKTG 340 Social and Non-profit Marketing
MKTG 350 Online and New Media Marketing
MKTG 360 Ethnic and International Marketing
MKTG 370 Product Management/Development
MKTG 440 Marketing Research
MKTG 475 Capstone in Marketing
SBRM 330 Resort Marketing and Sales

Undergraduate Programs

Department of Business Recommended Sequence of Courses

In conjunction with the completion of the student's lower division General Education requirements during their freshman and sophomore years, a recommended program of study for all Business Department majors is show below. This sequence provides for completion of lower and upper division Business Core requirements in a timely manner.

		Entrepreneurship	Finance/Economics	Marketing	Units	Total Semester Credits
Year	1	CORE 101	CORE 101	CORE 101	3	12
Semester	1	ENGL 101	ENGL 101	ENGL 101	3	
		MATH 110	MATH 110	MATH 110	3	
		ENTP 200	ECON 101	ENTP 200	3	
Year	1	MKTG 201	ACCT 204	MKTG 201	3	16
Semester	2	MATH 251	MATH 251	MATH 251	4	
		ECON 102	ECON 102	ECON 102	3	
		ENGL 102	ENGL 102	ENGL 102	3	
		Elective	Elective	Elective	3	
Year	2	ACCT 204	ACCT 205	ACCT 204	3	16
Semester	1	MGMT 260	MGMT 260	MGMT 260	3	
		GBUS 291 or	GBUS 291	GBUS 291	3	
		ENGL 304 or	ENGL 304	ENGL 304		
		JOUR 240 or	JOUR 240	JOUR 240		
		ECON 101	MKTG 201	ECON 101	3	
		HIST 205	HIST 205	HIST 205	1	
		ENTP 310	Elective	Elective	3	
Year	2	PE	PE	PE	1	16
Semester	2	BLAW 360	ENTP 200	BLAW 360	3	
		ENVS 200/205	ENVS 200/205	ENVS 200/205	4	
		ACCT 205	BFIN 351	ACCT 205	3	
		Studio Art	Studio Art	Studio Art	3	
		Elective	Elective	Elective	2	
Year	3	BFIN 351	INTL 301	BFIN 351	3	15
Semester	1	UD Bus. Elective	BFIN 410	UD Marketing	3	
		INTB 320	INTB 320	INTB 320	3	
		HIST 300	HIST 300	HIST 300	3	
		Elective	Elective	Elective	3	
Year	3	ENTP 320	ECON 322	UD Marketing	3	15
Semester	2	ENTP 390	BLAW 360	UD Marketing	3	
		INTB 370	INTB 370	INTB 370	3	
		Elective	Elective	Elective	3	
		INTB 417	INTB 417	INTB 417	3	
Year	4	PHIL 400	PHIL 400	PHIL 400	3	15
Semester	1	ENTP 400	INTB 415 or	UD Marketing	3	
		BLAW 410	BFIN 470	UD Marketing	3	
		UD Bus. Elective	BFIN 460	UD Bus. Elective	3	
		Elective	UD Bus. Elective	UD Bus. Elective	3	
Year	4	MGMT 430	MGMT 430	MGMT 430	3	15
Semester	2	ENTP 475	BFIN 475	MKTG 475	3	
		UD Bus. Elective	UD Bus. Elective	UD Marketing	3	
		Elective	UD Bus. Elective	UD Bus. Elective	3	
		Elective	Elective	Elective	3	

Undergraduate Programs

	Ski Business & Resort Management	Global Business Management	Units	Total Semester Credits
Year 1 Semester 1	CORE 101 ENGL 101 MATH 110 ECON 101	CORE 101 ENGL 101 MATH 110 MGMT 260	3 3 3 3	12
Year 1 Semester 2	ENTP 200 MATH 251 ECON 102 ENGL 102 Elective	ENTP 200 MATH 251 ECON 102 ENGL 102 Elective	3 4 3 3 3	16
Year 2 Semester 1	ACCT 204 MGMT 260 GBUS 291 ENGL 304 JOUR 240 MKTG 201 HIST 205 Elective	ACCT 204 ECON 101 GBUS 291 ENGL 304 JOUR 240 MKTG 201 HIST 205 Elective	3 3 3 3 1 3	16
Year 2 Semester 2	PE BLAW 360 ENVS 200/205 SBRM 315 ACCT 205 Elective	PE BLAW 360 ENVS 200/205 ACCT 205 Studio Art Elective	1 3 4 3 3 2	16
Year 3 Semester 1	Studio Art BFIN 351 SBRM 325 HIST 300 SBRM 330	UD Bus. Elective INTB, INTL, GBUS, MGMT BFIN 351 HIST 300 INTB 325	3 3 3 3 3	15
Year 3 Semester 2	INTB 320 SBRM 450 INTB 370 SBRM 390/490 INTB 417	INTB 320 INTB 415 INTB 370 INTB 380 or 390 INTB 417	3 3 3 3 3	15
Year 4 Semester 1	PHIL 400 Elective SBRM 460 UD Bus. Elective Elective	PHIL 400 INTB 325 INTB 465 BLAW 410 MKTG 360 Elective	3 3 3 3 3 3	18
Year 4 Semester 2	MGMT 430 SBRM 475 UD Bus. Elective UD Bus. Elective Elective	MGMT 430 INTB 475 INTB 380 or 390 Elective	3 3 3 3	15

Undergraduate Programs

International Studies Program Program Chair: Mary Lewellen, M.S.

The Bachelor of Arts in International Studies (IS) is a unique interdisciplinary program that prepares students to collaborate and contribute successfully in our increasingly interdependent world. The IS program prepares students to:

- Analyze complex global and interdisciplinary issues.
- Understand other cultures and traditions.
- Engage in rigorous interdisciplinary research.
- Synthesize complex information from very diverse sources.
- Understand transnational issues affecting our world today, e.g., terrorism, sustainable environmental management, HIV/AIDs, etc.
- Identify opportunities to work and/or volunteer abroad.

The International Studies curriculum combines courses in the social sciences, humanities, arts and the sciences. The goal of the program is to prepare students to solve global problems through the application of interdisciplinary skills.

The IS program focuses on the increasingly transnational, globalized world in which we live and the knowledge and experiences needed to function effectively. Students examine transnational issues that impact their environment as well as the need to develop solutions to such issues.

The IS major prepares students for careers in government, international organizations, international commerce, and academic institutions that require an understanding of the cultures, economics, and politics of our global economy.

Student Learning Outcomes

The Bachelor of Arts with a Major in International Studies prepares students for careers in the Foreign Service, international organizations, international commerce, and academic institutions that require an understanding of the cultures, economics, and politics of our global reality. Further professional studies may be necessary for some careers.

Students majoring in International Studies are encouraged to take a Foreign Language and consider a school-sponsored travel abroad program or an international internship. To date, our students have completed service-learning projects or internships in Costa Rica, Senegal, El Salvador, Ethiopia, South Africa, Malawi, Zimbabwe, Thailand, Zambia and Nepal. For the past five years, SNC professors have sponsored travel abroad programs, both during the school year and during the summer, to Latin America, Europe, East Asia, Southeast Asia, and Sub-Saharan Africa.

Upon completion of the degree, graduates will have:

1. The ability to describe and discuss the challenges of globalization and identify a number of issues or forces that drive globalization; **(S, L)**
2. Develop deep awareness of the growing inability of governments, NGOs, and individuals to compartmentalize problems within and between nations; **(P, S)**
3. Develop an understanding and appreciation for the complexities and interdependent nature of global problems, e.g., terrorism and transnational health issues; **(S, L)**
4. The ability to identify and explain issues involved in managing a diverse, increasingly globalized workforce. **(P,S, L)**

Undergraduate Programs

The Bachelor of Arts with a Major in International Studies

The Bachelor of Arts with Major in International Studies prepares students for careers in the Foreign Service, international organizations, international commerce, and academic institutions that require an understanding of the cultures, economics, and politics of our global reality. Note that further professional studies may be necessary for some careers.

Lower Division International Studies Foundation		Credits
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
GBUS 291 or ENGL 381	Business Communication or Language, Thought, and Culture, or other approved writing course	3
HUMN 110	Introduction to Humanities	3
HUMN 210	Exploring World Religions	3
INTL 221	Political and Economic Geography	3
INTL 252	International Environmental Issues	3
	Foreign Language	<u>6</u>
	Total Lower Division International Studies CORE Credits	27
Upper Division International Studies Courses		
<i>Choose 21 credits from the following list:</i>		
INTB 301	Development Economics	3
INTB 320	Global Business Environment	3
INTB 325	Cross-Cultural Management	3
INTB 365 or INTL 350	International Affairs or Formation and Implementation of Foreign Policy	3
INTB 376	International Law	3
INTB 465	Forces Driving Globalization	3
INTL 300	International Service Learning	3
INTL 415	International Organizations	3
INTL 420	International Terrorism and the Peace Process	3
INTL 470	Great Leaders of the 20 th Century	3
INTL 480-486	Regional Studies (see list)	3
HUMN 437	World Indigenous People	3
<i>Students may also choose, subject to program chair approval, from any arts, science, or humanities course that has a global, international, or cross-cultural focus.</i>		
Required for all International Studies majors:		
INTL 390/490	International Travel/Internship	3
INTL 475	Capstone Seminar in International Studies	3
	Total International Studies Upper Division Credits	<u>27</u>
Total International Studies Credits		54
SNC CORE Curriculum		30
General Electives		<u>36</u>
Total Degree Requirements		120

Undergraduate Programs

Minor in International Studies

The International Studies Minor offers all Sierra Nevada College students in other majors an opportunity to explore the cultural, economic, political and geographic foundations of our contemporary world. The minor consists of 18 credits chosen in consultation with the International Studies Program Chair. A minimum of nine (9) units must be upper division.

The International Studies Minor consists of 18 credits chosen from the following:

Choose six of the following courses:		Credits
INTL 221	Political and Economic Geography	
INTL 252	International Environmental Issues	
INTB 320	Global Business Environment	
INTB 325	Cross Cultural Management	
INTB 365	International Affairs	
INTL 301	Development Economics	
INTL 350	Formation and Implementation of Foreign Policy	
INTL 415	International Organizations	
INTL 420	International Terrorism and the Peace Process	
INTL 470	Great Leaders of the 20 th Century	
INTL 480-486	Regional Studies	
Total Minor Credits		18

Undergraduate Programs

International Studies Recommended Sequence of Courses

Students majoring in International Studies are encouraged to follow the course schedule listed below to be able to graduate in four years.

Freshman

Fall

ENGL 101	English
ECON 101	Microeconomics
CORE 101	SNC Experience
ART 1XX	Studio Art
HUMN 110	Intro to the Humanities

Spring

ENGL 102	English Composition
ANTH 101	Cultural Anthropology
MATH 101	Mathematical Reasoning
PHED 1XX	Physical Education
ECON 102	Macroeconomics
XXXX	3 credits of Electives

Sophomore

Fall

INTL 221	Political/Economic Geography
ENTP 200	Fnd. of Entrepreneurship
XXXX	9 credits of Electives

Spring

ENVS 200/205	Environmental Systems and Lab
HIST 205	Nevada Constitution
GBUS 291	Bus. Communications
INTL 420	International Terrorism & Peace Process
XXXX	6 credits of Electives

Junior

Fall

HIST 300	Civilization
INTB 365	International Affairs
INTL 252	International Environmental Issues
INTL 301	Development Economics
INTL XXX	Int'l Studies Electives (3 credits)

Spring

INTL 350	Foreign Policy
INTL XXX	Regional Studies
INTL XXX	6 credits of INTL electives
INTL 390.490	Travel Abroad or Internship (3-6 hours)

Senior

Fall

PHIL 400	Ethics
INTB 480	Global Issues
INTL 415	Intl Organizations
INTL XXX	6 credits of electives

Spring

INTL 475	Senior Capstone Seminar
INTL XXX	Regional Studies
INTL 470	Great Texts and Leaders
INTL XXX	6 credits of electives

Undergraduate Programs

Global Scholar Program

The Global Scholar program is open to all SNC students who have an interest in learning more about the increasingly globalized world in which they live. To ensure everyone that is interested has the opportunity to participate, interested students will be asked to formally apply to the program and indicate how they plan to link this Global Scholar studies with their major. Ideally, students will begin thinking about adding a Global Scholar component to their major in their freshmen/sophomore years and would begin taking the required courses early in their junior year.

The goal of the Global Scholar program is to create global citizens who are “culturally sensitive and politically, socially, and intellectually motivated and engaged” (CISLA). The program opens up opportunities for individual growth; recognizes the increasingly diversified country and world in which we live; and gives students the opportunity to study, live, and work abroad. Students will have the opportunity to learn about sustainable community-based resource management around the game parks of South Africa, work on digital media campaigns for international programs such as those SNC hosts for its entrepreneurs/professionals from developing economies, study the music of West Africa and the history of Ankor Wat in Cambodia, as well as Shakespeare’s sonnets and life in England, and may have the opportunity to care for animals orphaned at the hands of poachers.

To earn the Global Scholar designation, students will need to complete a prescribed set of courses totaling at least 18 credits. They will also have to complete a senior project (thesis, show, major capstone, etc.) that integrates international studies with their major. Ideally, they will intern, travel, or study abroad for at least three weeks to facilitate the integration of this learning experience into a senior project.

Students declaring their intention to pursue the Global Scholar’s certification must complete an application including a proposed course plan, in consultation with their academic major advisor and the Global Scholar program chair.

Global Scholar Course Requirements

International Relations/Business Requirements		Credits
INTB 465	Forces Driving Globalization	3
INTL 350 or INTB 365	Foreign Policy or International Affairs	3
INTL 480-486	Any Regional Study Course	3
INTL	Any Study Abroad, Internship Experience or Travel Abroad Research or INTL 401	3
Total INTL/INTB		12

Choose Six Credits from the following:

Other courses with a multicultural emphasis may be substituted with approval from department chair.

ARTH 110	World Art
ARTH 327	Pre-Columbian Art Meso-America
BIOL 420	Tropical Field Biology
ENGL 330	Multicultural Literature
ENGL 381	Language, Thought and Culture
ENGL 400	Universal Themes in Literature
ENGL 455	Masterpieces in World Literature
HIST 322	History of the Third World
HUMN 437	World Indigenous Peoples
Any INTB or INTL	
MUSC 310	Survey of World Music
PHIL 210	Exploring World Religions
PSYC 240	Social Psychology
Any Foreign Lang	

Total Multicultural Emphasis

6

NOTE: At least half of the courses must be upper division courses and must be taken from at least two different disciplines. Courses applied to the Global Scholars program may not be counted as part of another academic major or minor.

NOTE: Students must choose a project with an International Emphasis for their major's Capstone Course or Senior Project

Undergraduate Programs

Physical Education, Recreation, and Health Program

Coordinator: Rosie Hackett, M.A.

The Lake Tahoe area is renowned worldwide for its outdoor lifestyle and numerous recreational opportunities. While Sierra Nevada College offers no degrees in Physical Education, the program's purpose is to complement the academic, social, and spiritual dimensions of SNC by providing active experiences in physical training. Courses are designed to introduce the student to the lifelong benefits of regular exercise and health, as well as the treasured beauty of Lake Tahoe.

Physical Education Requirements:

1. Students are required to take one academic credit in physical education as part of general education.
2. Students are responsible for any fees that are required for the course.
3. Note that a maximum of six (6) credits of physical education classes may be applied to graduation with the exception of students pursuing an Interdisciplinary Degree in Outdoor Adventure Leadership or a minor in Outdoor Adventure Leadership. Students majoring or minoring in ODAL can apply 12 credits of physical education classes toward graduation.

Course Credit for Intercollegiate/Team Athletics Participation

Students who participate on intercollegiate or club sports teams for Sierra Nevada College are eligible for one course credit per semester. Students must register for the class according to the policies set forth in the current course catalog. Credit for the course is given for the respective sport based on team guidelines and the coach's discretion. The head coach for each sport will give grades to those students on the class roster. Students who register for the course and do not participate on the team will be given a grade of NP.

Students who are on academic probation are ineligible to participate in student activities or athletics according to the student handbook, the athletic policies and procedures, and cannot receive credit for these courses.

A maximum of six credits of Physical Education will be accepted toward graduation requirements with the exception of students pursuing an Interdisciplinary Degree in Outdoor Adventure Leadership or a minor in Outdoor Adventure Leadership. Students majoring or minoring in ODAL, can apply 12 credits of physical education classes toward graduation.

Undergraduate Programs

DEPARTMENT OF SCIENCE AND TECHNOLOGY

Department Chair: Dr. Suzanne W. Gollery

Department Mission

Graduates of the Department of Science and Technology will be prepared for entry level employment as environmental scientists or biologists, with organizations making environmental policy or complying with environmental policy, or for graduate study in biology, the health professions, or environmental science. Science and Technology graduates will understand the importance and limitations of science, computers, and mathematics to society, have content knowledge in biology, chemistry, physics, and their major discipline, possess critical thinking skills necessary to understand complex issues in science and technology, possess teamwork skills necessary to collaborate on research or development projects, possess excellent writing and communication skills, and be able to apply mathematical and statistical tools for solving problems.

Faculty Approach to Teaching and Learning

The Science and Technology faculty believes that students are best prepared for work or graduate study with strong foundations in basic sciences: biology, chemistry, physics, geology, and mathematics, including calculus and statistics, all with laboratory components. Instructors focus on experiential learning, in which students use modern field and laboratory techniques, conduct inquiry-based scientific studies, and use professional software and technology applications, including field courses with most instruction off campus, to complement theoretical learning in the classroom. Students have choices in upper division major courses, so they can pursue sub-disciplines within their majors that engage them the most. All foundational subjects are taught by highly qualified instructors who are passionate about teaching and promote active learning and senior level courses, such as Environmental Planning and Public Policy, and Environmental Engineering taught by working professionals who practice what they teach and can bring real-world examples and problems into the classroom.

Program Structure and List of Degrees and Majors

Science and Technology graduates earn a Bachelor of Science in one of two majors:

- The Bachelor of Science in Environmental Science major is designed for the student who wants to work as an environmental scientist, in natural resource management or environmental policy, pursue graduate study in environmental science, or teach physical science in middle schools or high schools. Bachelor in Science in Environmental Science majors choose from among four concentrations: (1) ecology, (2) earth science, (3) natural resources management, and (4) teacher education.
- The Bachelor of Science in Biology major is designed for students who want to work as biologists, pursue graduate study in the biological sciences, and for pre-health career students.

All majors include required foundational lower division courses in core science disciplines (biology, chemistry, math, geology, and physics), required upper division courses essential for successful careers in the major discipline, and choices for remaining upper division coursework to allow students to pursue their passions within the major discipline. Consistent with the liberal arts focus of Sierra Nevada College, science major requirements leave students room to pursue a second major (an extra semester or two may be required), minor, study abroad, or elective coursework in other disciplines.

Applied Learning through Undergraduate Research

Most science students are required to take a research methods course and participate in individual or team research with a discipline-specific presentation of results. The Department of Science and Technology Student Research Presentation winners advance to the SNC Student Symposium. Students are also encouraged to take research presentations or posters to regional scientific meetings.

Biology or natural resource management majors may elect an internship in their discipline instead of research if that advances their career goals better. Regional organizations (within the Lake Tahoe Basin, Eastern California, or Western Nevada) offer paid or unpaid internships in environmental science or environmental policy, including University of California, Davis Tahoe Environmental Research Center, US Forest Service, US Geological Survey, Tahoe Regional Planning Agency (a bi-state environmental policy agency that regulates development in the Lake Tahoe Basin), Nevada Department of Wildlife, Desert Research Institute, and several environmental planning and environmental education organizations. Pre-health students have found internships working with regional health care facilities and medical research institutes.

Unique Policies

The successful SNC science student typically has completed three to four years of science, four years of math (through pre-calculus or higher), and four years of English in high school. Students with inadequate preparation prior to college may plan on additional coursework in summer school, on-line, or an extra semester to complete degree requirements. Transfer students entering with two years of foundational science and college math courses and close to 60 credits can expect to graduate with a science degree in two years. Transfer students who do not bring college level credits in biology, chemistry, and math to SNC, should plan on additional semesters to fulfill degree requirements. Some math and science courses require students to use software that runs only on the Microsoft Windows operating system.

Undergraduate Programs

Program Level Student Learning Outcomes

Program and major outcomes are tied to one or more of our core themes, indication is as follows:

Liberal Arts: L

Entrepreneurial Thinking: E

Professional Preparedness: P

Sustainability: S

The Science and Technology graduating student will:

1. demonstrate content knowledge and critical thinking skills while articulating complex issues in science, technology, and sustainability; **(L)**
2. demonstrate professional skills for a science or technical career or graduate programs, including: **(P)**
 - a. the ability to collaborate on research or development projects,
 - b. excellent writing and communication skills,
 - c. proficiency with several technological applications,
 - d. ability to understand and apply basic principles of mathematics and statistics
3. find creative or innovative approaches to solve problems related to science, technology, or sustainability; **(E)**
4. articulate systems thinking as a way of analyzing interrelationships in the graduate's area of interest (for example, cellular systems, ecosystems, IT systems, social systems). **(S)**

Major Level Student Learning Outcomes

Biology Major Outcomes

The graduating student will:

1. demonstrate conceptual and content knowledge of the structure and function of biological systems in a hierarchy from atoms to the biosphere; **(L,P,S)**
2. demonstrate understanding of the basic principles of chemistry, biology, and physics; **(L,P)**
3. apply field and laboratory skills used to conduct biological research; **(P)**
4. apply the basic principles and assumptions of scientific thinking: observation, logic, and experimentation; **(P)**
5. articulate complexities of modern-day ethical issues associated with the biological sciences. **(L,P,S)**

Environmental Science Major Outcomes

The graduating student will:

1. demonstrate understanding of the basic principles of chemistry, biology, and geology; **(L)**
2. apply the basic principles and assumptions of scientific thinking: observation, logic, and experimentation; **(P)**
3. apply mathematical and statistical methods used in the environmental sciences; **(P)**
4. demonstrate the critical thinking skills necessary to understand and appreciate complex environmental issues and the challenges associated with environmental problem solving; **(P,E,S)**
5. articulate creative solutions for managing natural resources in a sustainable way. **(P,S)**

Undergraduate Programs

Biology Major Overview

The Biology major is designed for students who want to work as biologists, pursue graduate study in the biological sciences, and for pre-health career students. Foundational courses include biology, chemistry, environmental systems, physics, calculus, and statistics. Upper division requirements include choices of five lab science courses in biology and chemistry, such as organic chemistry, anatomy and physiology, microbiology, and genetics, and at least one other biology, chemistry, or field courses. All pre-requisite courses required for admission to graduate or professional programs in the health professions are available. Biology graduates take the Major Field Test in Biology near the end of their final semester.

Bachelor of Science with a Major in Biology

Students must take MATH 130 (Calculus I) to fulfill their General Education Math requirement.

LOWER DIVISION REQUIREMENTS		CREDITS
BIOL 101, 105	Biology I and Lab	4
BIOL 102, 106	Biology II and Lab	4
CHEM 101, 105	Chemistry I and Lab	4
CHEM 102, 106	Chemistry II and Lab	4
PHYS 101, 105	Physics I and Lab	4
PHYS 102, 106	Physics II and Lab	4
MATH 251	Statistics	4
Total Lower Division		28
UPPER DIVISION REQUIREMENTS		CREDITS
BIOL 390 or 481	Internship or Senior Research Project	3
BIOL 471	Research Methods in Biology	3
MATH 351	Biological Statistics	3
SELECT FIVE		20
BIOL 301, 305	Animal Behavior and Lab	
BIOL 331, 335	Anatomy and Physiology I and Lab	
BIOL 332, 336	Anatomy and Physiology II and Lab	
BIOL 341, 345	Microbiology and Lab	
BIOL 381, 385	Ecology and Lab	
BIOL 410, 415	Genetics and Lab	
BIOL 421, 425	Ecology of Aquatic Systems and Lab	
CHEM 311, 315	Organic Chemistry I and Lab	
CHEM 312, 316	Organic Chemistry II and Lab	
SELECT ONE		3
BIOL 361	Evolution and Paleontology	
CHEM 471	Biochemistry	
	BIOL field course	
	Elective within major	
Total Upper Division		32
Total Science and Technology		60
CORE requirements		31
Electives		29
Total Degree Requirements		120
(At least 42 credits must be upper division)		

Undergraduate Programs

Environmental Science Major Overview

The Environmental Science major is designed for the student who wants to work as an environmental scientist, pursue graduate study in environmental science, work in natural resource management or environmental policy, or teach middle or high school physical science. Foundational courses include biology, chemistry, geology, environmental systems, physics, calculus, and statistics. Upper division requirements include biological statistics, GIS, research methods, senior research, and field courses. Environmental Science majors choose one of four concentrations for other major course work: (1) Ecology, (2) Earth Science, (3), Natural Resource Management, and (4) Secondary Education, Physical Science.

Bachelor of Science with a Major in Environmental Science, Concentration in Ecology

Students must take MATH 130 (Calculus I) to fulfill their General Education Math requirement.

Lower Division Requirements		Credits
BIOL 101, 105	Biology I and Lab	4
BIOL 102, 106	Biology II and Lab	4
CHEM 101, 105	Chemistry I and Lab	4
CHEM 102, 106	Chemistry II and Lab	4
ESCI 101, 105	Geology and Lab	4
PHYS 101, 105	Physics I and Lab	4
MATH 251	Statistics	4
Total Lower Division		28
Upper Division Requirements		Credits
BIOL 381, 385	Ecology and Lab	4
ENVS 355, 356 or ESCI 301, 305	Environmental Engineering and Lab or Hydrology and Lab	4
MATH 351	Biological Statistics	3
ENVP 423 or ENVP 401	Environmental Planning and Public Policy or Natural Resource Economics	4
ENVS 421, 425	Graphic Information Systems and Lab	4
ENVS 471	Research Methods in Environmental Science	3
ENVS 481	Senior Research Project	3
Select One		4
BIOL 301, 305	Animal Behavior and Lab	
BIOL 341, 345	Microbiology and Lab	
BIOL 410, 425	Genetics and Lab	
BIOL 421, 425	Ecology of Aquatic Systems and Lab	
CHEM 311, 315	Organic Chemistry I and Lab	
Choose Six Credits From the Following:		6
BIOL 356	Birds of the Eastern Sierra and Great Basin	
BIOL 357	Lake Tahoe Basin Ecosystems	
BIOL 358	Desert and Montane Ecosystems	
BIOL 359	Great Basin Flora	
BIOL 386	Intertidal Ecology of the Central Pacific Coast	
BIOL 420	Tropical Field Biology	
ESCI 420	Geology of Death Valley and the Eastern Sierra	
	Elective Field Course	
Total Upper Division		39
Total Environmental Science and Ecology major requirements		67
CORE requirements		31
Electives		22
Total Degree Requirements		120
(At least 42 credits must be upper division)		

Undergraduate Programs

Bachelor of Science with a Major in Environmental Science, Concentration in Earth Science*Students must take MATH 130 (Calculus I) to fulfill their General Education Math requirement.*

Lower Division Requirements		Credits
BIOL 110	Cells, Inheritance, Evolution and Animal Systems	3
CHEM 101, 105	Chemistry I and Lab	4
CHEM 102, 106	Chemistry II and Lab	4
ESCI 101, 105	Geology and Lab	4
ESCI 210	Meteorology	3
PHYS 101, 105	Physics I and Lab	4
PHYS 102, 106	Physics II and Lab	4
MATH 251	Statistics	4
Total Lower Division		30
Upper Division Requirements		Credits
ESCI 301, 305	Hydrology and Lab	4
ESCI 320 or ESCI 401	Climate Change or Environmental Geochemistry	3
MATH 351	Biological Statistics	3
ENVS 355, 356	Environmental Engineering and Lab	4
ENVS 421, 425	Graphic Information Systems and Lab	4
ENVS 471	Research Methods in Environmental Science	3
ENVS 481	Senior Research Project	3
Select One		4
BIOL 301, 305	Animal Behavior and Lab	
BIOL 341, 345	Microbiology and Lab	
BIOL 381, 385	Ecology and Lab	
BIOL 421, 425	Ecology of Aquatic Systems and Lab	
CHEM 311, 315	Organic Chemistry I and Lab	
Choose Six Credits From the Following:		6
BIOL 356	Birds of the Eastern Sierra and Great Basin	
BIOL 357	Lake Tahoe Basin Ecosystems	
BIOL 358	Desert and Montane Ecosystems	
BIOL 359	Great Basin Flora	
BIOL 386	Intertidal Ecology of the Central Pacific Coast	
BIOL 420	Tropical Field Biology	
ESCI 420	Geology of Death Valley and the Eastern Sierra	
	Elective Field Course	
Total Upper Division		34
Total Environmental Science in Earth Science major requirements		64
CORE requirements		31
Electives		25
Total Degree Requirements		120
(At least 42 credits must be upper division)		

Undergraduate Programs

Bachelor of Science with a Major in Environmental Science, Concentration in Natural Resource Management*Students must take MATH 130 (Calculus I) to fulfill their General Education Math requirement.*

Lower Division Requirements		Credits
BIOL 101, 105	Biology I and Lab	4
BIOL 102, 106	Biology II and Lab	4
CHEM 101, 105	Chemistry I and Lab	4
ECON 101	Microeconomics	3
ECON 102	Macroeconomics	3
ESCI 101, 105	Geology and Lab	4
INTL 221 or INTL 242	Political and Economic Geography or International Environmental Issues	3
ENVP 223	Introduction to Natural Resources Management	3
MATH 251	Statistics	4
Total Lower Division		32
Upper Division Requirements		Credits
MATH 351	Biological Statistics	3
BIOL 381, 385	Ecology and Lab	4
ENVP 401	Natural Resource Economics	4
ENVP 423	Environmental Planning and Public Policy	4
ENVP 425	Environmental Law	4
ENVS 421, 425	Graphic Information Systems and Lab	4
ENVS 471	Research Methods in Environmental Science	3
ENVS 481	Senior Research Project	3
Choose Six Credits From the Following:		6
BIOL 356	Birds of the Eastern Sierra and Great Basin	
BIOL 357	Lake Tahoe Basin Ecosystems	
BIOL 358	Desert and Montane Ecosystems	
BIOL 359	Great Basin Flora	
BIOL 386	Intertidal Ecology of the Central Pacific Coast	
BIOL 420	Tropical Field Biology	
ESCI 420	Geology of Death Valley and the Eastern Sierra	
	Elective Field Course	
Total Upper Division		35
Total Environmental Science in Natural Resource Management major requirements		67
CORE requirements		31
Electives		22
Total Degree Requirements		120
(At least 42 credits must be upper division)		

Undergraduate Programs

Bachelor of Science with a Major in Environmental Science, Concentration in Secondary Education, Physical Science*Students must take MATH 130 (Calculus I) to fulfill their General Education Math requirement.*

Lower Division Requirements		Credits
BIOL 101, 105	Biology I and Lab	4
BIOL 102, 106	Biology II and Lab	4
CHEM 101, 105	Chemistry I and Lab	4
CHEM 102, 106	Chemistry II and Lab	4
ESCI 101, 105	Geology and Lab	4
MATH 251	Statistics	4
PHYS 101, 105	Physics I and Lab	4
PHYS 102, 106	Physics II and Lab	4
Total Lower Division		32
Upper Division Requirements		Credits
BIOL 381, 385	Ecology and Lab	4
EDUC 455	Exceptional Individuals	3
EDUC 460	Introduction to Education and Educational Research	3
ENVS 421, 425	Graphic Information Systems and Lab	4
ENVS 471	Research Methods in Environmental Science	3
ENVS 481	Senior Research Project	3
MATH 351	Biological Statistics	3
Select One		4
BIOL 301, 305	Animal Behavior and Lab	
BIOL 331, 335	Anatomy and Physiology I and Lab	
BIOL 341, 345	Microbiology and Lab	
BIOL 381, 385	Ecology and Lab	
BIOL 410, 415	Genetics and Lab	
BIOL 421, 425	Ecology of Aquatic Systems and Lab	
CHEM 311, 315	Organic Chemistry I and Lab	
Choose Six Credits From the Following:		6
BIOL 356	Birds of the Eastern Sierra and Great Basin	
BIOL 357	Lake Tahoe Basin Ecosystems	
BIOL 358	Desert and Montane Ecosystems	
BIOL 359	Great Basin Flora	
BIOL 386	Intertidal Ecology of the Central Pacific Coast	
BIOL 420	Tropical Field Biology	
ESCI 420	Geology of Death Valley and the Eastern Sierra	
	Elective Field Course	
Total Upper Division		33
Total Environmental Science in Secondary Education, Physical Science major requirements		65
CORE requirements		31
Electives		24
Total Degree Requirements		120
(At least 42 credits must be upper division)		

Undergraduate Programs

Minors in the Department of Science and Technology

Biology

Biology 101, 105, 102, and 106 are required along with 12 biology or chemistry credits taken in consultation with a science department advisor. A minimum of nine (9) credits must be taken for upper division. If BIOL 101, 105, 102, and 106 are required for the student's major, the Biology minor then consists of 18 biology and chemistry credits chosen in consultation with a Biology or Environmental Science Advisor. A minimum of nine (9) credits must be taken for upper division.

Environmental Science and Ecology

The Environmental Science and Ecology Minor consists of 18 credits chosen in consultation with an Environmental Science Advisor. A minimum of nine (9) credits must be taken for upper division credit.

Environmental Policy

The Environmental Policy Minor consists of 18 credits.

- ENVP 423: Environmental Planning and Public Policy (4 credits)
- ENVP 425: Environmental Law (4 credits)
- ENVS 421/425: GIS and Lab (4 credits)
- Six (6) credits of elective courses selected in consultation with the Science and Technology Department chair or an ENVP academic advisor.

Undergraduate Programs

Department of Science Recommended Sequence of Courses

In conjunction with the completion of the student's lower division General Education requirements during the freshman and sophomore years, a recommended program of study for the Bachelor of Science in Biology and Bachelor of Science in Environmental Science majors as shown in the next two tables. These sequences provide for completion of lower and upper division Science Core requirements within four years.

Bachelor in Science in Biology suggested course sequence. The health career path compresses most major courses into the first three years.

Year, semester:	Year 1, Semester 1	Year 1, Semester 2	Year 2, Semester 1	Year 2, Semester 2
BS in Biology	CORE 101 SNC Experience	ENVS 200, 205 Environmental Systems	CHEM 101, 105 Chem I or BIOL 101, 105 Biol I	CHEM 102, 106 Chem II or BIOL 102, 106 Biol II
	ENGL 101 Composition I	ENGL 102 Composition II	PHYS 101, 105 Physics I	PHYS 102, 106 Physics II
	MATH 120 Precalculus or elective	MATH 130 Calculus	MATH 251 Statistics	MATH 351 Biological Statistics
	CHEM 101, 105 Chemist I or BIOL 101, 105 Biology I	CHEM 102, 106 Chem II or BIOL 102, 106 Biol II	Studio art or ENTP 200 Entrepreneurship	Studio art or ENTP 200 Entrepreneurship
	PHED course		HIST 205 NV Constitution	
Credit subtotal	14 or 16	15	16	15
BS in Biology *Health Career Path*	CORE 101 SNC Experience	MATH 130 Calculus	MATH 251 Statistics or CHEM 311, 315 Chem I	MATH 351 Biostats or CHEM 311, 312 Chem II
	ENGL 101 Composition I	ENGL 102 Composition II	PHYS 101, 105 Physics I	PHYS 102, 106 Physics II
	CHEM 101, 105 Chemist I	CHEM 102, 106 Chem II	Studio art or ENTP 200 Entrepreneurship	Studio art or ENTP 200 Entrepreneurship or CHEM 471 Biochem
	BIOL 101, 105 Biology I	BIOL 102, 106 Biology II	BIOL 410, 415 Genetics or BIOL 331, 335 A&P I	BIOL 341, 345 Microbiol or BIOL 333, 336 A&P II
	PSYC 101		PHED course	Elective or NV Constitutn
Credit subtotal	17	15	16	14 - 17
Year, semester:	Year 3, Semester 1	Year 3, Semester 2	Year 4, Semester 1	Year 4, Semester 2
BS in Biology	HIST 300 Civilization	Elective	BIOL 481 Sen Research	Elective
	BIOL or CHEM lab course	BIOL or CHEM lab course	BIOL or CHEM lab course	BIOL or CHEM lab course
	BIOL lab course or elective	BIOL lab course, field course, or elective	BIOL lab course or elective	BIOL lab course, field course, or elective
	Elective	BIOL 471 Resrch Methds	PHIL 400 Ethics	Elective
	HIST 205 NV Constitution	Elective	Elective?	Elective?
Credit subtotal	15	16 or 17	13 -17	13-17
BS in Biology *Health Career Path*	PSYC 240 Social Psyc	PSYC 371 Abnormal Psyc	HIST 300 Civilization	PHIL 400 Ethics
	BIOL 410, 415 Genetics or BIOL 331, 335 A&P I	BIOL 341, 345 Microbiol or BIOL 333, 336 A&P II	BIOL 481 Sen Research	BIOL field course
	MATH 251 Statistics or CHEM 311, 315 Ochem I	MATH 351 Biostats or CHEM 311, 312 Ochem II	Elective	Elective
	Studio art or ENTP 200 Entrprneurship or elective or Study for April MCAT?	BIOL 471 Resrch Methds	Studio art or ENTP 200 Entrepreneurship or elective	Elective
	HIST 205 NV Constitution or elective (PSYC course)	CHEM 471 Biochem?	HIST 205 NV Constitution or elective	HIST 205 NV Constitution or elective
		Study for April MCAT?	Study for April MCAT?	Study for April MCAT?
Credit subtotal	12-17	13-17	12-15	12-15

Undergraduate Programs

Bachelor of Science in Environmental Science course sequences for all concentrations.

Year, semester:	Year 1, Semester 1	Year 1, Semester 2	Year 2, Semester 1	Year 2, Semester 2
Ecology Concentration	CORE 101 SNC Experience	ENVS 201,205 Environmental Systems	Studio art or ENTP 200 Entrepreneurship	Studio art or ENTP 200 Entrepreneurship
	ENGL 101 Composition I	ENGL 102 Composition II	BIOL 101,105 Biology I	BIOL 102,106 Biology II
	MATH 120 Precalculus or MATH 251 Statistics	MATH 130 Calculus or MATH 351 Biostatistics	MATH 251 Statistics or Elective	MATH 351 Biostats or MATH 130 Calculus
	CHEM 101,105 Chemistry I or ESCI 101,105 Geology I	CHEM 102,106 Chem II or Elective	CHEM 101,105 Chem I or ESCI 101,105 Geology I	CHEM 102,106 Chem II, Field Course or Elective
	PHED Course		HIST 205 NV Constitution	
Credit subtotal:	15 or 16	14 or 15	14-16	14 or 15
Earth Science Concentration	CORE 101 SNC Experience	ENVS 201,205 Environmental Systems	Studio art or ENTP 200 Entrepreneurship	Studio art or ENTP 200 Entrepreneurship
	ENGL 101 Composition I	ENGL 102 Composition II	ESCI 210 Meteorology or Elective	Field Course
	MATH 120 Precalculus or MATH 251 Statistics	MATH 130 Calculus or MATH 351 Biostatistics	MATH 251 Statistics or Elective	MATH 351 Biostats or MATH 130 Calculus
	CHEM 101,105 Chemistry I or ESCI 101,105 Geology I	CHEM 102,106 Chem II or BIOL 110 Cells, Inherit	CHEM 101,105 Chem I or ESCI 101,105 Geology I	CHEM 102,106 Chem II, or BIOL 110 Cells, Inherit
			PHED Course	HIST 205 NV Constitution
Credit subtotal:	14 or 15	14 or 15	14-16	14 or 15
Natural Resource Management Concentration	CORE 101 SNC Experience	ENVS 201,205 Environmental Systems	ECON 101 Microecon	ECON 102 Macroecon
	ENGL 101 Composition I	ENGL 102 Composition II	BIOL 101,105 Biology I	BIOL 102,106 Biology II
	MATH 120 Precalculus or MATH 251 Statistics	MATH 130 Calculus or MATH 351 Biostatistics	MATH 251 Statistics or Elective	MATH 130 Calculus or MATH 351 Biostatistics
	CHEM 101,105 Chemistry I or ESCI 101,105 Geology I	CHEM 102,106 Chem II or Elective	CHEM 101,105 Chem I or ESCI 101,105 Geology I	CHEM 102,106 Chem II or Elective
		HIST 205 NV Constitution or PHED Course		HIST 205 NV Constitution or PHED Course
Credit subtotal:	14 or 15	14-16	14 or 15	14-16
Secondary Education Physical Science Concentration (*Dual degree)	CORE 101 SNC Experience	ENVS 201,205 Environmental Systems	PHYS 101,105 Physics I	PHYS 102,106 Physics II
	ENGL 101 Composition I	ENGL 102 Composition II	BIOL 101,105 Biology I	BIOL 101,105 Biology II
	MATH 251 Statistics	MATH 351 Biostatistics	Elective	MATH 130 Calculus
	CHEM 101,105 Chemistry I or ESCI 101,105 Geology I	CHEM 102,106 Chem II, or Elective	CHEM 101,105 Chem I or ESCI 101,105 Geology I	CHEM 102,106 Chem II or ESCI 300,301 Hydrol
	ENTP 200 Entrprneurship or Studio Art	ENTP 200 Entrprneurship or Studio Art	HIST 300 Civilization	ENVS 471 Resrch methds
	*1 or 2 credits for 18			
Credit subtotal:	18	18	18	19

Undergraduate Programs

Year, semester:	Year 3, Semester 1	Year 3, Semester 2	Year 4, Semester 1	Year 4, Semester 2
Ecology Concentration	PHYS 101,105 Physics I	BIOL 381, 385 Ecology	ENVP 223 Nat Res Mgmt	ENVP 401 Nat Res Econ or ENVP 423 Env Plan & Public Policy
	ENVS 421, 425 GIS	ESCI 300,305 Hydrology	ENVS 381 Sen Research	Field Course
	HIST 300 Civilization	ENVS 471 Resrch Methds	PHIL 400 Ethics or Elective	PHIL 400 Ethics or Elective
	BIOL, CHEM, or ENVS Lab Course or Elective	ENVS 355,356 Environ Engineering or Elective	BIOL or CHEM lab course or Elective	ENVS 355,356 Environ Engineering or Elective
	Elective?	Elective or Field Course		Elective?
Credit subtotal:	14-18	16-17	12 or 13	13-17
Earth Science Concentration	PHYS 101,105 Physics I	PHYS 101,105 Physics II	BIOL, CHEM, or ENVS Lab Course or Elective	BIOL, CHEM, or ENVS Lab Course or Elective
	ENVS 421, 425 GIS	ESCI 210 Meterology or Elective	ENVS 381 Sen Research	Field Course
	HIST 300 Civilization	ENVS 471 Resrch Methds	PHIL 400 Ethics or Elective	PHIL 400 Ethics or Elective
	Climate change or ESCI 401 Environ Geochem or Elective	ENVS 355,356 Environ Engineering or ESCI 301,305 Hydrology	Climate change or ESCI 401 Environ Geochem or Elective	ENVS 355,356 Environ Engineering or ESCI 301,305 Hydrology
	Elective	Elective?		Elective?
Credit subtotal:	17	14-17	12 or 13	13-17
Natural Resources Management concentration	ENVP 223 Nat Res Mgmt or Elective	Field Course	ENVP 223 Nat Res Mgmt or Elective	ENVP 423 Env Plan & Public Policy
	ENVS 421, 425 GIS	ENVS 471 Resrch Methds	ENVS 381 Sen Research or ENVP 390 Internship	Field Course
	ENVP 425 Environmental Law or Elective	HIST 300 Civilization	ENVP 425 Environmental Law or PHIL 400 Ethics	PHIL 400 Ethics or Elective
	INTL 221 Politicl & Econ Geography or INTL 252 Internatl Env Issues	ENVP 401 Nat Res Econ or Elective	Elective	ENVP 401 Nat Res Econ or Elective
	Studio art or ENTP 200 Entrepreneurship	Studio art or ENTP 200 Entrepreneurship		Elective
Credit subtotal:	16 or 17	15 or 16	12 or 13	16 or 17
Secondary Education Physical Science concentration	EDUC 455 Exceptnl Individ or EDUC 460 Intro Educa & Educational Research	EDUC 455 Exceptnl Indiv or EDUC 460 Intro Educa & Educational Research	MaT Graduate Year 1	
	ENVS 481 Sen Research	BIOL 381, 385 Ecology		
	BIOL, CHEM, or ENVS Lab Course or Elective	BIOL, CHEM, or ENVS Lab Course or Elective		
	PHIL 400 or Elective	PHIL 400 or Elective		
	ENVS 421,425 GIS	ESCI 300,301 Hydrology		
	* Credits to reach 18			
Credit subtotal:	16 or 17	18		

*Secondary Education Dual Degree students can bring semester credits to 18 with the required PHED course, HIST 205 Nevada Constitution, and 1- or 2-credit courses, such as weekend field courses, writing workshops, or other PHED courses.

†Secondary Education Dual Degree students should take one science field course in the summers after their first and second years, and one or two additional elective courses so you can complete undergraduate degree requirements in three years.

Undergraduate Programs

DEPARTMENT of CONTINUING and ONLINE EDUCATION and SUMMER PROGRAMS

Dean: Richard S. Normington, D.H.L., M.S.

Continuing and Online Education and Summer Programs include a wide spectrum of lifelong learning programs such as academic summer school, summer fine arts classes and a variety of other programs and learning opportunities for local community members. Programs may be delivered via online media or in the traditional classroom setting. SNC's online learning platform is used for the Online Degree Program (ODP), the Teacher Education Department, and selected continuing education offerings.

For more information, contact Rick Normington: 831-1314, ext. 7449, or rnormington@sierranevada.edu.

Definition of Continuing Education

Continuing Education at Sierra Nevada College consists of programs and offerings that fall outside the regular academic instructional program. Students generally enroll in these courses on a part-time basis and tuition and fees differ from standard rates. Continuing Education courses fulfill a range of educational goals from professional development and certification to personal enrichment.

Continuing Education and the SNC Mission

Continuing Education programs at SNC help to advance the core themes of **Sustainability**, especially as this idea relates to cultural sustainability and lifelong learning, and **Professional Preparedness**. By bringing diverse Continuing Education offerings to the local community, Sierra Nevada College hopes to encourage lifelong learning, professional growth and personal intellectual sustainability.

Admissions Requirements

Although requirements differ from program to program, Continuing Education programs at Sierra Nevada College emphasize the value of open access to educational experiences. Application requirements are generally minimal and enrollment is possible after completing basic paperwork.

Continuing Education Units (CEU)

When granting CEUs, Sierra Nevada College follows the International Association for Continuing Education & Training standard of ten contact hours per unit of credit.

Grades and Transferability

Continuing Education courses may be taken for grades or may be taken as pass/fail courses. However, Continuing Education units are not transferable to degree programs at Sierra Nevada College and generally will not transfer to degree programs at other accredited institutions.

Costs and Financial Aid

Costs for Continuing Education courses vary by program at Sierra Nevada College. Since Continuing Education courses do not lead to a degree, financial aid is generally not available for these programs.

Undergraduate Programs

UNDERGRADUATE COURSE DESCRIPTIONS

The listings in this section are grouped according to discipline. The department responsible for each discipline is listed under the discipline name. In addition to a description of the course, each listing includes course credit, prerequisite (if any) and how often the course is offered. You should consult the Schedule of Classes, available on the web site prior to pre-registration each semester, for the most up-to-date information on course availability.

Course Numbering System

000-099	Preparatory courses*
100-199	Freshman level courses
200-299	Sophomore level courses
300-399	Junior level courses
400-499	Senior level courses
500-699	Teacher Education graduate courses

100-299 are considered lower division undergraduate courses.

300-499 are considered upper division undergraduate courses.

* Preparatory courses do not count for credit towards graduation.

Special Topics

Special Topics course numbers use the appropriate subject code with 180, 280, 380 or 480 as the course number. This should be used for a course that will be taught on a varying topic within that subject. The transcript will reflect the course name for that specific semester.

Progression through Multilevel Courses

Students may wish to develop their abilities in areas such as Fine Arts or Physical Education (e.g., photography, mountain biking) through repeated instruction in that area. Multi-level courses address this need.

Students who wish to take private instruction or multi-level courses in fine arts or physical education must register at the 100 level for their first course regardless of class standing. If they have previous academic credit in the area, they register at the appropriate higher level. Students continue at the 200, 300, and 400 levels for future semesters of instruction. Each level is a prerequisite for the next. The 400 level (advanced) courses may be repeated for credit.

Upper/Lower Division Cross listing

No course is to be cross-listed as both an upper and lower division course. Teacher Education (TED) courses may be offered at the post-baccalaureate level and the undergraduate level. These TED courses require separate syllabi and requirements and are listed as such in the schedule.

Prerequisites

The prerequisites listed for each course must be satisfied prior to registration, or the advanced approval of the department offering the course must be obtained for enrollment to be valid.

Students must receive a passing grade in a course in order for it to fulfill a prerequisite. Any exceptions to this policy are listed under the prerequisites in the course description.

Frequency of Offering

This information is intended as a guide to assist students in their planning for graduation. Sierra Nevada College reserves the right to change the frequency of offering as needed based on student needs for graduation or enrollment considerations. The following codes are used:

[ES]	=	offered each semester (not every summer)
[AS]	=	offered only one semester each year (alternate semesters)
[AY]	=	offered only one semester in alternate years
[OC]	=	offered only occasionally
[Summer]	=	offered during the summer
[II]	=	offered on an individual basis in response to student interest

Undergraduate Programs

Accounting (ACCT)

Department of Business

ACCT 204: Financial Accounting (3) [ES]

Prerequisites: None. This course introduces the student to the basic theory, objectives and techniques of accounting, as the tool for understanding business financial performance. Emphasis is on the use and interpretation of common financial statements for business decision-making: income statement, balance sheet, statement of cash flows, and statement of owner's equity. Topics include the identification, measurement and classification of financial effects of business transactions, and the appropriate treatment of those effects using Generally Accepted Accounting Practices (GAAP).

ACCT 205: Managerial Accounting (3) [ES]

Prerequisite: ACCT 204. This course deals with the creation and use of internal accounting information to make business decisions. Topics include: interpretation of publicly available information by stakeholders, cost concepts and behavior, costing systems as applicable to various business environments (job and process costing, activity based costing, cost-volume-profit analysis, standard costing), techniques for developing and allocating overhead costs, and the use of budgets for planning and controlling costs.

ACCT 301: Intermediate Accounting I (3) [AS]

Prerequisites: ACCT 204 and ACCT 205. Application of Generally Accepted Accounting Principles to reporting of tangible and intangible assets, liabilities, and the equity section of the balance sheet. Other topics include the reporting of stock-based compensation and earnings-per-share.

ACCT 302: Intermediate Accounting II (3) [AS]

Prerequisites: ACCT 204, ACCT 205, and ACCT 301. Application of Generally Accepted Accounting Principles to revenue recognition and matching, pensions, leases, income taxes, accounting changes, interim financial statements, and segment reporting. In-depth preparation and analysis of the cash flow statement.

ACCT 310: Cost Accounting (3) [AS]

Prerequisites: ACCT 204 and ACCT 205. Importance of the allocation of costs; cost allocation techniques available to accountants; techniques used by management to maintain and create enterprise value, e.g. CVP analysis; the accountant's responsibility for the management of inventory; and the ethical consideration in internal reporting.

ACCT 320: Advanced Management Accounting (3) [AS]

Prerequisites: ACCT 204 and ACCT 205. Accountant's responsibility to provide financial and non-financial information to managers; the planning techniques available to accountants; managerial control techniques that enhance the maintenance and improvement of enterprise value, and short-run and long-run analyses.

ACCT 325: Government and Nonprofit Accounting (3) [AS]

Prerequisites: ACCT 204 and ACCT 205. Fundamentals of accounting and financial reporting for governmental units and institutions; accounting for various types of funds; accounting aspects of budgetary control.

ACCT 350: Accounting for Managers (3) [AS]

Prerequisites: ACCT 204, ACCT 205 and BFIN 351. Accounting for Managers focuses on how managers use corporate financial accounting information to make business decisions. The course examines the following questions: How do financial profitability and risk affect business deals with other companies? How do cost allocations affect the financial profitability and risk of a company? How accurate is the accounting information presented by a company?

ACCT 400: Advanced Accounting (3) [AS]

Prerequisites: ACCT 204, ACCT 205, ACCT 301, and ACCT 302. Specialized topics in partnership accounting; consolidated statements; foreign currency translation and financial statements.

ACCT 410: Auditing, Attest, and Assurance (3) [AS]

Prerequisites: ACCT 204 and ACCT 205. Survey of topics in auditing as a control activity in society. Covers a variety of opportunities in the auditing profession including external auditing, internal auditing, compliance auditing, and operational auditing as well as fraud examinations. Topics include evidence and documentation, professional ethics, auditing computer systems, statistical sampling, and internal controls.

ACCT 420: Federal Taxation (3) [AS]

Prerequisites: ACCT 204 and ACCT 205. Federal taxation concepts are used in effective decision making; a working knowledge of the concepts of gross income, deductions, tax rates, and property transactions as they pertain to C corporations, partnerships, S corporations, and individuals; and proficiency in the application of tax concepts as they pertain to business and individual taxpayers.

ACCT 430: International Accounting (3) [AS]

Prerequisites: ACCT 204, ACCT 205, ACCT 301, and ACCT 302. Accounting concepts, principles, and methods applicable to multinational transactions and global corporations. Contents include the translation of financial statements, comparative accounting systems, financial reporting, currency risk management, international accounting standards and organizations, taxation problems, and the managerial aspects of multinational transactions.

ACCT 475: Accounting Capstone (3) [AS]

Prerequisites: Senior standing and consent of instructor. This capstone course introduces students to research on current issues in accounting and using the online Accounting Standards Codification database. Prepares students for the business simulations contained in the Uniform CPA Examination.

ACCT 480: Special Topics in Accountancy (3) [AS]

Prerequisites: Senior standing and consent of instructor. Individual projects or directed reading for students qualified to carry on independent work. Admission requires approval of the instructor and the Department Chair.

ACCT 495: Accounting Capstone CPA Review Lab (3) [AS]

Prerequisites: Senior standing and consent of instructor. This capstone course reviews the subjects covered in the Uniform CPA Examination, as well as the depth of knowledge needed to receive a passing score. Note, this course has a course fee to cover the cost of the CPA review course.

Undergraduate Programs

Anthropology (ANTH)

Department of Humanities and Social Sciences

ANTH 101: Cultural Anthropology (3) [OC]

An introduction to cultural behaviors, both universal and specific to cultures, and an investigation of the history of theories and methodologies of anthropological research. One of our main goals is to foster greater understanding and appreciation of diversity.

ANTH 210: The Birth of Civilization (3) [OC]

Evolution of the Paleolithic and Neolithic cultures, hunting and gathering societies (mythology and oral traditions), agrarian societies, and the earliest settled communities (e.g., Sumerians, Mayans); introduction to the major classical civilizations of China, India, Egypt: emergence of Judaic monotheism, early Greek and Raman societies and their cultures.

Art History (ARTH)

Department of Fine Arts

ARTH 110: World Art (3) [ES]

World Art encompasses the study of both art culture and studio practice from many areas of the world. Visually oriented lectures, class discussions, research, and studio experiences will develop connections between content and how the artist delivers this content through form, techniques and materials used in a changing society.

ARTH 112: Art Literacy (3) [OC]

Art Literacy is a set of communication skills that broadens a persons' understanding of his/her world. This class will introduce the student to the basic skills needed for viewing and interpreting art, for writing and talking to others about art, and for putting art in a broader cultural and historical context. The course will be conducted through a series of class lectures and field trips. Some reading and reflective writing will enhance the student's art viewing experience.

ARTH 301: Early Through Proto-Renaissance Art History (3) [AS]

This is an Art History survey course covering the periods from Classical through Early Renaissance art, with some attention to non-western cultures. The history of visual arts is discussed using formal aesthetic language, historical and social context. Research and writing are emphasized.

ARTH 302: High Renaissance through Modern Art History (3) [AS]

This is an Art History survey course covering the periods from the High Renaissance through Modern art. The history of visual arts is discussed using formal aesthetic language, historical and social context. Issues of cultural appropriation and museum studies may also be addressed. Research and writing are emphasized.

ARTH 302: Modern Art History (3) [OC]

Art from the late 19th Century with an emphasis on 20th Century art. Artists and movements to be covered are Manet, the Impressionists, Picasso, Dali and the Surrealists, Abstract Expressionists, Pop Artists, Photo-realists, F. L. Wright, and other important painters, sculptors, and architects. Visually oriented lectures and class discussions.

ARTH 401: Independent Study in Art History (1- 6) [II]

Individual project conceived, directed, and completed by the student during the semester in conjunction with a faculty advisor. Weekly conferences.

ARTH 450: Art History Travel (3) [OC]

This course is specifically geared to studying art on site. The class views major art monuments that may include ancient ruins, cathedrals, palaces, castles, artist's homes and places of architectural importance. Visits to art museums will also be included.

ARTH 480: Special Topics in Art History (3) [ES]

Varying topics on important individuals, genres, historical developments, and critical and theoretical issues in art history will be taught.

Business Finance (BFIN)

Department of Business

BFIN 302: Financial Statement Analysis and Budgeting (3) [AS]

Prerequisites: ACCT 204 and ACCT 205. This course focuses on the analysis of financial statements, the interpretation of that data, and the financial and managerial decisions that come from that data and interpretation. Additionally, the course addresses Operational and Capital Budgeting, including the use of Present Value and Future Value concepts.

BFIN 351: Principles of Corporate Finance (3) [ES]

Prerequisites: ACCT 204 and ACCT 205. Financial management in the organization and operation of a business enterprise and the introduction to capital markets. Topics include: general theories of corporate finance, cash management, types and sources of short and long-term capital, cost of capital, risk and return, working capital management, capital budgeting, securities valuation and dividend policy.

BFIN 390/490: Internship in Business Finance (1-3) [ES]

Supervised work experience with an approved organization.

BFIN 415: Business Valuation (3) [AY]

Prerequisites: ACCT 204, ACCT 205, and BFIN 351. This course focuses on financial and non-financial issues to be dealt with in buying or selling a business. The course addresses merger and acquisition fundamentals, transaction auditing and accounting, valuation and post-merger integration. By the end of the term, all students should be familiar with the entire acquisition and due diligence process.

BFIN 460: Financial Portfolios and Investments (3) [AS]

Prerequisites: ACCT 204, ACCT 205, and BFIN 351. This course addresses the theoretical and applied approaches to the study of investments, securities, markets and the risk/return framework. Topics include: stock and bond valuation and analysis, mutual fund and money management analysis, asset allocation, and techniques for constructing an optimal portfolio.

BFIN 470: Economics of Investment, Money and Banking (3) [AS]

Prerequisites: ECON 102, ACCT 204, ACCT 205, and BFIN 351. This course examines the structure and function of the banking system

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and financial markets in the United States. Topics covered include: financial markets/institutions, the use of monetary policy in regulating the national economy, the role of the Federal Reserve System, money management/asset allocation (personal and corporate), international finance, and monetary theory.

BFIN 475: Capstone in Finance/Economics (3) [AS]

Prerequisites: Senior standing and consent of instructor. This course serves as the capstone of the Finance/Economics degree program. The overarching goal of the course is to facilitate the students' ability to synthesize the knowledge, skills, and insights they have acquired throughout the program. The capstone will involve realistic financial and economic problems in order to maximize students' ability to apply their analytical and problem-solving skills to actual financial situations.

BFIN 480: Special Topics in Business Finance (1-3) [ES]

Biological Sciences (BIOL)

Department of Science and Technology

BIOL 101: Biology I (3) [AS]

Corequisite: BIOL 105. A study of biological principles including life chemistry, cell structure, respiration, photosynthesis, Mendelian genetics, DNA structure and function, protein synthesis, population genetics, natural selection, evolution, speciation, and ecology.

BIOL 102: Biology II (3) [AS]

Prerequisite: BIOL 101. Corequisite: BIOL 106. A study of the diversity of life, including topics on bacteria, protists, fungi, plants, and animals. An emphasis is placed on ecological and evolutionary processes that have given rise to the immense diversity of organisms. Topics on vertebrate body structure and function are also covered.

BIOL 104: Health, Nutrition, and Sustainability (3) [AS]

Students are introduced to health and nutrition issues from an individual perspective to a public health perspective. This course explores the contribution and impacts of the environment, genetics and behavior on health issues. It provides an introduction to nutrition, physical fitness and health behavior by reviewing health appraisal, fitness and nutrition analysis. It also includes the foundations for program development, communication and administration of health programs.

BIOL 105: Biology Lab I (1) [AS]

Corequisite: BIOL 101. Laboratory and field exercises to accompany BIOL 101.

BIOL 106: Biology Lab II (1) [AS]

Prerequisites: BIOL 101 and BIOL 105. Corequisite: BIOL 102. Laboratory and field exercises to accompany BIOL 102.

BIOL 107: Exercise Physiology (3) [AY]

This course would serve as a general elective for all students. This course provides a theoretical basis for understanding the body's physiological responses to exercise. Additionally, the course investigates how the support systems of the body (respiratory, cardiovascular, muscular, etc.) function, in cooperation with human energy production, to insure that energy is provided for exercise.

Emphasis is placed upon the practical application of exercise physiology principles to coaching, teaching, and other physical training practices.

BIOL 110: Cells, Inheritance, Evolution, and Animal Systems (3) [AY]

Cells, Inheritance, Evolution and Animal Systems is a one-semester foundational biology course that surveys the basics of cell structure and function, mechanisms of inheritance, evolutionary theory, the diversity of organisms on earth, and animal structure, physiology, and homeostasis. Laboratory and field experiences and assignments will model scientific thinking, giving students practice in using evidence to evaluate hypotheses, conclusions, and generalizations. This class not does substitute for BIOL 101/105 or BIOL 102/106.

BIOL 207: Conservation Biology (3) [AS]

Prerequisites: ENVS 200/205 and BIOL 101 or BIOL 110. Study of the origin and preservation of biological diversity. Conservation biology as a science has emerged due to the human population causing the extinction of species and loss of habitats throughout the biosphere. Topics include genetics of small populations, extinction processes, introduced species, and habitat fragmentation. Specific case studies, such as the spotted owl, the great lakes of Africa and North America, and the California condor, are used to illustrate the complex nature of conserving biological diversity.

BIOL 221: Lake Tahoe Basin Wildflowers (2) [AY]

A field class consisting of day hikes to some of the Lake Tahoe Basin's most beautiful areas. Five easy day-hikes to wildflower areas ranging from lake level meadows to high-mountain alpine fell fields. Topics include wildflower classification and identification, adaptations to microenvironments, and pollination ecology. Field test and student project required.

BIOL 231: Wildflowers and Plant Ecology of Mt. Rainier (3) [AY]

From deep lush forests to magnificent subalpine tundra in the jewel of the Pacific Northwest-Mt. Rainier. Nine day-hikes, 10 nights camping in national park campgrounds.

BIOL 241: Central Sierra Flora (1) [AS]

A two-day field course in the foothills of Yosemite to explore and study some of the most beautiful and spectacular spring wildflower fields in the West. Students camp out and take short hikes both days. Study includes plant structure and function, pollination ecology, plant/environment interaction, taxonomy and identification.

BIOL 280: Special Topics in Biology (1-3) [II]

Varying topics in biology, including regional natural history, social applications, recent developments, and interdisciplinary approaches to biology.

BIOL 301: Animal Behavior (3) [AY]

Prerequisites: ENVS 200 and ENVS 205. Corequisite: BIOL 305. Behavior of animals from ecological and evolutionary perspectives, with emphasis on the importance of field environments. Includes an introduction to the concepts of ethology and sociobiology as they apply to both animals and humans.

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BIOL 305: Animal Behavior Lab (1) [AY]

Corequisite: BIOL 301. Laboratory and field exercises to accompany BIOL 301.

BIOL 321: Molecular Biology (2) [AY]

Prerequisite: BIOL 101. Theoretical and laboratory study of basic techniques of molecular biology, including isolation of nucleic acids, gel electrophoresis, restriction mapping, sequencing, cloning, and PCR.

BIOL 331: Anatomy and Physiology I (3) [OC]

Prerequisites: BIOL 101 and BIOL 102. Corequisite: BIOL 335. Study of cell physiology and histology, and skeletal, muscular, nervous, and sensory systems.

BIOL 332: Anatomy and Physiology II (3) [OC]

Prerequisites: BIOL 101, BIOL 102, and BIOL 331. Corequisite: BIOL 336. Study of endocrine, cardiovascular, respiratory, digestive, immune, urinary, and reproductive systems.

BIOL 335: Anatomy and Physiology Lab I (1) [OC]

Corequisite: BIOL 331. Laboratory to accompany BIOL 331.

BIOL 336: Anatomy and Physiology Lab II (1) [OC]

Corequisite: BIOL 332. Laboratory to accompany BIOL 332.

BIOL 341: Microbiology (3) [AY]

Prerequisites: BIOL 101 and BIOL 102. Corequisite: BIOL 345. Study of the phylogeny, physiology, identification, and ecology of microbes, including fungi, bacteria, algae, and protists. Applications include medicine, industry, brewing, and agriculture.

BIOL 345: Microbiology Lab (1) [AY]

Corequisite: BIOL 341. Identification, physiology, and ecology of microbes.

BIOL 350: Embryology and Developmental Biology (3) [OC]

Prerequisites: BIOL 101 and BIOL 102. Study of the genetics, molecular biology, and anatomy of the process of embryology. Emphasis on both anatomy of ontogeny and molecular biology mechanisms. Course covers various invertebrates, birds, and mammals.

BIOL 351: California Condor Conservation (2) [AS]

Prerequisites: ENVS 200 and 205. This is a four-day field course that focuses on the conservation issues surrounding and reintroduction of the California Condor. The course includes a two-hour pre-trip lecture and a four-day field trip to the Pinnacles National Monument area, usually during Spring break.

BIOL 352: Forest Ecology (1) [AS]

Prerequisites: ENVS 200 and 205. A two-day field course exploring and studying a montane forest ecosystem of the Eastern Sierra or Great Basin. Field studies will include community and population ecology, forest health, structure and composition, bird and small mammal surveys, and analysis of environmental factors, e.g., climate, soil, geology). Current conservation concerns regarding this forest ecosystem will be discussed.

BIOL 355: Raptors (1) [AS]

Prerequisites: ENVS 200 and 205. This is a two-day field course that emphasizes the identification, natural history, and ecology of raptors that are wintering in the Sierra Nevada and Great Basin. The course includes a two hour pre-trip lecture and two all-day field trips, usually on Martin Luther King weekend prior to the start of instruction for the Spring semester.

BIOL 356: Birds of the Eastern Sierra and Great Basin (3) [AY]

Prerequisites: ENVS 200 and ENVS 205. This upper division course satisfies requirements for Environmental Science, Environmental Policy and Biology majors. A field course covering the identification, natural history, and ecology of birds in the Eastern Sierra and the Great Basin. Common techniques such as point counts, mist netting, and banding are incorporated. A variety of habitats including wetlands, riparian systems, montane zones, and desert steppe are visited during field sessions.

BIOL 357: Lake Tahoe Basin Ecosystems (3) [AY]

Prerequisites: ENVS 200 and ENVS 205, or permission of instructor. A field course that surveys and quantitatively analyzes several ecosystems within the Lake Tahoe basin. Ecosystem types include conifer and aspen forests, stream and riparian zones, wetlands, alpine meadows, and Lake Tahoe. Issues relating to environmental quality and management are included in the analyses.

BIOL 358: Desert and Montane Ecosystems (3) [AY]

Prerequisites: ENVS 200 and ENVS 205, or permission of instructor. An examination of the diversity and functioning of ecosystems in the Sierra Nevada and Great Basin. Lectures present a general description of the regions and principles from ecosystem ecology. Field trips involve traveling to representative sites for descriptive and quantitative analyses. Issues in conservation and management are also addressed.

BIOL 359: Great Basin Flora (3) [OC]

Prerequisites: ENVS 200, ENVS 205, BIOL 101, and BIOL 102. A field-based course that emphasizes the taxonomic identification and ecology of bryophytes, ferns, gymnosperms and angiosperms found in and around the Great Basin ecoregion. A mechanistic analysis of the factors that control the distribution and abundance of plants is used in the ecological analyses. Issues in conservation such as cattle grazing and mining land restoration are also examined.

BIOL 361: Evolution and Paleontology (3) [OC]

Prerequisites: BIOL 101 and BIOL 102. Corequisite: BIOL 365. Lab course must be taken concurrently. Study of the origin of life, evolution, mechanisms of evolution, paleontology, climate of ancient environments, physiology of dinosaurs, and genetics of evolution. Evidence of evolution and phylogenies.

BIOL 365: Evolution and Paleontology Lab (1) [OC]

Corequisite: BIOL 361. Laboratory and field study to accompany BIOL 361. Fossils, computer studies of evolution and ecology, behavioral, and genetic studies demonstrating phylogenetic affinity and divergence. Will include weekend field trips.

BIOL 372: Current Topics in Biological Research (1) [OC]

Prerequisites: BIOL 101, BIOL 102, ENVS 200, and ENVS 205, or permission of instructor. Students and faculty present current

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journal articles in biological sciences or environmental sciences in order to obtain an appreciation of methods, results and analyses associated with scientific research. Interests of class members dictate journals articles that are selected for presentation and discussion.

BIOL 381: Ecology (3) [AS]

Prerequisites: ENVS 200 and ENVS 205. Corequisite: BIOL 385. A study of principles from evolutionary ecology, population ecology, community ecology, and conservation biology. Topics include the geological history of diversity, natural selection, physiological ecology, population growth, competition, predation, succession, food webs, community stability, nutrient cycling, energetics, and island biogeography.

BIOL 385: Ecology Lab (1) [AS]

Corequisite: BIOL 381. Laboratory, field, and computer simulations to accompany BIOL 381. Techniques in the analysis of population growth and dispersion, competition, predator-prey cycles, diversity indices, mark-recapture, fire ecological succession, and biophysical ecology.

BIOL 386: Intertidal Ecology of the Central Pacific Coast (3) [OC/Summer]

Prerequisites: ENVS 200 and ENVS 205. The tide pools of Monterey contain some of the most diverse habitations on Earth. In this week-long summer course, students become competent naturalists in the area of intertidal ecology and invertebrate biology. Students do extensive fieldwork emphasizing the evolutionary relationships of the major groups of life on Earth. Students visit the Bodega Marine Laboratory, the Monterey Bay Aquarium, the Academy of Science, and the Marine Mammal Center. Students pay expenses for hostels and campground and their own meals.

BIOL 390: Internship in Biological Science (1-6) [II]

Supervised work experience in an approved public or private organization involved in biological research. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

BIOL 410: Genetics (3) [AY]

Prerequisites: BIOL 101, BIOL 102, and MATH 251. Corequisite: BIOL 415. Introduction to the transmission and expression of genetic material as it occurs in nucleate organisms from yeast to man. The genetic biology of eukaryotes is considered on the molecular, cellular, developmental, familial and population levels, with emphasis on inferences drawn from experiments and observations.

BIOL 415: Genetics Lab (1) [AY]

Corequisite: BIOL 410. Introduction to modern molecular genetics techniques, including recombinant DNA technology, restriction mapping, Southern blotting, PCR, DNA sequencing, and bioinformatics.

BIOL 420: Tropical Field Biology (3) [AY]

Prerequisites: ENVS 200 and ENVS 205. Field investigations of tropical ecosystems, including coastal, deciduous forests, and cloud forests. Requires three weeks over Winter break, plus meetings

during the fall semester. Class includes features of ecology unique to tropics such as examples of co-evolution, taxonomic diversity, and energetics. Research methods and research projects will be emphasized. There will be travel expenses to a tropical country that will be determined prior to the beginning of the semester. Shots and passports are also required.

BIOL 421: Ecology of Aquatic Systems (3) [OC]

Prerequisites: ENVS 200 and ENVS 205. Corequisite: BIOL 425. Study of ecology of oceans, intertidal zones, freshwater lakes, streams, and wetlands. Course includes physics and chemistry of water bodies. Includes taxonomy of aquatic organisms, mechanisms of predation and herbivory, and physiology. Local fields trips and laboratory work emphasizes the limnology of Lake Tahoe basin lakes and streams, Great Basin alkaline lakes, and Pacific coast intertidal and deep ocean waters.

BIOL 425: Ecology of Aquatic Systems Lab (1) [OC]

Limnology and oceanography fieldwork to accompany BIOL 421. Chemistry and taxonomy, as well as benthic analysis, wave and tidal dynamics, and marine taxonomy will be covered. Includes weekend field trips.

BIOL 471: Research Methods in Biology (2-3) [AS]

Prerequisite: Senior standing or consent of the instructor. In a small research team or individually, students will practice major steps of scientific research: searching the literature, framing a research question, developing an experimental approach, creating a research schedule, documenting work, testing a hypothesis using statistics, and presenting a research project in oral and poster format. Course assignments may apply to students' senior research projects or to mock research topics assigned by the instructor.

BIOL 480: Special Topics in Biology (3) [II]

Varying topics on significant areas including historical developments, recent developments, and critical and theoretical issues associated with biological research.

BIOL 481: Senior Research Project in Biology (3) [II]

Prerequisites: BIOL 471 and permission of the instructor. The selection, design, implementation and reporting of an approved biology research project. The research project may be a continuation of a project begun the previous semester in BIOL 471. Requires written progress and final reports.

BIOL 487: Field Methods in Ecology (3) [OC]

Prerequisites: ENVS 200, ENVS 205, MATH 251, BIOL 102, and BIOL 381. Basic methods of soil, plant, animal, and hydraulic sampling in terrestrial and aquatic habitats. Studies include experimental design; collections and presentation of data; and interpretation of results from both field applications and literature reviews. Ecology of each study site is discussed.

BIOL 490: Internship in Biological Science (1-6) [II]

Supervised work experience in an approved public or private organization involved in biological research. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

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Business Law (BLAW)

Department of Business

BLAW 240: Media Ethics and Law (3) [AS]

Prerequisite: ENGL 101. Students are introduced to laws governing the media in a broad range of categories such as copyright, defamation, fair use, freedom of information act, privacy laws, publicity rights, federal and state statutory laws and a wide variety of other topics. The course examines free speech/First Amendment rights as well as ethical decision making in the process of reporting the news and working in the media in general. Contemporary issues and case studies are examined.

BLAW 360: Business Law (3) [ES]

Prerequisite: Completion of 45 credits. This course emphasizes the impact of law and legal issues on business operations. Topics include: contract law, legal and ethical environment, sales and negotiable instruments, statutory law, constitutional law, law and ethics and liability issues. The course is designed to introduce the students to the legal and ethical environments surrounding business, individual and society.

BLAW 410: Intellectual Property (3) [ES]

Prerequisite: MGMT 260. This advanced course includes hands-on experience in searching government databases and filing exercises with both the U.S. and Trademark Office. Students will attain an in-depth understanding of the patent, copyright and trademark tools available for protecting and properly exploiting their or their firm's intellectual property assets in the global digital community.

Business Management Information Systems (BMIS)

Department of Business

BMIS 302: Management of Information Systems (3) [AS]

Prerequisites: ACCT 204, ACCT 205, ECON 101, ECON 102, MGMT 260, and MKTG 201. This course is designed to provide students with an overview of Management Information Systems in organizations. Topics include: the strategic role of information technology in the context of business; the information technology infrastructure of hardware, software, networks and the internet; enterprise applications supporting key business strategies; and building, managing and securing information systems.

Ceramics (CERM)

Department of Fine Arts

CERM 210: Beginning Ceramics (3) [ES]

Clay is one of the most versatile creative mediums available to artists. The student learns how to work with clay as both a utilitarian and expressive medium. Beginning wheel throwing, hand-building and glazing techniques are taught.

CERM 303: Porcelain (3) [AY]

Prerequisite: CERM 210 or consent of the instructor. Clay as an expressive medium. Refinement of throwing techniques and development of advanced glazing abilities. Working with porcelain promotes the highest quality of technical and creative skills.

CERM 310: Intermediate Ceramics (3) [ES]

Prerequisite: CERM 210 or consent of the instructor. Creative assignments aimed at improving wheel throwing and/or hand building techniques while tapping into the individual's inventiveness are emphasized in this course. Glazing techniques, glaze mixing, loading and firing kilns are also covered.

CERM 345: Glaze Technology (3) [AY]

Prerequisite: CERM 210 or consent of the instructor. This course is designed to help students gain an understanding of ceramic materials and how different kiln temperatures affect them. Students learn how to make adjustments in materials and temperatures to achieve desired results. Recommended for all ceramics students.

CERM 352: Handbuilding (3) [AY]

Fun, creative projects utilizing clay slabs, coils and other hand-building techniques teach the endless possibilities of using clay. Students investigate sculpture, vessels and other forms. Glazing and firing techniques are explored.

CERM 401: Independent Study in Ceramics (1-3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

CERM 410: Advanced Ceramics (3) [ES]

Prerequisite: CERM 310 or consent of the instructor. Students work on producing a mature body of work. Assignments are challenging while teaching important ceramic skills. Wheel throwing and/or hand-building techniques and glaze mixing are covered and students are encouraged to participate in loading and firing the kilns.

CERM 451: Raku and Low-Fire Techniques (3) [AY]

Prerequisite: CERM 210 or consent of the instructor. This course explores the history and techniques of Raku, in both ancient and contemporary form. Students create pottery appropriate for Raku, experimenting with clay bodies and glazes, and firing in the quick-fire Raku kilns. Other low-fire techniques such as pit firing, commercial glazes, and salt firings also are studied. Slides, lectures and demonstrations are presented with emphases on firing and post-firing reduction.

CERM 480: Special Topics - Ceramics (3) [AY]

Varying topics that may include important individuals, genres, historical developments, critical and theoretical issues, and other topics not covered in other ceramic course offerings are presented.

CERM 481: Advanced Studio (3) [ES]

Prerequisite: CERM 410 or consent of instructor. For the advanced student who wants to refine techniques and aesthetics in a specialized area of ceramics. Kiln firing required. Group critiques.

CERM 483: CCACA (3) [AY]

Prerequisite: CERM 410 or consent of instructor. This course will focus on professional preparedness for ceramic students participating in CCACA, the California Conference for the Advancement of Ceramic Art. Students will create ceramic work for display at the conference, set-up and proctor the exhibit, attend the

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conference, and reflect on it afterwards. Class topics may include past conferences, group participation, and learning about successful art exhibitions, as well as art critiques.

Chemistry (CHEM)

Department of Science and Technology

CHEM 101: Chemistry I (3) [AS]

Prerequisite: MATH 110 or higher. Corequisite: CHEM 105. An introduction to the structure and properties of matter. Topics include the atomic theory of matter, reaction stoichiometry, acid-base chemistry, redox reactions, an introduction to thermodynamics, the fundamentals of quantum mechanics and their applications to chemical structure and bonding, and the properties of gas.

CHEM 102: Chemistry II (3) [AS]

Prerequisite: CHEM 101. Corequisite: CHEM 106. Continues the study of the structure and properties of matter. Topics include the behaviors of solids, liquids, and solutions, chemical kinetics, equilibrium phenomena, entropy and free energy, electrochemistry, and nuclear chemistry.

CHEM 105: Chemistry Lab I (1) [AS]

Corequisite: CHEM 101. Complements CHEM 101 with an introduction to the basic laboratory techniques of chemistry. Experiments include measurements of conductivity, titration, calorimetry, quantitative analysis, exploration of the gas laws, and derivation of the activity series of metals. Virtual labs are also used to demonstrate the basic experiments underlying the atomic theory of matter and modern quantum mechanics.

CHEM 106: Chemistry Lab II (1) [AS]

Corequisite: CHEM 102. Continues the development of chemical laboratory skills with experiments in chromatography, freezing point depression, Beers Law and its applications to kinetics and equilibrium measurements, Le Chatelier's principle, titrations of weak acids and bases, and measurements of simple electrochemical cells.

CHEM 311: Organic Chemistry I (3) [AY]

Prerequisite: CHEM 102. Corequisite: CHEM 315. An introduction to the chemistry of carbon compounds. Topics include organic nomenclature, structure, stereochemistry, and optical activity with specific focus on alkanes, alkenes, alcohols, and alkyl halides. Organic reaction mechanisms are used as a unifying theme in these studies.

CHEM 312: Organic Chemistry II (3) [AY]

Prerequisite: CHEM 311. Corequisite: CHEM 316. Continues the study of carbon compounds with an introduction to modern spectroscopic characterization techniques. Also includes the chemistry of aromatic compounds, ethers, epoxides, aldehydes, ketones, and carboxylic acids and their derivatives. In addition to the focus on reaction mechanisms developed in CHEM 311, emphasis is placed on the techniques and strategies of synthetic chemistry.

CHEM 315: Organic Chemistry Lab I (1) [AY]

Corequisite: CHEM 311. Complements CHEM 311 with an introduction to the laboratory techniques of organic chemistry, including extraction, distillation, recrystallization, and chromatography, with experimental exercises in the synthesis and isolation of organic compounds. Conformational analysis and optical activity are also investigated in labs based on molecular models.

CHEM 316: Organic Chemistry Lab II (1) [AY]

Corequisite: CHEM 312. Continues the development of the laboratory skills of organic chemistry. Includes the characterization of alcohols, alkyl halides, aldehydes, ketones, and esters, as well as the development of more complex multi-step synthetic sequences. The fundamentals of polymer synthesis, photochemistry, and instrumental analysis are also explored.

CHEM 380/480: Special Topics in Chemistry (1-6) [AS]

CHEM 451: Physical Chemistry (3) [OC]

Prerequisites: CHEM 101, CHEM 102, and MATH 130. Extension of thermodynamic principles to study chemical equilibrium, and the equilibria that exist between phases of matter. Specific applications include quantum mechanics, the properties of solutions, electrolytes, and equilibria involving biological membranes. Includes statistical mechanics.

CHEM 471: Biochemistry (3) [AY]

Prerequisites: BIOL 101 and CHEM 102. Study of the structure and function of biologically important molecules and their roles in life processes. Topics include the flow of gene expression, oxygen-transport proteins, enzyme dynamics, membranes, energy metabolism, and muscle contraction.

Communications (COMM)

Department of Humanities and Social Sciences

COMM 211: Communication Skills, a Multi-Media Approach (3) [ES]

Study and practice of the principles and techniques of effective oral communication with emphases on developing student ability and confidence in making presentations using electronic and printed visual presentations. Topics include: basic design elements, presentation styles, graphs and charts for interpreting information, thematic organization of information, and technical skills including PowerPoint to prepare visuals.

Computers (COMP)

Department of Science and Technology

COMP 100: Microsoft Office Skills (1-3) [ES]

Prerequisites: Office Skills Placement Test. This course develops introductory skills in the Microsoft Office Suite (Word, Excel, and PowerPoint), Internet, and computer concepts through demonstrations and lab exercises.

COMP 101: Introduction to Computers I (3) [AS]

How to use a personal computer. Hands-on course emphasizing the use of computers for word processing applications, spreadsheet applications, presentations, and database applications. Topics

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include: an introduction to Windows (desktop management, configuration, control panel, printer setup, etc.), practical use of the Microsoft Office application suite including an introduction to macros, proper organization of files and directories in a PC environment, use of common utilities including electronic mail, file compression and decompression, file transfer, procedures for file/directory backup and restoration, use of DOS commands and batch files, an introduction to the creation and publication of web pages, and an overview of the history of computers and their importance in society.

COMP 110: Comprehensive Introduction to Computers (3) [OC]

Prerequisite: Consent of instructor. This course is a substitute for COMP 101 for the more experienced computer user. It covers the same material as COMP 101, but at a more advanced level. This course is recommended for students intending to major in Computer Science or those having significant prior experience. Additional topics include: use of DOS commands and batch files, an introduction to the creation and publication of web pages, configuring POP3/IMAP email clients, introduction to VBA, and remote access to computers via the Internet. Students cannot receive credit for both COMP 101 and COMP 110.

Core Curriculum (CORE)

CORE 101: SNC Experience (3) [ES]

This course is the common intellectual experience shared by all Sierra Nevada College students, employing variable topics grounded in the social sciences (economics, psychology, political science, anthropology, and sociology). Topics are selected from areas within art, business, humanities, and science to engage entering students while developing the critical skills necessary for a successful and stimulating college career. The learning objectives of the course will develop the abilities central to active, engaged learning. Those abilities include critical thinking, problem-solving, creativity/innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

CORE 301: SNC Experience-Advanced (3) [ES]

Prerequisite: Transfer Student Status. This course introduces transfer students to values, teaching methods, and culture of Sierra Nevada College, but take advantage of the transfer students' wealth of experience, employing variable topics grounded in the social sciences (economics, psychology, political science, anthropology, and sociology). Topics are selected from areas within art, business, humanities and science, and engage advanced students in the College community. The learning objectives of the course will develop the abilities central to active, engaged learning, including critical-thinking, problem-solving, creativity/innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

Digital Arts (DART)

Department of Fine Arts

DART 205: Survey of Animation (3) [AS]

More than just a history of animation, this class covers subjects from the handmade illusion of movement to computer generated motion pictures. Special attention is paid to the aesthetic of the animated image as well as the unique ability of the image to

communicate through semiotics and unusual narrative. The tools and technology used in animation are explored, as is the influence of this technology on live action films and market phenomenon.

DART 210: Survey of Video Art (3) [AY]

This course isolates specific movements within video art, conceptual concerns, and stylistic practices within video art. Analysis includes placing the genre within a larger context of world social, cultural, and political concerns.

DART 215: Beginning Computer Animation (3) [ES]

This course introduces the concepts of computer-aided 2-D animation. Subjects of study include storytelling, timing, character creation and animation "acting." Flash and video editing software are the primary tools; this is a project-based course where students create their own cartoons.

DART 220: Beginning Video Practices (3) [ES]

This course is an exploration of video as a tool for personal expression where students are introduced to aesthetic issues in video art, and investigate the experience and perception of the moving image. Students examine technical issues of camera operation, audio and digital video editing.

DART 230: Beginning Digital Darkroom (3) [ES]

An introduction to the world of electronic imaging and the use of the computer as a tool to create, modify and manipulate. Students will learn the tools of collage, scanning and graphical text to create new pieces of work. As an introductory course, key concepts of image size, resolution sizes and output will be discussed. This course is designed for students who have little or no computer experience.

DART 305: Web Design (3) [AS]

This course is an introduction to web design, web aesthetics and net art. It involves lecture, demonstration, discussion, online research and readings in both web-based and standard text. Students learn HTML, design and layout strategies, web theory and history, planning and organizational skills. Students gain the hands on knowledge and skills necessary for creating their own web pages.

DART 315: Character Animation (3) [ES]

This class provides students with hands on experience in character development, modeling techniques and characterization in the 3D environment, using Maya as the primary tool. Starting from sketches, students model characters and then apply the concepts of rigging characters for animation. Students apply the concepts of modeling, movement, and control of body parts.

DART 320: Intermediate Video Practices (3) [ES]

Prerequisite: DART 220. This course continues the exploration and process of digital-video art through the use of staging shots, spatial connections, depth of frame, and point-of-view. Emphasis will be on editing and development of visual style, and production issues.

DART 330: Intermediate Digital Darkroom (3) [AS]

Prerequisite: DART 230. An overview of the way Art and Advertising have informed each other. We will engage in critical readings and project work that reflects on that fertile, and sometimes conflictual,

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interface. A variety of software will be used, including design, layout and video editing software, and projects will address both graphic design and fine art practices.

DART 350: Special Themes in Film and Video Art (3) [AS]

This course is a study of film and video as an aesthetic medium; topics will change each semester. Students explore the social, technological, historical and artistic influences on the development of cinema and isolate specific movements within video and film art (i.e., realism, formalism, expressionism and semiology), looking at the development of conceptual concerns, and stylistic practices.

DART 352: Analog/Digital Audio Production (3) [ES]

This course provides an intermediate level sound recording course in digital and analog production techniques. Students are introduced to the digital audio workstation, sampling, hard disk recording, waveform editing, looping, sound file mixing and merging.

DART 390: Internship in Digital Arts (1-6) [ES]

Prerequisite: Consent of Department Chair. This course provides the opportunity for upper-division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

DART 401: Independent Study in Digital Arts (1-3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by the student during the semester in conjunction with a faculty advisor. Weekly conferences.

DART 405: Advanced Web Design (3) [AS]

This course is an advanced web design course teaching web aesthetics and net art. It involves lecture, demonstration, discussion, online research, and readings in both web-based and standard text. Students learn HTML, design and layout strategies, web theory and history, planning and organizational skills. Students gain the hands on knowledge and skills necessary for creating web pages.

DART 415: Advanced Animation (3) [AS]

Prerequisite: DART 215. This course is an extended workshop in which students create their own animated shorts. The project will be taken from the idea stage, through scripting and storyboarding, animatic production, and final production and review.

DART 420: Advanced Video Practices (3) [ES]

Prerequisite: DART 320. This course advances students' concepts and practices associated with the creation of portfolio content in video. During this course students have the opportunity to enhance their design skills by developing a visual identity.

DART 430: Advanced Digital Darkroom [ES]

Prerequisite: DART 230 or consent of the Instructor. A project-based class focused on advanced digital media techniques and approaches. The first half of the class concentrates on techniques for print production and illustration, and the latter half focuses on techniques for the screen and projection. A variety of software will be used, including design, layout and video editing software.

DART 450: Film and Video Studies 1960-Now (3) [AS]

This course focuses on viewing art forms that depart from the conventions and standards most often associated with mainstream film. Video art is presented in the context of developments in the genre since 1960. Film and video are viewed, discussed in groups, and critiqued verbally and through writing.

DART 452: Analog/Digital Audio Production II (3) [ES]

Prerequisite: DART 352 or consent of instructor. This course provides an advanced level sound recording course in digital and analog production techniques. Students are introduced to the digital-audio workstation, sampling, hard disk recording, waveform editing, looping, sound- file mixing and merging.

DART 480: Special Topics in Electronic Arts (3) [OC]

Varying topics on important individuals, genres, historical developments, and critical and theoretical issues in electronic arts.

DART 490: Internship II (1-6) [ES]

Prerequisites: DART 390 and consent of Department Chair. This course provides the opportunity for upper division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

Design (DESG)

Department of Fine Arts

DESG 132: Foundations (3) [AS]

Introduction to visual communication and design process. Studio problems to familiarize students with basic design process, elements of design, color theory and individual design criteria as related to traditional and experimental concepts of visual communication. Studio problems explore basic design through the two- and three-dimensional production, experiences, readings, and written analysis. Two 3-hour studios a week and assigned work attendance at outside events (lectures, symposiums, and gallery openings.)

DESG 332: Foundations (3) [AS]

Prerequisite: DESG 132. Advanced visual communication and design. Studio problems to familiarize students with advanced design process, elements of design, color theory and individual design criteria as related to traditional and experimental concepts of visual communication. Studio problems explore advanced design through the two- and three-dimensional production, experiences, readings, and written analysis. Two 3-hour studios a week and assigned work attendance at outside events (lectures, symposiums, and gallery openings.)

DESG 390: Internship I in Design (1-6) [II]

Prerequisite: Consent of Department Chair. This course provides the opportunity for upper-division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

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DESG 401: Independent Study in Design (1-3) [II]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by the student during the semester in conjunction with a faculty advisor. Weekly conferences.

DESG 490: Internship II in Design (1-6) [II]

Prerequisite: Consent of Department Chair. This course provides the opportunity for upper division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

Digital Entertainment (DIGT) (Formerly Entertainment Technology ETEK)

Interdisciplinary Program

DIGT 201: Introduction to Digital Entertainment (3) [AS]

This course will introduce students to a variety of current software to produce digital media associated with the entertainment field. The course will introduce concepts and methods of animation, simulated environments, and gaming. A variety of Digital Entertainment venues will be explored, that may include film, video, television, commercials, virtual environments, special effects, computer generated imagery and animation.

DIGT 301: Advanced Digital Entertainment (3) [AS]

Prerequisite: DIGT 201 or consent of the Instructor. This course extends a student's ability to design and implement digital entertainment environments using a variety of tools and software. Originality and creativity are emphasized. This is a project oriented class where the students are encouraged to work in small teams.

DIGT 202 /402: Digital Entertainment Travel Course

Prerequisite: DIGT 201 or consent of the Instructor. This travel course brings SNC students to visit a variety of film, special effects, gaming, motion capture and sound studios where professionals are producing a spectrum of digital entertainment media. Students may attend a conference, or visit numerous digital entertainment venues.

DIGT 391: Digital Entertainment Workshop (3) [OC]

Prerequisite: DIGT 201 or consent of Instructor. Students will work with professionals in the field of Digital Entertainment and be exposed to a variety of industry expertise depending on the guest. Course will consist of lecture and hands on projects.

Drawing (DRAW)

Department of Fine Arts

DRAW 121: Drawing Fundamentals (3) [AS]

This is an introductory class exploring the fundamentals of drawing while addressing creative problem solving and self-expression.

DRAW 312: Experimental Drawing (3) [AS]

Prerequisite: DRAW 121 or consent of instructor. This course explores new concepts and deeper visual meanings by learning adventurous ways to draw. Students draw on unusual surfaces with new media. Drawing sessions combine modeled, gestural, contour and perspective techniques with less known drawing skills such as frottage, tactile drawing, and mixed media.

DRAW 321: Intermediate Drawing (3) [AS]

Prerequisite: DRAW 121 or consent of instructor. This course builds on the skills learned in DRAW 121 with an emphasis on the student developing their ideas through various drawing media. Students produce a body of finished drawings, as well as exploring ways that drawing complements work in other media.

DRAW 330: Life Drawing (3) [AS]

Prerequisite: DRAW 121. An in-depth investigation of the human form through drawing. Course will cover topics such as anatomy, foreshortening, and various techniques and styles pertaining to the use of the human form in art.

DRAW 401: Independent Study in Drawing (1-3) [II]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

DRAW 421: Advanced Drawing (3) [AS]

Prerequisites: DRAW 121 and DRAW 321, or consent of instructor. This course builds on the skills learned in DRAW 321 with an emphasis on the student continuing to develop their ideas through various drawing media. Students produce a body of finished drawings as well as exploring ways that drawing complements work in other media, such as painting and sculpture. Special attention will be given to analyzing content within the context of Contemporary art.

DRAW 430: Life Drawing II (3) [AS]

Prerequisite: DRAW 330. Advanced study of the drawing of the human figure. Development of drawing and observational skills with particular emphasis on the relationships of the human figure and the figure in environment.

Economics (ECON)

Department of Business

ECON 101: Principles of Microeconomics (3) [ES]

Basic principles of economics at the firm level. This course will cover operation of the price system in determining what goods are produced, how goods are produced, and who receives income. A variety of markets will be covered including competitive, monopoly, and oligopoly. Discuss the benefits of trade and the effect of taxes and tariffs on markets. At the conclusion of this course, students know the basic principles and concepts of economics concerning an individual.

ECON 102: Principles of Macroeconomics (3) [ES]

(ECON 101 is not a prerequisite for ECON 102). Basic principles of economics at the national level. Topics include: causes and effects of unemployment, inflation, balance of payments, deficits, economic development, influence of monetary, fiscal and other policies. Economic activity, in relation to the level, stability and growth of national income, are emphasized.

ECON 322: Economic Theory (3) (AS)

Prerequisites: ECON 101 and ECON 102. An in-depth analysis of aggregate demand and aggregate supply, the theory of money and inflation, and challenges of economic growth. The class will include

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analysis of the behavior of consumers and firms, price determination, various market structures, game theory, and asymmetric information.

Education (EDUC)

EDUC 202: Nevada School Law for Educators (1) [AS]

Fulfills Nevada licensure requirements. This course is designed for assist teacher candidates in successfully completing the licensure requirements through the Nevada Department of Education. It covers Nevada school governance, teacher rights, responsibilities and employment, educator liability, student rights and responsibilities, religious expression and curriculum issues, and special education.

EDUC 455: Exceptional Individuals (3) [ES/Summer]

A survey course to familiarize students with the characteristics of individuals with exceptional needs in public-school programs and strategies to use for integration. Included are processes used to identify these individuals; placement procedures and major educational and psychological intervention techniques; current state and federal legislation dealing with special education; procedures and processes for gifted children and their special needs; discussion and review of ethnic and multi-cultural learning styles and programs.

EDUC 460: Introduction to Educations & Educational Research (3) [ES]

This course focuses on the historical, social, psychological, and political foundations of education, with a strong emphasis on reading and evaluating educational research. Teacher candidates learn professional writing style (APA) and the importance of research in teaching and learning.

EDUC 465: Effective Instructional Practices (3) [ES]

Research-based best practices (K – 12) are presented and analyzed. Teacher candidates will explore how strategies are used to teach state mandated core standards and to differentiate instruction based on student cognitive, social and cultural needs.

EDUC 470: Teaching with Technology (2) [ES]

This class is designed to provide an overview of techniques in classroom uses of computers and other devices. Hands-on simulation activities using PC and Macintosh products related to teaching major and teacher utility needs. Topics include contemporary technology used in schools and presentation of multimedia project production.

Elective (ELEC)

ELEC 095: Strategies for College Success (3) [ES]

This course is a continuation of ELEC 105. Students who have already taken ELEC 105 and are required to take the course again, will register for ELEC 95 as a remedial course.

ELEC 100: Tahoe Orientation (1) [AS]

This orientation to Tahoe is designed to give students the opportunity to explore a variety of activities in Lake Tahoe including hiking, paddle-boarding, beach clean-up, visiting historical sites, climbing and experiencing the ropes course. Student trip leaders

provide insight into how to navigate Sierra Nevada College and help build community for new students.

ELEC 101: Online Training (0) [ES]

This course prepares students to take online classes by familiarizing them with the basic navigational, technical and procedural aspects of the SNC online learning platform. This course is a prerequisite for all other online courses at SNC.

ELEC 105: Strategies for College Success (3) [ES]

A focused, hands-on course which introduces effective study skills, time management strategies, and academic skills review and provides a structured, supervised environment in which to learn and apply proven methods for college success to their immediate situation. The instructor may work with the students' other instructors to use coursework as a real-world model for implementing new strategies. The student will finish the course with an improved understanding of his/her own learning style, individual strengths and weaknesses, and a better grasp of academic skills such as note-taking, listening, reading comprehension, test-taking, studying, goal setting, time management, academic writing, and general organizational skills.

ELEC 106: Strategies for College Success II (3) [ES]

Prerequisite: Instructor approval. This course will introduce focused study time strategies and emphasize the importance of efficient time management. Each class will provide a structured approach to accomplish required assignments and offer additional help specific to student needs. The instructor will work with students individually on improving written and verbal English skills and contact students' other instructors to bridge communication gaps and manage expectations on both ends.

ELEC 107: Strategies for College Success II (3) [ES]

Prerequisite: Instructor approval. This course will continue to focus on study time strategies and emphasize the importance of efficient time management. Each class will provide a structured approach to accomplish required assignments and offer additional help specific to student needs. The instructor will work with students individually on improving written and verbal English skills and contact students' other instructors to bridge communication gaps and manage expectations on both ends.

ELEC 110: The SNC Experience and U.S. Culture (3) [ES]

Online - International Students Only. This course will examine cultural dynamics and academic systems unique to international students' transition and adjustment into the U.S. higher education environments. This course will investigate cultural differences and similarities between home and host cultures, in addition to creating action plans that will assist with goal achievement through experiential learning and skill development. This course will teach international students about expectations, classroom dynamics and study skills, cultural integration, and professional development practices.

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Elementary Education (ELEM)

ELEM 495: ELEM Student Teaching Seminar (8) [ES/Summer]

This course provides full-time supervised teaching in elementary schools. Students are required to attend weekly seminars throughout the term.

English (ENGL)

Department of Humanities and Social Sciences

ENGL 080: Advanced Academic Listening/Speaking and Conversation (3) [ES]

Corequisite: ENGL 085. This course is an intensive aural-oral course of American English with focus on academic purposes. It includes a review of basic grammar, sentence structure, and idiomatic language and continual practice in conversation. Class work is complementary to and coordinated with that of ENGL 090. Does not count toward graduation.

ENGL 081: Advanced Academic Listening/Speaking and Conversation (3) [ES]

Corequisite: ENGL 085. This course is an intensive aural-oral course of American English with focus on academic purposes. It includes a review of basic grammar, sentence structure, and idiomatic language and continual practice in conversation. Class work is complementary to and coordinated with that of ENGL 090. Does not count toward graduation.

ENGL 082: Advanced Academic Listening/Speaking and Conversation (3) [ES]

Corequisite: ENGL 085. This course is an intensive aural-oral course of American English with focus on academic purposes. It includes a review of basic grammar, sentence structure, and idiomatic language and continual practice in conversation. Class work is complementary to and coordinated with that of ENGL 090. Does not count toward graduation.

ENGL 083: Advanced Academic Listening/Speaking and Conversation (3) [ES]

Corequisite: ENGL 085. This course is an intensive aural-oral course of American English with focus on academic purposes. It includes a review of basic grammar, sentence structure, and idiomatic language and continual practice in conversation. Class work is complementary to and coordinated with that of ENGL 090. Does not count toward graduation.

ENGL 085: Introduction to Writing for English Language Learners (3) [ES]

Corequisite: ENGL 080. This course stresses the development of writing skills fundamental to expressing ideas, imagination and opinion. Focus will include an intensive review of sentence structure and grammar, as well as continual vocabulary development through writing and reading with attention to organizing paragraphs and academic essays. Students are encouraged to develop fluency in written expression, clarity of style and improved proficiency in the use of the English language. Does not count toward graduation.

ENGL 090: Introduction to Writing (3) [ES]

This course stresses the development of writing skills fundamental to expressing ideas, imagination, and opinion. It includes intensive review of the sentence, with some attention to organizing paragraphs and essays. Students are encouraged to develop fluency in written expression, clarity of style, and proficiency in the use of the English language. Does not count toward graduation.

ENGL 095: Writing Proficiency Preparation (1) [AS]

This course serves as an academic recovery class for students who have failed the Junior Proficiency Exam multiple times. Reading, writing and critical thinking skills will be the focus. Students may retake the exam at scheduled intervals during the course and may place out at any point during the semester as they demonstrate college-level writing proficiency.

ENGL 101: Core Composition 1 (3) [ES]

Core Curriculum Course. Prerequisite: Passing English Placement test, an SAT I of 500, or an ACT of 21. This course focuses on thematic reading and writing to develop the skills needed to write at college level. Students discuss, analyze and evaluate texts to inform individual writing assignments. Written work must demonstrate organization, development, logic and mastery of grammar/mechanics. Revision is required. Course content includes research writing with MLA documentation.

ENGL 101: Freshman Composition - The Individual and Society (3) [ES]

Core Curriculum Course. Prerequisite: Passing English Placement test, an SAT I of 500, or an ACT of 21. This course explores the dynamic relationship between individuals and the society in which they live, with attention to the resulting connections, conflicts and compromises that occur. Examination of themes and techniques in assigned reading is emphasized to develop evaluation, analysis, synthesis and critical thinking skills. Weekly written work, in class discussions, essays, research writing and a portfolio documenting revisions are required.

ENGL 101: Freshman Composition - The Creative Process (3) [ES]

Core Curriculum Course. Prerequisite: Passing English Placement test, an SAT I of 500 or ACT of 21. This course explores the creative process through reading and writing in a variety of genres including creative non-fiction, short fiction, literary criticism, and poetry with an emphasis on imaginative approaches. Examination of themes and techniques in assigned reading is emphasized to develop evaluation, analysis, synthesis and critical thinking skills. Weekly written work, in class discussions, essays, research writing and a portfolio documenting revisions are required.

ENGL 101: Freshman Composition – Writing and the Environment (3) [ES]

Core Curriculum Course. Prerequisite: Passing English Placement test, an SAT I of 500 or ACT of 21. This course explores literature and the environment including our notions of nature and wilderness, our relationship to animals, our own place in the world and our understanding of the concept of “place.” Examination of themes and techniques in assigned reading is emphasized to develop evaluation, analysis, synthesis and critical thinking skills. Weekly written work, in class discussions, essays, research writing and a portfolio documenting revisions are required.

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ENGL 101: Freshman Composition – Media Studies (3) [ES]

Core Curriculum Course. Prerequisite: Passing English Placement test, an SAT I of 500 or ACT of 21. This course explores the media's role in society and how it affects public opinion and discourse, with a focus on how the media covers current events, both in historical and contemporary contexts. Examination of themes and techniques in assigned reading is emphasized to develop evaluation, analysis, synthesis and critical thinking skills. Weekly written work, in class discussions, essays, research writing and a portfolio documenting revisions are required.

ENGL 102: Freshman Composition: Media Writing (3) [ES]

Core Curriculum Course. Prerequisite: ENGL 101. This course builds on and further develops the writing skills introduced in ENGL 101 with a focus on issues in the media. Students examine how media reflects, represents and shapes society, while writing in a variety of modes. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

ENGL 102: Freshman Composition: Contemporary Literature (3) [ES]

Core Curriculum Course. Prerequisite: ENGL 101. This course builds on and further develops the writing skills introduced in ENGL 101 with a focus on contemporary fiction, creative non-fiction and poetry. Students examine and analyze creative writing paying careful attention to issues of theme and style, while writing in a variety of modes. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

ENGL 102: Freshman Composition: Educational Issues (3) [ES]

Core Curriculum Course. Prerequisite: ENGL 101. This course builds on and further develops the writing skills introduced in ENGL 101 with a focus on issues in education. Students examine contemporary educational issues including equity and access locally and nationally, while writing in a variety of modes. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

ENGL 102: Freshman Composition: Image and Writing (3) [ES]

Core Curriculum Course. Prerequisite: ENGL 101. This course builds on and further develops the writing skills introduced in ENGL 101 with a focus on how images convey messages. Students examine how still and moving images influence our understanding of the world we live in, while writing in a variety of modes. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

ENGL 102: Freshman Composition: Contemporary Communication (3) [ES]

Core Curriculum Course. Prerequisite: ENGL 101. This course builds on and further develops the writing skills introduced in ENGL 101 with a focus on communication. Students examine and compare various modes of communication such as in person, in writing, electronic, and other forms, then evaluate the merits of each, while writing in a variety of modes. Students are required to conduct both

primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

ENGL 103: Field Work (Specific Topics May Vary) (1) [ES]

Prerequisites: ENGL 101 and instructor approval. Students can elect to take this one unit of field work related to subject content. Students have the opportunity to contribute to the community through partnerships with various institutions or organizations. Students will be required to complete 8 to 15 hours of service or field work, as well as reflection assignments.

ENGL 203: Field Work (Specific Topics May Vary) (1) [AS]

Prerequisites: ENGL 101 and instructor approval. Students can elect to take this one unit of field work related to subject content. Students have the opportunity to contribute to the community through partnerships with various institutions or organizations. Students will be required to complete 8 to 15 hours of service or field work, as well as reflection assignments.

ENGL 204: Introduction to Creative Non-Fiction Workshop (3) [ES]

Prerequisite: ENGL 101. This course introduces students to fundamentals of creative non-fiction, style, and techniques specific to the genre. Course work includes close examination of creative non-fiction models along with significant writing within the genre.

ENGL 205: Introduction to Creative Writing Workshop (3) [AY]

Prerequisite: ENGL 101. This course is an introduction to the process of writing in a variety of genres: poetry, short fiction, and drama. Reading and discussion of contemporary writers of poetry and fiction is required. Introduction to the practice of literary analysis that forms the basis of a workshop focused on the students' writing.

ENGL 206: Introduction to Fiction Workshop (3) [ES]

Prerequisite: ENGL 101. This course introduces students to fundamentals of short fiction, style, and techniques specific to the genre. Course work includes close examination of fiction models, along with significant writing within the genre.

ENGL 208: Introduction to Screenwriting Workshop (3)[AS]

Prerequisite: ENGL 101. This course covers the basic concepts of the art of screenwriting for film beginning with the general structure and formats set by the current industry. The majority of the course will focus on developing a good story line, including creating well developed characters, dramatic need, and strategic placing of plot points.

ENGL 210: Writing Workshop Series (1) [ES]

These workshops are offered in conjunction with the literary speaker series. After attending readings, students will participate in writing workshops as directed by guest speakers.

ENGL 215: Introduction to Film Studies (3) [AS]

This course looks critically at motion pictures as art and literature with an emphasis on American film masterpieces. It introduces students to basics of film history, terminology and evolution.

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ENGL 250: An Introduction to Shakespeare (3) [AY]

Prerequisite: ENGL 101. This course is an introduction to the poetry and plays of William Shakespeare. The course explores his work in the context of his time and of successive eras. Focused examination on language use and on other matters of form and style.

ENGL 280: Special Topics (3) [AY]

Varying topics on important genre developments, critical theories or other subjects in literature and creative writing.

ENGL 288: Introduction to Poetry Workshop (3) [AS]

Prerequisite: ENGL 101. This course introduces students to basics of writing, reading, interpreting and critiquing poetry in a workshop environment. The focus is on production of new works, along with revisions. Close attention is paid to fundamentals of figurative language and verse elements.

ENGL 295: Introduction to Literary Criticism (3) [OC]

Prerequisite: ENGL 101. Focuses on approaches to literature that stress close reading with examination of literary genres, styles and techniques. Students interpret and analyze major works and are introduced to various modes of criticism. Student responses to the reading include in-class discussions, parodies, short response papers, and formal analysis papers.

ENGL 303: Field Work (Specific Topics May Vary) (1) [AS]

Prerequisites: ENGL 101 and instructor approval. Students can elect to take this one unit of field work related to subject content. Students have the opportunity to contribute to the community through partnerships with various institutions or organizations. Students will be required to complete 8 to 15 hours of service or field work, as well as reflection assignments.

ENGL 304: Intermediate Creative Non-Fiction Workshop (3) [AY]

Prerequisite: ENGL 204 or consent of instructor: This course builds on the students' foundation of fundamentals in creative non-fiction, including style and techniques specific to the genre. Course work includes close examination of creative nonfiction models along with significant writing within the genre, examination of markets and submitting work for publication.

ENGL 305: Intermediate Creative Writing Workshop (3) [AY]

Prerequisite: ENGL 205 or consent of instructor. This class takes a workshop approach to writing fiction, poetry, and drama. Students submit original material and participate in class critiques. Reading and discussion of contemporary writers is required.

ENGL 306: Intermediate Fiction Workshop (3) [OC]

Prerequisite: ENGL 205 or consent of instructor. This course builds on the students' foundation of fundamentals in fiction writing, including style and techniques specific to the genre. Course work includes close examination of creative fiction models along with significant writing within the genre, examination of markets and familiarity with submission process.

ENGL 307: Travel and Adventure Writing (3) [AS]

Prerequisites: ENGL 204 or JOUR 240. This course emphasizes writing focused on travel and outdoor experiences. Students will study models in the genre and produce written works geared to

traditional and non-traditional markets – from novels, to magazines, to blogs. Outcomes geared to publication.

ENGL 308: Intermediate Screenwriting Workshop (3) [AS]

Prerequisite: ENGL 208 or consent of instructor. This course continues and builds on Introduction to Screenwriting. A completed screenplay is required, as well as significant revision. Students will study model screenplays. Some attention to markets and submission process is included.

ENGL 310: Sierra Nevada Review Editing Workshop (3) [ES]

Prerequisite: Consent of instructor. Students will read and respond to literary submissions to the Sierra Nevada Review and participate in its production from the selection process up to and past its annual publication. A high-level of skill in literary criticism is required.

ENGL 326: Early American Literature (3) [AY]

Prerequisite: ENGL 101. This course provides an examination of the various dimensions of American literature from 1620 up to the modern era. It includes a study of all major genres: novels, poetry, short fiction, and drama. The literature is related to the cultural and historical dynamics of the American experience.

ENGL 327: Contemporary American Literature (3) [AY]

Prerequisite: ENGL 101. This course covers American literature from the early modern era to the present. All major genres are covered: novels, poetry, short fiction, and drama. The literature is related to the cultural and historical dynamics of the American experience.

ENGL 328: British Literature through the 18th Century (3) [AY]

Prerequisite: ENGL 101. This is a survey of British literature from early medieval writing through the Renaissance up to the close of the eighteenth century. Study includes analysis of emerging themes, impact of social and political climate on the literature, and development of various forms and genres.

ENGL 329: British Literature from the 18th Century to the Present (3) [AY]

Prerequisite: ENGL 101. This is a survey of British literature from the close of the eighteenth century to the early twenty-first century. Study includes analysis of themes, impact of social and political events on literature, and detailed examination of various genres and styles.

ENGL 330: Multicultural Literature (3) [AY]

Prerequisite: ENGL 101 or consent of instructor. This course covers modern issues and themes in literature from within the United States that reflects the various ethnic groups and cultures that comprise our society. Viewpoints are examined and compared.

ENGL 331: Art of the Novel (3) [AY]

Prerequisite: ENGL 101 or consent of instructor. Art of the Novel provides a foundation in critical analysis of the novel, concentrating on major 20th century novelists in the American tradition. The course examines elements of form such as style, character, setting and voice, as well as the theme of identity.

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ENGL 350: The Tragedies of Shakespeare (3) [AY]

Prerequisite: ENGL 101. This course focuses on the elements of tragedy, character, conflict, and historical context in some of Shakespeare's dramatic tragedies. It involves comparisons and critiques of various film versions of selected plays.

ENGL 351: The Comedies of Shakespeare (3) [AY]

Prerequisite: ENGL 101. This course focuses on elements of types of comic drama, characters, and historical context in some of Shakespeare's comedies. It involves comparison and critiques of various film versions of selected plays.

ENGL 371: Advanced Literature Analysis: King Arthur (3) [AY]

Prerequisite: ENGL 101. Study of one of Western culture's most enduring and provocative myths- King Arthur and Camelot. Several novels and epic poems from the 11th century to the present, with vastly different interpretations of the Arthurian saga, are studied. The significance of Arthur, Lancelot, Camelot, Merlin, the Round Table, and the Holy Grail for contemporary culture and the future are explored.

ENGL 373: Advanced Literature Analysis: Moby Dick (3) [AY]

Prerequisite: ENGL 101. Reading and interpretation of one of the world's great books. Analysis from several perspectives and on several levels, including style and literary devices, symbolism, philosophy, mythology, and the underlying psychological meaning about the nature of man and man's relationship to nature. The novel is compared with the classic movie interpretations.

ENGL 380: Special Topics (1-3) [AY]

Varying topics on important genre developments, critical theories or other subjects in literature and creative writing.

ENGL 381: Language, Thought, and Culture (3) [AS]

Prerequisite: ENGL 101. A study of the relationships between words and thought, and between language and culture. Explores origins of words and how changes in meaning over time reflect and influence changes in cultural values, beliefs, and aspirations.

ENGL 384: Psychology Through Literature (3) [AY]

Prerequisites: PSYC 101 and ENGL 101, or consent of instructor. Study of psychological types, principles, and approaches as illustrated and interpreted in short stories and poetry. Topics include mental illness, perception, motivation, child development, and interpersonal relations. (Also listed as PSYC 384 under Psychology.)

ENGL 387: Contemporary Poetry (3) [AY]

Prerequisite: ENGL 101: This course is an examination of contemporary poetry that explores form, style, voice, technique and other elements of the genre. Intensive reading and analyses are emphasized throughout the course.

ENGL 388: Intermediate Poetry Workshop (3) [AY]

Prerequisite: ENGL 387. This course is a workshop course focusing on each student writer's individual form and style. The works of contemporary writers are studied in depth.

ENGL 390: Internship (1-6) [II]

Prerequisite: Consent of Department Chair. Supervised work experience in public and private organizations on assignments related to the student's career goals. Eighty hours per credit of supervised employment plus monthly seminars with other internship students. Internship may be paid or volunteer.

ENGL 400: Universal Themes in Literature (3) [AY]

Prerequisite: ENGL 101. This class explores selected works of world literature by focusing on universal themes that connect them. Comparative analyses of major works are required.

ENGL 401: Independent Study in English (1-3) [II]

ENGL 404: Advanced Creative Non-Fiction Workshop (3) [AY]

Prerequisite: ENGL 304 or consent of instructor. This course is an advanced course for creative non-fiction writers that extends their knowledge of form, style and techniques, focusing on publishable work within the genre. Examination of markets and submission of work for publication is required.

ENGL 405: Advanced Creative Writing Workshop (3) [OC]

Prerequisite: ENGL 305 or consent of instructor: This course is an advanced workshop for writers whose work spans several genres, including poetry, prose and drama. The focus is on production of original works, peer critiques, and revision.

ENGL 406: Advanced Fiction Workshop (3) [OC]

Prerequisite: ENGL 306 or consent of instructor. This course is an advanced workshop in fiction involving production and revision of original work, peer-critiques and portfolio development. Students will become familiar with markets in the genre and the submission process.

ENGL 408: Advanced Screenwriting Workshop (3) [AS]

Prerequisite: ENGL 308 or consent of instructor. This is an advanced workshop involving production of marketable screenplays, revision of original work, peer critique and intensive study of current screenplays from acclaimed films. Other topics include Writers Guild and submission of screenplays.

ENGL 410: Sierra Nevada Review Editing Workshop (3) [ES]

Prerequisite: Consent of instructor. Students will read and select work for the Sierra Nevada Review. A high-level of skill in literary criticism is required. Students will meet and work as an editorial board taking the Review through all stages of publication.

ENGL 411: Descriptive Grammar (3) [OC]

Prerequisites: ENGL 101 and ENGL 102. This course is designed for students planning to teach secondary English. It involves an extensive review of functions, rules and structure of English grammar.

ENGL 455: Masterpieces of World Literature (3) [AY]

Prerequisite: ENGL 101. This course involves a study of great literary works by women and men throughout human history, ranging from ancient myths to modern novels, from poetry and prose to drama, and from the Western and Eastern traditions to the works of Third World cultures. Focus on style, symbolism, theme, and the history of human ideas, beliefs, values, and aspirations. It emphasizes study

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of these literary works as expressions of and influences on their times and cultures and as important voices for our own times and lives. (Also listed as HIST 455 under History.)

ENGL 480: Special Topics in English (1-3) [OC]

Varying topics on important genre developments, critical theories or other subjects in literature and creative writing.

ENGL 488: Advanced Poetry Workshop (3) [OC]

Prerequisite: ENGL 388 or consent of instructor. This course is an advanced workshop in poetry involving production and revision of original work, peer-critiques and portfolio development. Students will become familiar with markets in the genre and the submission process.

ENGL 490: Literature Capstone (3) [AS]

This course covers a broad range of world literature and includes examination and review of universal themes, literary eras and genres. It provides a comprehensive overview of the literature curriculum and is required for students majoring in English.

ENGL 493: Professional Practices (3) [AS]

This course is required for English BFA students and focuses on a culminating review and portfolio of all work in the field during the junior and senior years. Work in the field includes, but is not limited to, publication of the student's original writing, editorial work on college or other publications, participation in readings, literary events, conferences, field trips, internships, tutoring and other types of direct experience.

Entrepreneurship (ENTP)

Department of Business

ENTP 200: Foundations of Entrepreneurship (3) [ES]

(Core Curriculum Course) This course teaches the processes used to develop an idea - whether of a for-profit or not-for-profit product or service - from initial conception to organizational launch and subsequent sustainability. Specific process elements include the creation of a simple (2-page) business plan and market strategy, testing for financial viability, and preparing to "open for business" and operate thereafter. The course provides a broad exposure to the application of a wide spectrum of concepts and tools useful in one's personal, as well as professional life: formulating and communicating key messages, orally and in writing; value creation; budgeting resources; developing and executing a plan of action; collaborating with others.

ENTP 310: Opportunity Recognition (3) [AS]

Prerequisite: ENTP 200. This course examines the processes and practices of opportunity recognition and creation. Through readings, cases, exercises and field study, students will examine different approaches to innovation from classical research and development to empathetic design and network innovation. Students will also learn about sources of business ideas, team processes and environments that foster idea generation, idea screening and selection methods.

ENTP 320: Financing Entrepreneurial Ventures (3) [AS]

Prerequisites: ACCT 204, ACCT 205, BFIN 351, or ENTP 410. This course covers the financial challenges unique to small and medium-

sized firms either starting up or experiencing periods of rapid growth. Topics include raising "seed" and growth capital, using angel funds and venture capital, IPOs, sources of capital for long and short-term needs, and franchising and licensing. Students will develop comprehensive, multi-year *pro forma* income statements, balance sheets, cash flow analyses, and break-even analyses for an entrepreneurial venture, either real or hypothetical, and defend their capitalization plan before a live audience.

ENTP 390/490: Internship in Entrepreneurship I/II (1- 6) [ES]

Prerequisite: Consent of the instructor. This course requires 50 hours per credit of independent fieldwork in an entrepreneurial business environment. Students define specific learning objectives, developed in conjunction with their faculty internship advisor, Department Chair and sponsoring field supervisor. Supervisory performance evaluations, readings, reports, and faculty conferences throughout the internship period reinforce Field experience.

ENTP 400: Creating Entrepreneurial Ventures (3) [ES]

Prerequisites: ENTP 200, ENTP 310, and upper division standing. This course examines how new businesses are started: identifying the issues, concepts, practices, tools, techniques and skills relevant to start-up and early-stage entrepreneurs. Students will develop a comprehensive business plan for a for-profit, non-profit social action, or community-oriented initiative of their choice, and present and defend it before a live audience of students, faculty, and invited guests.

ENTP 401: Independent Study in Entrepreneurship (3) [ES] [III]

Prerequisite: Consent of instructor. This course provides selected students the opportunity to develop and/or implement specific projects or other approved phases of research or independent study in the entrepreneurship field.

ENTP 420: Corporate Entrepreneurship (3) [AS]

Prerequisites: MGMT 260 and INTB 370. This course examines how established organizations can be dynamic and entrepreneurial instead of mechanistic or bureaucratic. Students will learn about the processes, structures, functions and leadership characteristics that either foster or stifle organizational creativity, flexibility, adaptability, and agility. Students will also learn about creating and developing new ventures within established organizations. Learning outcomes are reinforced by research projects that reveal the manifestation of course concepts in real-world enterprises.

ENTP 450: Business Plan Competition (3) [AS] [AS]

Prerequisites: ENTP 200 and ENTP 400. The course is designed to provide coaching and mentorship for students entering internal and external business plan competitions. Students will develop professional caliber business plans and funding pitches aimed at third-party investors and/or lenders.

ENTP 475: Capstone in Entrepreneurship (3) [AS]

Prerequisites: Senior standing and consent of instructor. This course is the capstone of the Entrepreneurship degree program. The overarching goal of the course is to facilitate Entrepreneurship students' ability to synthesize the knowledge, skills, and insights they have acquired throughout the program in order to maximize their ability to apply and sustain the entrepreneurial spirit after

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graduation. Learning outcomes are reinforced by guest lecturers from entrepreneurs and investors focused on entrepreneurial ventures. Students also serve as a student advisory board that assists the faculty to continuously improve the value and relevancy of the entrepreneurship program.

ENTP 491: Young Entrepreneurs Program (9) [AS]

Prerequisite: ENTP 200. The Young Entrepreneurs Program (YEP) is a certificate program offered by SNC to highly qualified adults—generally from nations with developing economies who are engaged in the formation and management of new business or non-profit enterprises.

Environmental Policy (ENVP)

Department of Science and Technology

ENVP 390: Internship in Environmental Policy (1-6) [II]

Supervised work experience in an approved public or private organization involved in environmental policy making. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

ENVP 423: Environmental Planning and Public Policy (4) [AY]

Prerequisites: ENVS 200/205 and ENVP 223. In-depth analyses of the elements, issues, and techniques of environmental planning at local, regional, national, and international levels. Environmental planning is placed in the context of key public policies. Environmental planning in the Lake Tahoe basin is used to highlight major concepts presented in class.

ENVP 425: Environmental Law (4) [AY]

Prerequisite: ENVS 200/205. Study of federal, state, and local environmental laws. Considers the benefits and limitations of key environmental laws, and the costs and benefits of environmental regulation. In-depth case studies including issues in the Lake Tahoe basin are used to highlight the complexities of creating and implementing environmental laws.

ENVP 426: Natural Resources Economics (3) [AS]

Prerequisites: ECON 101, ECON 102, MATH 251, and ENVS 200/205. The principles of economics and knowledge of how environmental systems function are applied to a wide-variety of natural resource issues and policies in areas such as forestry, mining, aquatic systems, climate change, wildlife, biological diversity agriculture, and recreation. In examining these issues, students will become better acquainted with different types of economics models used in decision-making, and develop tools for problem-solving in complex resource issues.

ENVP 471: Research Methods in Environmental Policy (2-3) [AS]

Prerequisite: Senior standing or consent of the instructor. In a small research team or individually, students will practice major steps of scientific research: searching the literature, framing a research question, developing an experimental approach, creating a research schedule, documenting work, testing a hypothesis using statistics, and presenting a research project in oral and poster format. Course assignments may apply to students' senior research projects or to mock research topics assigned by the instructor.

ENVP 480: Special Topics in Environmental Policy (3) [OC]

Varying topics on significant areas including historical developments, recent developments, and critical and theoretical issues associated with environmental policy and planning.

ENVP 481: Senior Research Project in Environmental Policy (3) [II]

Prerequisites: ENVP 471 and permission of the instructor. The selection, design, implementation and reporting of an approved biology research project. The research project may be a continuation of a project begun the previous semester in ENVP 471. Requires written progress and final reports.

ENVP 490: Internship in Environmental Policy (1-6) [II]

Prerequisite: ENVP 390. Supervised work experience in an approved public or private organization involved in environmental policy making. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

Environmental Science (ENVS)

Department of Science and Technology

ENVS 120: Introduction to Forestry (3) [OC]

Fundamentals of forestry, including dendrology, forest management, forest protection, measurements and policy. Multiple use of forest lands including forage, recreation, wildlife, and timber.

ENVS 200/205 (Lab): Environmental Systems (3/1) [ES]

(Core Curriculum Course) Prerequisites: MATH 101 or higher, and ENGL 102. This course introduces students to natural systems on earth, and how humans are molded by them and affect them. It concerns the connection of economic, ethical, and physical environments, and guides students through the study of environmental and economic sustainability, and how they affect human equity treatment. It also reinforces students' numeracy skills on probability, graphic, calculation, and statistics, in an environmental context that includes application of the Tahoe Basin.

ENVS 223: Introduction to Natural Resource Management (3) [AS]

Prerequisites: ENVS 200/205. This course exposes students to a range of disciplines contributing to effective and theoretical and historical perspectives of natural resource management including, forestry, wildlife management, fisheries, soils/geology, water resources, watershed management, climate change, land use, and environmental planning. In addition, students will apply natural resource management concepts on two mandatory field days.

ENVS 253: Alternative Energy Systems I (3) [AS]

Prerequisites: ENVS 200/205. A broad survey of small-scale alternative energy systems with topics, including, photovoltaics, wind energy, solar domestic water and space heating, hydro-power, and alternative powered vehicles. Combines theory with hands-on practice through an alternative energy final project.

ENVS 280: Special Topics in Environmental Science (1-3) [II]

Varying topics in environmental science, including regional field studies, sustainability, recent developments, and interdisciplinary approaches to environmental science or environmental policy.

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ENVS 310: Humans in the Environment (3) [OC]

Prerequisites: ENVS 200/205. An interdisciplinary study of the relationship between humans and their social and natural environments. A combination of skills in computers, mathematics, and writing are used to investigate complex environmental issues. The local and global effects of human population growth, pollution, and consumption of natural resources are examined with numerous case studies. Scientific methodologies are emphasized as tools for environmental problem solving.

ENVS 354: Alternative Energy Systems II (3) [OC]

Prerequisite: ENVS 353. Second semester course in design, installations, and maintenance of small-scale energy systems. Topics include photovoltaic's, wind energy, solar, domestic water and space heating, hydropower, and alternative vehicles. Consideration of the importance of scale in energy assessment. Combines theory with hands-on practice. Topics vary from semester to semester.

ENVS 355: Environmental Engineering (3) [AY]

Prerequisites: ENVS 200, ENVS 205, and MATH 130. Introduction to environmental engineering with emphases on water quality, air quality and treatment processes. Quantitative analyses of environmental processes as influenced by human activities. Concepts of contaminant cycling through air, water, and soil systems, water and air chemistry, transport models for contaminants, and physical, chemical, and biological treatment processes.

ENVS 356: Environmental Engineering Lab (1) [AY]

Prerequisites: ENVS 200, ENVS 205, and MATH 130. Computer labs that compliment ENVS 355 lectures and will require students to develop critical thinking skills and problem solving strategies as they address a range of real world environmental problems through computer modeling.

ENVS 360: Natural History Field Studies (3) [Summer]

Prerequisites: ENVS 200 and ENVS 205. Students of Natural History Field Studies learn about a regional ecosystem *in situ* through observation, description, inquiry, and experimentation. Topics of studies will be partly site-specific, but will include geologic, hydrologic, and ecologic investigations. The course will be conducted in one location that may vary each time the course is offered; potential sites include Colorado Plateau, Pacific Northwest, Great Basin, Baja, Mexico, Sonora Desert, and the Northern California Coast, with travel fees commensurate to destination. Students will travel to locations to conduct studies, with limited on-campus instruction before and/or after travel.

ENVS 390: Internship in Environmental Science (1-6) [II]

Supervised work experience in an approved public or private organization involved in environmental concerns. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

ENVS 421: Geographical Information Systems (GIS) (3) [AY]

Prerequisites: ENVS 200 and ENVS 205. Corequisite: ENVS 425. Hands-on course using GIS software, mainly ESRI ArcView. Covers

fundamental GIS concepts. Develop basic spatial analysis skills using vector and raster data. Creation and manipulation of geographic databases and themes, geocode addresses, display and query databases, perform spatial analysis, design map layouts, and generate hard-copy maps. Class size limited to available resources.

ENVS 422: Advanced Graphic Information (3) [OC]

Prerequisites: ENVS 421 and 425. Corequisite: ENVS 426. This course will address the advanced GIS topics of geoprocessing, topology, spatial analysis, and cartography. Assigned readings and tutorials will prepare students for class project using GIS skills. Time with the instructor will be used to trouble shoot problems.

ENVS 425: Geographical Information Systems Lab [AY]

Corequisite: ENVS 421. Activities involve group work, the study GIS technology, the use of GPS receivers to do survey work, visitations with professional GIS workers, and GIS field research.

ENVS 426: Advanced Graphic Information Systems Lab (1) [OC]

Prerequisite: ENVS 425. Corequisite: ENVS 422. Additional class-time for teamwork and to troubleshoot problems associated with six (6) realistic GIS projects.

ENVS 431: Environmental Education (3) [OC]

Prerequisites: ENVS 200 and ENVS 205. Designed to teach students the methods and philosophy of environmental education and park interpretation. Students learn how to give nature programs in parks and schools and how to design nature trails. The course incorporates fieldwork to implement some of the student's ideas.

ENVS 471: Research Methods in Environmental Science (2-3) [AS]

Prerequisite: Senior standing or consent of the instructor. In a small research team or individually, students will practice major steps of scientific research: searching the literature, framing a research question, developing an experimental approach, creating a research schedule, documenting work, testing a hypothesis using statistics, and presenting a research project in oral and poster format. Course assignments may apply to students' senior research projects or to mock research topics assigned by the instructor.

ENVS 480: Special Topics in Environmental Science (3) [OC]

Varying topics on significant areas including historical developments, recent developments, and critical and theoretical issues associated with environmental science.

ENVS 481: Senior Research Project in Environmental Science (3) [II]

Prerequisites: ENVS 471 and permission of the instructor. The selection, design, implementation and reporting of an approved biology research project. The research project may be a continuation of a project begun the previous semester in ENVS 471. Requires written progress and final reports.

ENVS 490: Internship in Environmental Science (1-6) [II]

Prerequisite: ENVS 390. Supervised work experience in an approved public or private organization involved in environmental concerns. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

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Earth Sciences (ESCI)

Department of Science and Technology

ESCI 101: Geology (3) [AY]

Corequisite: ESCI 105. Survey of physical, historical, and environmental geology. Development of landforms, rocks, and minerals; processes of volcanism, weathering, mountain building, glacial and fluvial sculpturing; plate tectonics. Study of those environmental problems with a strong geologic component. Short and long-term geologic effects of human activities.

ESCI 105: Geology Lab (1) [AY]

Corequisite: ESCI 101. Lab course to accompany ESCI 101. Experiments and exercises with write-ups to supplement lecture material. Local field trips to study Lake Tahoe geology.

ESCI 121: Introductory Astronomy (3) [AS]

An introduction to planetary and stellar astronomy, and cosmology. Course topics include the cycles of the sky, observing the night sky, the Solar System, stellar evolution, galaxies, and the nature of the Universe.

ESCI 210: Meteorology (3) [OC]

Prerequisites: ENVS 200 and ENVS 205. Corequisite: ESCI 215. Physical characteristics of the atmosphere. Fundamental theories of weather observation and forecasting. Study of precipitation processes, weather observation, forecasting, air masses and fronts. World climate correlation. Local field study.

ESCI 215: Meteorology Lab (1) [OC]

Corequisite: ESCI 210. Lab and field work to accompany ESCI 210. Forecasting, observations, precipitation studies, and weather models.

ESCI 301: Hydrology and Water Resources (3) [OC]

Prerequisite: ENVS 200 and ENVS 205. Corequisite: ESCI 305. Study of the behavior of water in nature and the use of that knowledge for the beneficial management of water resources. Includes analysis of rainfall and runoff, snow hydrology, flood frequency analysis, and water resource development.

ESCI 305: Hydrology and Water Resources Lab (1) [OC]

Corequisite: ESCI 301. Lab and field work to accompany ESCI 301. Ground water supply, precipitation, stream flow, water budgets, flooding and watershed models.

ESCI 311: Soils (3) [OC]

Prerequisites: CHEM 101, MATH 251, BIOL 101, and BIOL 102. Corequisite: ESCI 315. Study of soil genesis, morphology, and classification; physical, chemical, and biological properties of soil; plant-soil relations; stability, productivity, and management implications; and soil and environmental quality.

ESCI 315: Soils Lab (1) [OC]

Corequisite: ESCI 311. Lab and field work to accompany ESCI 311. Description of soil profile and measurement of the texture, physical and chemical organic matter, reaction, and natural characteristics of soil.

ESCI 320: Climate Change (3) [OC]

Prerequisites: ENVS 200 and ENVS 205. Climate Change will begin with an exploration of the science of climatology where students will gain an understanding of how Earth's climate systems operate. Next, students will review evidence of earth's climate record to gain an understanding for how global climates shift, as well as examine models for projected climate change. This course will conclude with an interdisciplinary exploration into the human causes and consequences of climate change, including policy options and sustainability approaches.

ESCI 401: Environmental Geochemistry (3) [AY]

Prerequisites: CHEM 101/105, CHEM 102/106, MATH 251, ENVS 200/205. Environmental Geochemistry will focus on the fundamental geochemical processes regulating the distribution of chemicals in terrestrial and aqueous systems. The primary emphasis of course work will be on solubility and redox chemistry covering topics such as fate and transport of inorganic and organic species in the environment, mineral dissolution and precipitation, role of soils and rocks on water chemistry, biogeochemistry, and use of isotopes as environmental tracers. Case studies and exercises will focus on the Sierra Nevada and the Great Basin regions to help develop course topics.

ESCI 420: Geology of Death Valley and the Eastern Sierra (3) [AS]

Prerequisites: ENVS 200 and ENVS 205. A field-based course on the crustal earth processes and landforms of the Death Valley region and Eastern Sierra. From the youngest mountain range in the United States to some of the oldest rocks to be found in the West, Death Valley and the Eastern Sierra display some of the most diverse landforms to be found anywhere. Emphases on field identification of major mineral and rock types, sedimentary processes, volcanic features, and organic landforms. Students keep a detailed field journal and complete an intensive research project.

Fine Arts and Exhibition (FNAR)

Department of Fine Arts

FNAR 351: Introduction to Art Therapy (3) [AY]

Prerequisites: PSYC 101 and a Studio Fine Arts Course. Student explores the history and current status of art as a therapeutic modality and a healing force. Through literature review and experiential learning the student will consider how visual and performing arts can stimulate and expand physical, emotional, psychological and cognitive functioning. Art as a form of communication, as a remedial or corrective learning experience, and as a tool in special education. Also listed as PSYC 351.

FNAR 370: Mixed Media (3) [ES]

Mixed Media explores a combination of materials both technically and conceptually. This course offers an introduction and experimentation in physically combining both traditional and non-traditional materials including sculpture, painting, drawing, installation, etc. Mixed Media also explores an experimental approach to art making in a contemporary context.

FNAR 380: Special Topics in Fine Arts (3) [ES]

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FNAR 381: Junior Art Portfolio Review (JAPR) (1) [ES]

Fine Arts majors that have 60 or more completed credits are required to submit a portfolio for departmental review. It is mandatory to pass this review in order to receive a Fine Arts degree. Students will work on portfolio and being prepared for the review, working on oral presentation and display of portfolio.

FNAR 382: Professional Practices I (2) [ES]

Co-requisite: FNAR 381. This course merges student's studio practice with critique. Students will address issues in their art practice while exploring their individual artistic vision. Students will work on artist statement, portfolio presentation, and other practical items required being a contemporary practicing artist.

FNAR 390: Internship I (1-3) [ES]

Prerequisite: Consent of Department Chair. This course provides the opportunity for upper division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

FNAR 401: Independent Study (1- 3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

FNAR 407: Visiting Artist Workshops/Advanced Studio Practice (3) [ES]

Students will work with Visiting Artists on a variety of mediums depending on the artist(s). On alternate days, students will focus on their studio practice in the Fine Arts studios. Required for Fine Arts majors and recommended for students who are at the advanced level in their medium.

FNAR 421: Issues of Contemporary Art (3) [AS]

A study of visual art issues such as postmodernism, identity, feminism, and technology of the last twenty years as they have functioned in art practice. Readings are selected from contemporary art journals and from anthologies of cultural studies and art criticism.

FNAR 430: Gallery Exhibition (3) [ES]

Senior B.F.A. candidates will create thesis exhibitions for public display. Students are responsible for all facets of their exhibitions. This course should be taken the semester that they have their BFA exhibition.

FNAR 482: Professional Practices II (3) [AS]

Prerequisite: FNAR 382. An extension of FNAR 382. Emphasis is placed on conceptual development, as well as technical aspects of art making. Students will work towards BFA exhibition and BFA presentation.

FNAR 490: Internship (1-3) [ES]

Prerequisites: FNAR 390 and consent of Department Chair. This course provides the opportunity for upper division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

French (FREN)

Department of Humanities and Social Sciences

FREN 101: Introduction to French I (3) [AS]

A first-year, first semester course covering French grammar and pronunciation, conversation, reading, Gallic culture.

FREN 102: Introduction to French II (3) [AS]

Prerequisite: FREN 101. A first-year, second semester course covering French grammar and pronunciation, conversation, reading, Gallic culture.

FREN 201: Intermediate French I (3) [OC]

Prerequisites: FREN 101 and FREN 102. Continuation of the beginning courses. Further development of proficiency in listening, speaking, reading, and writing French. Special projects.

FREN 202: Intermediate French II (3) [OC]

Prerequisites: FREN 101, FREN 102, and FREN 201. Continuation of the beginning courses and intermediate French I. Further development of proficiency in listening, speaking, reading, and writing French. Special projects.

FREN 211: Conversational French (3) [OC]

Designed to improve beginning or intermediate students' ability to converse in French. Dialogues, listening exercises, vocabulary, idioms, reading, and some grammar. Special emphasis on pronunciation.

General Business (GBUS)

Department of Business

GBUS 291: Business Communication (3) [AY]

Prerequisites: ENGL 101 and ENGL 102. This course focuses on the concepts and processes associated with communications in the business arena. Emphasis is placed on the students building the foundations for effective communications at work, in groups and teams, and across cultures. Topics covered include the writing process, business correspondence, reports and proposals, and presentations.

GBUS 480: Special Topics in Business (3) [OC]

Prerequisite: Upper division standing. This course designation is used to offer special courses that focus on topics of special current relevance or student need as suggested by students, faculty members, or internal or external advisory bodies. It may also be used to offer a one-time course enabled by a visiting scholar, and to pilot potential new courses prior to making a commitment to ongoing scheduling.

History (HIST)

Department of Humanities and Social Sciences

HIST 201: United States History I (3) [OC]

A broad and interpretive study of the history of the United States from the early Colonial Period including the U.S. Constitution, through the Civil War and Reconstruction Era. This course also covers the Nevada Constitution.

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HIST 202: United States History II (3) [OC]

A broad and interpretive study of the history of the United States since Reconstruction. Includes study of the Constitution and its influence. This course also covers the Nevada State Constitution.

HIST 205: Nevada Constitution (1) [AS]

Provides a thorough examination of the historical, constitutional, and social dimensions of the Nevada Constitution for students who have already fulfilled the American history and U.S. Constitution requirements.

HIST 206: U.S. Constitution for Educators (1) [AS]

Fulfills Nevada teaching licensure requirements. This course provides an overview of the U.S. Constitution, including its seven articles and all subsequent amendments.

HIST 210: The Birth of Civilization (See ANTH 210 under Anthropology.) [AY]

HIST 231: Native American Studies I - History and Politics (3) [AY]
An introduction to pre-and post-Columbian contact and development of relations with the Indian; the cooperation, conflict and ultimate assimilation without integration of Indians into the American social structure; Indian history; tribal and "nation" organization; social systems; religious concepts; Indian laws vis-à-vis the laws of the USA and Canada; the Bureau of Indian Affairs; and the current status of the Indian within mainstream societies and on the reservation.

HIST 300: Civilization (3) [ES]

(Core Curriculum Course) This course offers a comprehensive review of world history from the "Big Bang" to the present, employing large interlocking movements of "Big History" to cover all aspects of human culture and civilization. The traditional chronological periods from the Stone Age to the present are reviewed through the connecting factors of chance encounters, kinship, friendship, worship, rivalry, enmity, economic exchange, ecological exchange, political and military cooperation and competition. Fulfills the U.S. Constitution requirement.

HIST 301: The American Experience (3) [ES]

A topical approach to the histories of the United States, both historical and contemporary, in light of political, economic, social and philosophical foundations. Includes a careful examination of the U.S. Constitution. This course also covers the Nevada State Constitution.

HIST 310: Reshaping of the Modern World (3) [AY]

This course provides a general overview of the modern world from the 17th century to the present. The major emphasis is upon the cause and effect relationships that created our modern condition in terms of thought and action, and theory and practice. The contributions of science, art, economic development and political evolution form the backbone of this course through the three main periods critical for the definition of the modern: 1600-1848, 1848-1918, 1918-present.

HIST 322: History of the Third World (3) [AY]

This course reviews the historical, political, and economic origins of the Third World and then traces the enormous influence of developing nations at present and into the future.

HIST 331: Enlightenment and the French Revolution (3) [OC]

A survey of the philosophical and social idea of the Enlightenment with reference to their relationship to the French Revolution.

HIST 340: Renaissance and Reformation (3) [AY]

The origins and development of the European Renaissance through analyses of the art, literature, politics, philosophy, and science of the 14th to 17th centuries. The challenge of the Protestant Reformation to the hegemony of Roman Catholicism, including careful examinations of Lutheranism, Calvinism, the Counter-Reformation, and the religious wars of the 17th century.

HIST 360: History of Classical Civilizations (3) [AY]

This course offers a comprehensive survey of the origin and internal development of Greek and Roman culture as the basis of much of Western civilization from the Middle Ages to the present.

HIST 370: African Civilization (3) [OC]

History of the African continent from earliest man at Olduvai Gorge to the fall of the last great Western Sudanese Kingdom of Songhay. The development of Egyptian civilization and its interaction with the rest of Africa before, during, and after colonial rule. Nationalism, independence, liberation, contemporary African institutions, and the importance of Southern Africa to modern Africa.

HIST 380: The United States in the 20th Century (3) [OC]

Topics include civil liberties and dissent in World War I; Individualism and conformity in the 1920s; radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust; the Atomic Age; the Cold War; the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War; the Carter, Reagan, Bush, and Clinton presidencies; class, race, and ethnicity in contemporary America.

HIST 390: Internship (1-6) [II]

Prerequisite: Consent of Department Chair. Supervised work experience in public and private organizations on assignments related to the student's career goals. Eighty hours per credit of supervised employment plus monthly seminars with other internship students. Internship may be paid or volunteer.

HIST 401: Independent Study in History (1-3) [II]

HIST 450: Core Course in History (3) [AS]

Required for the concentration in History, this course provides a review and reexamination of the history curriculum. It is tailored to the students' strengths and weaknesses and prepares students for assessment of their knowledge and understanding in the field.

HIST 455: Masterpieces of World Literature [AY]

(See ENGL 455 under English). [AY]

HIST 480: Special Topics in History (3) [OC]

Honors (HONR)

Department of Humanities and Social Sciences

HONR 110-410: Honors Colloquium (1-2) [ES]

Prerequisite: Membership in Sierra Nevada College Honors Program. This course engages honors students with the academic

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life of the college by promoting participation in extra and co-curricular events and activities. Participation in prescribed events builds a sense of community within the honors program and it offers a focus for integrating the honors program with the core themes of the college and service learning.

Humanities (HUMN)

Department of Humanities and Social Sciences

HUMN 110: Introduction to the Humanities (3) [AS]

An introductory look at timeless questions humans have posed about themselves and an overview of some of history's most influential ideas and theories that attempt to provide answers to these questions. Underlying assumptions of such disciplines as history, literature, psychology, philosophy, anthropology, and education. Relevance and contributions of the humanities tradition to the contemporary world and possible futures. For humanities and non-humanities majors alike.

HUMN 210: Exploring World Religions (3) [AS]

See PHIL 210 for course description.

HUMN 231: Native American Studies I - History and Politics (3) [AY]

An introduction to pre-and post-Columbian contact and development of relations with the Indian; the cooperation, conflict and ultimate assimilation without integration of Indians into the American social structure; Indian history; tribal and "nation" organization; social systems; religious concepts; Indian laws vis-à-vis the laws of the USA and Canada; the Bureau of Indian Affairs; and the current status of the Indian within mainstream societies and on the reservation.

HUMN 232: Native American Studies II -Philosophy, Religion, and Society (3) [AY]

Prerequisite: HUMN 231 or consent of instructor. Explores Native American philosophies, art, writing, religions, cosmologies, laws, and social concepts. Covers a wide range of Native American cultures of North America.

HUMN 250: Women's Studies (3) [AY]

Women's studies is an interdisciplinary course, cutting across such fields as history, psychology, health, literature, and sociology. As such it exemplifies the interdisciplinary philosophy of the Humanities and Social Sciences Department and of SNC. The field of women's studies is both scholarly and of personal interest and relevance to many students (male as well as female). Recommended for psychology majors and minors.

HUMN 280: Special Topics in Humanities (1-3) [OC]

HUMN 312: Music and Mythology (3) [AY]

See MUSC 312 (Fine Arts) for description.

HUMN 333: Native American Studies III -Literature and the Arts (3) [AY]

Prerequisite: ENGL 101. Study of critical approaches to Native American literature, ways in which contemporary Native American literature draws on the cultural heritage and traditional oral literature of native peoples, and the place of Native American

literature in the American literary landscape. Concentrates on a close reading of selected contemporary work, including novels, poetry, and short fiction. Also examines Native American art and music from various tribal cultures. Also listed as ENGL 333 under English.

HUMN 334: Native American Studies IV – Field Research (3) [OC]

Prerequisite: One other course in Native American Studies. A week long internship on a Native American reservation. The course studies methods of work on the reservation and tribal legends and history with tribal elders. We do fieldwork in teams with reservation leaders and are introduced to the tribal language. Food and transportation costs are extra.

HUMN 335: Native American Studies V – Independent Research (3) [OC]

Prerequisite: One other course in Native American Studies. Students work with faculty to conduct research into Native American culture. Visit to Native American site is required. Outcome is an extensive research paper(s).

HUMN 340: The Judiciary and American Society (3) [ES]

American Society and Judicial Behavior covers changing values and patterns of judicial behavior, federal courts and the power of judicial review, fundamental constitutional principles, and the concept of nationalization. This course also examines the enforcement of the Bill of Rights, the Supreme Court's policymaking role and its effect on economic policy, and the controversy over the arbiter role of the court. Included will be an analysis of constitutional development of rights and duties of the people and the role of government as an institution. **This programs applies only to the Online Degree Program.**

HUMN 350: American Society and Judicial Behavior (3) [AY]

American Society and Judicial Behavior covers changing values and patterns of judicial behavior, federal course and the power of judicial review, fundamental constitutional principles, and the concept of nationalization. This course also examines the enforcement of the Bill of Rights, the Supreme Court's policymaking role and its effect on economic policy, and the controversy over the arbiter role of the court. Included will be an analysis of constitutional development of rights and duties of the people and the role of government as an institution. **This course applies to the Online Undergraduate Education program only.**

HUMN 390: Internship (1-6) [ES] [II]

Prerequisite: Consent of Department Chair. Supervised work experience in public and private organizations on assignments related to the student's career goals. Eighty hours per credit of supervised employment plus monthly seminars with other internship students. Internship may be paid or volunteer.

HUMN 401: Independent Study in the Humanities (1-3) [ES] [II]

This independent study may be taken in any of the concentrations offered in the Humanities and Social Sciences Department as indicated by the following codes: ENGL-English/Literature, HIST-History, HUMN-Humanities, PSYC-Psychology.

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HUMN 436: Native American Studies VI – Elder Wisdom (3) [AY]

Study of ancient legends and creation myths of the original peoples of the Americas and interpretation of these stories by contemporary indigenous peoples. Parallels are drawn between ancient stories and modern philosophical, religious, political, and ecological concepts.

HUMN 437: World Indigenous Peoples (3) [AY]

Prerequisite: Junior or senior standing. Study of the histories, cultures, and beliefs of indigenous peoples of the world. Focus on their relationships to dominant cultures and modern political realities. Exploration of the role of indigenous cultures in the evolution of individual and global consciousness.

HUMN 493: Senior Project (1-6) [ES]

Prerequisite: Senior standing. Research or performance project, topic to be chosen and developed in consultation with faculty advisor. Presentation of results at end of semester.

Interdisciplinary Studies (INTD)

Department of Humanities

INTD 250: Principles of Interdisciplinary Studies (3) [AS]

This course introduces students to concepts and applications of interdisciplinary thought. Through case studies, research, and discussion, it will challenge students to see beyond the traditional compartmentalization of ideas and theory. Students will examine contemporary issues through the lens of multiple disciplines in order to create the groundwork for the development of their Interdisciplinary Studies majors.

INTD 300: Service Learning (3) [ES]

Service Learning offers a structured opportunity to engage in direct experience that links theory and practice. Through organized involvement in community service, students will integrate learning and self-reflection, with the goal of building the values of reciprocity, stewardship, and civic responsibility.

INTD 380: Special Topics in Interdisciplinary Studies (3) [AY]

This course designation is used to offer a special course that focuses on topics of current relevance or student interest. It may also be used to offer a new course enabled by a visiting scholar and to pilot new courses prior to making a commitment to ongoing scheduling.

INTD 480: Special Topics in Interdisciplinary Studies (3) [AY]

This course designation is used to offer a special course that focuses on topics of current relevance or student interest. It may also be used to offer a new course enabled by a visiting scholar and to pilot new courses prior to making a commitment to ongoing scheduling.

INTD 490: Internship in Interdisciplinary Studies (1-3) [ES]

Supervised work experience with an approved organization.

INTD 493: Senior Portfolio (3) [ES]

Prerequisites: INTD 300 and consent of instructor. Interdisciplinary majors are required to complete a three-unit Senior Portfolio course before they graduate. This course involves two main components: (1) completion of a culminating senior project and poster presentation, and (2) the development of a comprehensive portfolio, including reflection and documentation of

interdisciplinary learning. Both components will showcase the acquisition of individual skill sets, knowledge and applications, as well as the integration of disciplines.

International Business (INTB)

Department of Business

INTB 301: Development Economics (3) [AS]

See INTL 301 under International Studies for course description.

INTB 320: Global Business Environment (3) [ES]

Prerequisite: MGMT 260. This course focuses on the global forces, issues, challenges, and opportunities facing business organizations today. Emphasis is placed on the impact of globalization on the business environment. Topics covered include the challenges of globalization, global terrorism, global trade, global inequality, global environmental issues, global crime, globalization of disease, cultural clashes and conflict resolution, cross border communication, expatriate issues, international institutions, social and ethical responsibility, regional economic and political agreements, and technological developments.

INTB 325: Cross-Cultural Management (3) [Spring Semester Odd Years]

Prerequisite: INTB 320. This course examines the impact of cultural differences around the world on the business activities of a firm and vice versa. Topics covered include: the expatriate manager and success factors for managing across cultures, the role and influence of the global manager and the international business organization, workforce diversity, business protocols, cultural taboos, and impact of technology on cultures. Emphasized are inter-cultural sensitivity and interactions with people with different ethnic and religious backgrounds.

INTB 330: Environmental Issues in Business (3) [Summer]

Prerequisite: MGMT 260. This course is an exploration of the types of environmental risks and issues that are commonly confronted in a variety of business-related transactions, such as the acquisition of all a company's stock, asset purchases, real estate details, leases and financings. Special focus on how the environmental issues in transactions are identified and managed in the course of a deal. The unique environmental issues associated with the purchase and re-development of contaminated properties, or so-called "Brownfield sites," are also covered.

INTB 365: International Affairs (3) [AS]

This course focuses on the development of international affairs and its impact on business, specifically since WWII. Emphasis is placed on the various regional perspectives and interests of countries/regions towards trade, international affairs, and globalization. Topics covered include international organizations, mechanics of conflict resolution and disarmament, international cooperation, public opinion, etc.

INTB 370: Leadership in a Global Environment (3) [AS]

Prerequisite: MGMT 260. This course focuses on the theoretical foundations and practical application of leadership skills in the multi-cultural and global business environments of today. Strategies are developed to address specific challenges and leadership

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problems faced in various career stages. Career-building leadership techniques are also discussed.

INTB 376: International Law (3) [AY]

Prerequisites: BLAW 360 and consent of instructor. This course provides a framework for understanding both international business and the legal environment in which it operates. The course will enable students to discuss the three major forms of international business: trade, licensing agreements, and active foreign investment.

INTB 380: International Business Travel Abroad (1-3) [AS]

Prerequisite: Consent of the instructor. This course is scheduled for the fall semester, but involves travel during the prior summer. This course includes a trip abroad to study the economic, political, cultural, environmental, and demographic impact of a particular region to modern day society.

INTB 381: International Travel Abroad Research (1-3) [ES]

Prerequisite: Consent of the instructor. Students undertaking this course will be required to research and write at least a 45 page paper on a topic of their choosing (as approved by the instructor) relative to business aspects of their international travel. An example might include "Comparing and Contrasting the End of Apartheid in South Africa with the U.S. Civil Rights Movement" with emphasis on the business impact.

INTB 390/490: Internship in International Business (1- 6) [ES]

Prerequisite: Consent of the instructor. This course requires 50 hours per credit of independent fieldwork in an international business management environment. Students define specific learning objectives, developed in conjunction with their faculty internship advisor, Department Chair and sponsoring field supervisor. Supervisory performance evaluations, readings, reports, and faculty conferences throughout the internship period reinforce Field experience.

INTB 401: Independent Research in International Business (3) [ES]

Prerequisite: Consent of the instructor. This course provides selected students the opportunity to develop specific research objective(s) and implement an independent research program in fulfillment of those objectives. Independent research must be focused in the International business management field.

INTB 415: Global Finance & Economics (3) [AS]

Prerequisites: ACCT 204, ACCT 205, and BFIN 351. This course emphasizes global economics and its impact on the management of the multi-national company. Topics include foreign exchange, international financial markets/international trade/institutions, and foreign exchange. We will examine the role of policy on the context of an interactive case and current events-oriented class.

INTB 416: International Marketing (3) [AS]

Prerequisite: MKTG 201. This course provides an overview of international marketing, including its scope, the dynamics and the challenge of international marketing. The course will examine the cultural environment of global marketing and will allow students to assess global market opportunities for a particular product(s). Students will be required to develop a marketing, branding and marketing strategy and/or plan for a "global product" or market.

INTB 417: Global Operations Management (3) [ES]

Prerequisites: ACCT 204, ECON 101, and ECON 102. This course provides an understanding of production and distribution management strategies. Topics include: quality management, production and distribution planning, and inventory systems. The role of computerized management information and control systems is examined. Students plan and execute simulated production and purchasing aided by an integrated MRP/capacity planning/shop-floor control computer simulation.

INTB 465: Senior Seminar – Forces Driving Globalization (3) [AS]

This senior level seminar course focuses on the forces driving Globalization-- from human rights, terrorism and weapons proliferation to climate change, global trade, and pandemics. The course will examine the complex issues affecting global affairs that transcend state boundaries and are transforming the international system, thereby explaining the growing economic, political, and cultural interdependence visible in today's headlines and students' lives.

INTB 475: Seminar in Global Business (3) [AS]

Prerequisites: Senior standing and consent of the instructor. This course is intended for International Business majors and minors only. This advanced course provides an in-depth study of current events and their implications on globalization, international business activities, corporations, governments, people, and societies throughout the world. The course emphasizes readings and research on current developments in International Business.

INTB 480: Global Business Special Topic (1-3) [AS]

Prerequisites: Consent of instructor, major advisor, and the Department Chair. A study of selected topics in International Business. A specific selected subject indicated as the topic each time that the course is offered. Selected topic deals with current events and/or professional competencies in global business arena, including study aboard programs.

International Studies (INTL) **International Studies Program**

INTL 130: International Relations (3) [AY]

A basic introduction and overview of how sovereign nations and international organizations conduct international relations in the bilateral and multilateral arenas. The roles of nongovernmental organizations and public opinion and also addressed. While the focus is global, the impact of international relations on the United States in highlighted.

INTL 220: The Americas (3) [AY]

An overview of the Americas from Canada through the Caribbean, Mexico and Central America, to Argentina and Chile, this course includes discussion of the region's physical and political geography, pre- and post- Columbian history, political and economic systems, and its peoples and cultures, and how the regions' human geography is being changed by integration, trade, and migration.

INTL 221: Political and Economic Geography (3) [AY]

This course discusses the political geography of the modern world and the spatial relations between its system of nation-states. It also surveys the world's political, economic and demographic patterns,

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including form of governance, trade, finance, economic cooperation, environment, GNP, health, culture, language, etc.

INTL 230: International Political-Economics I (3) [AS]

Prerequisite: INTL 130 (or co-requisite). Corequisite: ECON 101 recommended. Through case studies, directed readings, the sharing of professional experiences, and in class debates and discussions, this course explores the microeconomic aspects of modernization, insurgencies, identity politics, special interests, informal sectors on relations between nations.

INTL 231: International Political-Economics II (3) [AS]

Prerequisite: INTL 230. Corequisite: ECON 102. Through case studies, the sharing of professional experiences, and in class discussions, this course explores the political-economic impact on international affairs of IMF adjustment programs, IBRD structural adjustments and changes in political and trade regimes.

INTL 252: International Environmental Issues (3) [AY]

This course discusses international cooperation between nation states, international organizations, and non-governmental actors, specifically transnational organizations, to address growing environmental concerns that are increasingly a critical part of the normal conduct of international affairs and business. It emphasizes environmental challenges affecting business and the globalization of the world economy. Topics covered include the Kyoto Accords, Nile River Basin, demand for potable water in the Middle East and its potential impact on business and stability within the region, social responsibility of businesses with regard to the environment, i.e., strip mining, oil refineries, Bhopal disaster, etc.

INTL 270: Great Texts in International Politics I – Classics (1) [AS]

Prerequisite: INTL 130 or permission of instructor. Great Texts I explores the writings of classical Greek and Chinese thinkers on international politics such as Aristotle, Thucydides, Plato, Sun Tzu and The Romance of Three Kingdoms. All students read the same text, write a commentary on it, present their analysis and discuss it during a two-hour seminar every other week.

INTL 271: Great Texts in International Politics II – Early Empires (1) [AS]

Prerequisite: INTL 130, INTL 270, or permission of instructor. Great Texts II explores the writings of early imperial thinkers such as Julius Caesar, Suetonius and Alexander the Great. All students read the same text, write a commentary on it, present their analysis and discuss it during a two-hour seminar every other week.

INTL 300: Service Learning: Travel Abroad (1-3) [ES]

Corequisites: INTB 380 or INTL 380. Service learning offers a structured opportunity to engage in direct experience that links theory and practice. Through organized involvement in community service, students will integrate learning and self-reflection, with the goal of building the values of reciprocity, stewardship, and civil responsibility with the skills and knowledge of disciplines.

INTL 301: Development Economics (3) [AS]

Prerequisites: ECON 101 and ECON 102. This course examines growth and development. It provides an in-depth investigation into the reasons why so many nations are poor. It provides a dispassionate analysis of the numerous failed attempts by the

World Bank, the IMF, and other international organizations during the last 50 years in helping poor nations become rich. Moreover, it utilizes modern economic growth theory to examine the difficult problem of turning poor countries into rich countries. Lastly, it investigates possible solutions that could help these poor nations progress.

INTL 315: Comparative Politics (3) [AY]

This course discusses the ways that various countries around the world are governed, their politics, and their potential impact on the way that global businesses operate. The course compares the various political systems around the world (historical and modern-day) and looks at the differences and similarities, their problems, issues, and advantages. It emphasizes how the international environment operates and how its actions may affect you, as well as the United States, domestic and foreign policy objectives, national security, and transnational businesses.

INTL 321: Modern Asia (3) [AY]

This course provides an overview of the modern Far East, especially Japan and China. Ethnic, economic, and political similarities, differences and relations are reviewed. Cooperative efforts within the region and between it and other international actors, and the region's importance to the United States and to the process of globalization are emphasized.

INTL 340: Modern Europe (3) [AY]

This course involves an inter-disciplinary survey of post-Cold War Europe, emphasizing both individual nations and regional blocs. Expansion of the European Union (EU) and NATO, the planned Euro force, and participation in the OECD, IEA, and IAEA are reviewed. The consequences of the collapse of the Warsaw Pact, efforts to re-include Russia, and conflicts with the U.S. are emphasized.

INTL 350: Formation and Implementation of Foreign Policy (3) [AY]

Prerequisite: INTB 365. This course discusses how nations, nation states, and countries define and implement their foreign policies, including trade, finance, and political direction, based on national interests. This course explores how they decide what those interests are and how they go about addressing those interests with other governments, non-governmental organizations, international organizations, businesses, civil society, etc. Students prepare and present case studies on specific governments outlining their national interests in comparison with what the U.S. believes its national interests in that country/region are. Students discuss how the differences in perspective are addressed and how these differences can impact political and economic stability, investment, and migration.

INTL 370: Great Texts in International Politics III - Forefathers (1) [AS]

Prerequisite: INTL 130, INTL 270, INTL 271, or permission of instructor. Great Texts III explores the writing of forefathers of modern politics such as Machiavelli, Jefferson, Hobbes, Locke and Rousseau. All students read the same text, write a commentary on it, present their analysis and discuss it during a two-hour seminar every other week.

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INTL 371: Great Texts in International Politics IV - Strategists (1) [AS]

Prerequisite: INTL 130, INTL 270, INTL 271, INTL 370 or permission of instructor. Great Texts IV explores the writings of modern strategic thinkers who have shaped the form of the modern world geo-politic such as Napoleon, Von Clausewitz, Mahan, and Homer Lea. All students read the same text, write a commentary on it, present their analysis and discuss it during a two-hour seminar every other week.

INTL 380: International Travel Abroad (1-3) [AS]

Prerequisite: Consent of the instructor. This course includes a trip abroad to study the economic, political, cultural, environmental, and demographic impact of a particular region to modern day society.

INTL 381: International Travel Abroad Research (1-3) [ES]

Prerequisite: Consent of the instructor. Students undertaking this course will be required to research and write at least a 45 page paper on a topic of their choosing (and approved by the instructor) relative to their international trip abroad. Examples might include "Comparing and Contrasting the End of Apartheid in South Africa with the U.S. Civil Rights Movement," "Comparing and Contrasting South Africa's Black Economic Empowerment Legislation and Its Implementation to the U.S.'s Equal Opportunity Act Legislation," etc.

INTL 390/490: Internship in International Studies (1-6) [ES]

Prerequisite: Consent of the instructor. This course requires 50 hours per credit of independent fieldwork in an international environment. Students define specific learning objectives, developed in conjunction with their faculty internship advisor, Department Chair and sponsoring field supervisor. This supervised learning experience is oriented toward career choices and preparation for work abroad involving private, non-governmental and public organizations. Supervisory performance evaluations, readings, reports, and faculty conferences throughout the internship period reinforce Field experience.

INTL 401: Independent Research in International Studies (3) [ES]

Prerequisites: Completion of lower division International Studies core courses, and consent of the instructor and the Department Chair. This course provides selected students the opportunity to develop specific research objective(s) and implement an independent research program in fulfillment of those objectives. Independent research must be focused in the International field.

INTL 415: International Organizations (3) [AY]

Prerequisites: INTB 365 or consent of instructor. This course explores the increasingly important roles played by public international organizations, including the United Nations, multi-national organizations, e.g., European Union, international financial organizations, regional groups and alliances, non-governmental organizations, etc., in international affairs and their impact on global business.

INTL 420: International Terrorism and the Peace Process (3) [AY]

This course addresses terrorism and related organized sub-state violence and its impact on international affairs, trade, global and domestic business, and everyday life. The origins, nature, and

challenges to peace and domestic tranquility as well as responses by governments, international organizations, and non-governmental actors, including business, are explored. Options for addressing conflict and building a sustainable peace are also explored. Students prepare and present case studies of terrorist or other organized armed groups and their impact on modern society and business, and present options for responding to the conflict.

INTL 450: Foreign Service Core (3) [AY]

Available only to International Affairs Majors, this course prepares students to take the Foreign Service Officers written and oral examinations and for other foreign affairs careers. In addition to reviewing prior international affairs courses, it emphasizes the skills required to successfully take demanding written examinations, to handle high stress interviews, and to write accurate and concise expository reports under severe time constraints for especially demanding senior persons. It also develops the social skills required to comport one's self properly and professionally in social situations such as formal dinners, official receptions, calls on senior officials, and during professional meetings. A fee will be charged to cover out-of-class events and some travel may be required. Enrollment is limited and students opting for the Foreign Service Concentration have priority. Other Foreign Affairs Majors may be enrolled with permission of the Chair on a space available basis.

INTL 470: Great Texts and Leaders (3) [Spring Semester Odd Years]

This course reviews the writings and autobiographies of men and women who have made a difference, good or bad, to our increasingly global world since WWII. Authors and leaders who may be studied include: Winston Churchill, Martin Luther King, John F. Kennedy, Nelson Mandela, Archbishop Tutu, Saddam Hussein, Margaret Thatcher, Golda Meir, Anwar Sadat, Colin Powell, Hugo Chavez, and Jimmy Carter.

INTL 471: Great Texts in International Politics VI – Today (1) [AS]

Prerequisite: INTL 270, INTL 271, INTL 370, INTL 371, INTL 470 or permission of instructor. Great Texts VI explores the writings of thinkers in international politics who are shaping today's debates such as Fukayama, Huntington and Revel. All students read the same text, write a commentary on it, present their analysis and discuss it during a two-hour seminar every other week.

INTL 475: Capstone Seminar in International Studies (3) [Spring Semester]

Prerequisite: Senior standing in the International Studies major. This is the senior capstone course in International Studies. Through readings, class discussions, presentations, and guest speakers, students will focus on analysis and evaluation of current issues in international relations.

INTL 480-486: Regional Studies (1-3 credits each)

[One of the following courses are offered Every Semester]

INTL 480 THE MODERN FAR EAST

INTL 481 SOUTHEAST ASIA

INTL 482 THE MIDDLE EAST

INTL 483 LATIN AMERICA AND THE CARIBBEAN

INTL 484 AFRICA

INTL 485 MODERN EUROPE

INTL 486 THE ASIA-PACIFIC RIM

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These courses provide an overview of the modern Far East, Southeast Asia, Middle East, Latin America and the Caribbean, Africa, Modern Europe, and/or the Asia-Pacific rim. Ethnic, economic, and political similarities, differences and relations are reviewed. Cooperative efforts within the region and between it and other international actors are examined. The region's impact on the global economy and businesses attempting to invest will be discussed.

Journalism (JOUR)

Department of Humanities

JOUR 240: Introduction to Journalism (3) [ES]

Prerequisite: ENGL 101. This course is designed to acquaint students with the mass media and its function in society. Students will be introduced to the fundamentals of news gathering, reporting, and writing, and learn how to be critical consumers of newspapers, magazines, radio, television, as well as Internet news sources. Through reading journalistic works in a variety of genres, students will examine the techniques used and ethical dilemmas faced by those who gather, write, broadcast, and post information. Students will also write and produce stories for print, web, and radio, including features, profiles, opinions and cultural reviews. Some of these works will be published in the school newspaper, the *Eagle's Eye* (both print and online versions).

JOUR 275: Beginning Multimedia Journalism (3) [ES]

Prerequisite: ENGL 101. Students will be introduced to the multimedia tools needed for a converged newsroom, learning which stories are told best through words, audio or video. Through individual projects, they will learn the equipment and software needed to create blogs, audio interviews, video stories, and audio sound slides.

JOUR 307: Travel and Adventure Writing (3) [AS]

Prerequisites: ENGL 204 or JOUR 240. This course emphasizes writing focused on travel and outdoor experiences. Students will study models in the genre and produce written works geared to traditional and non-traditional markets – from novels, to magazines, to blogs. Outcomes geared to publication.

JOUR 340: Journalism Workshop I (3) [ES]

Prerequisite: JOUR 240. This course is a continuation of Introduction to Journalism, and allows students the opportunity to produce the college newspaper, the *Eagle's Eye*. Student reporters are responsible for story generation, writing, copy editing, and distribution of the paper. Deadlines for issues are set the first week of the semester; students are responsible for meeting them. Beats will be decided the first week of class and students are responsible for maintaining sources.

JOUR 345: Editing I (3) [ES]

Prerequisites: JOUR 240 and JOUR 340. Students enrolled in Editing produce the campus newspaper, the *Eagle's Eye*. The class is responsible for managing, editing and producing the newspaper; therefore, student editors lead reporters, edit stories, manage newspaper sections, write stories, opinion and editorials, sell advertising, and design pages using InDesign and Photoshop.

JOUR 346: Mass Media & American Society (3) [AY]

Mass Media and American Society surveys the historical, ethical, and cultural role of the major forms of American mass media, including print, broadcast, and online media. By taking a close look at the media's relationship to our democratic system of government and its necessary free exchange of ideas, students gain an understanding of the increasingly important role the media have in shaping us as individuals and as a society. Students also examine how journalistic ethics and American laws affect the media's ability to perform this role.

JOUR 375: Intermediate Multimedia Journalism Workshop (3) [ES]

Prerequisite: JOUR 240. This course develops the students' proficiency in multimedia skills related to online journalism. Students will be introduced to the technology, techniques and methods of reporting and storytelling for the multimedia platform of an online newspaper. Students will contribute to the online version of the *Eagle's Eye* as major emphasis of the course.

JOUR 440: Journalism Workshop II (3) [ES]

Prerequisites: ENGL 101, JOUR 240, and JOUR 340. This course is a continuation of Journalism Workshop, and allows students the continued opportunity to produce the college newspaper, the *Eagle's Eye*. Student reporters are responsible for story generation, photos, writing, copy editing, distribution of the paper and beat maintenance. In addition to articles for the *Eagle's Eye*, students will write for a professional news source as part of their final grade

JOUR 445: Editing II (3) [ES]

Prerequisites: JOUR 240, JOUR 340, and JOUR 345. This course is a continuation of *Eagle's Eye* Editing, and allows student editors the opportunity to run the college newspaper, the *Eagle's Eye*. Student editors will be responsible for story generation, photos, writing editorials, maintaining beats, copy editing student reporters' work, layout and design of the newspaper, generating an article list and assigning articles to staff. Editors will learn how to run a newspaper in its entirety.

JOUR 446: Case Studies in Journalism (3) [AY]

Prerequisite: JOUR 240. This course explores the ways in which American history has been shaped by journalism and journalists by examining the media's coverage of prominent events of the 20th and 21st centuries. By taking a historical perspective on the American media, the course examines both sides of the complex and often confrontational relationship between the U.S. government and the "fourth estate" - how the media has affected American public policy, opinion, and perspective, and how media institutions have evolved and changed in reaction to key events in history.

JOUR 447: Data Journalism & Research Techniques (3) [AY]

Prerequisite: JOUR 340 or JOUR 375. This course teaches new media students to consider how a digital world is seen through data, which is widely available and increasingly used for reporting. Students will learn to critically assess the use of data, through case studies, such as the impact of election polls and statistical predictions; to improve their newsgathering skills by finding relevant data through web resources, such as data.gov; and to learn how to tell a data-driven story through engaging infographics, from a simple Google map to an interactive web story.

Undergraduate Programs

JOUR 475: Advanced Multimedia Journalism Workshop (3) [ES]

Prerequisite: JOUR 375. This course continues to develop journalism students' skills in digital storytelling by contributing to the online version of the Eagle's Eye. Aside from developing proficiency in the multimedia tools needed for journalists today, students will lead the class as online editors for the Eagle's Eye with the aim of continually improving the student online newspaper. Emphasis will be made on developing content and student interaction with the website.

Mathematics (MATH)

Department of Science and Technology

MATH 080: Developmental Math (3) [AS]

Prerequisite: Math placement score lower than placement into MATH 090. Gaps in student preparation in arithmetic, pre-algebra, basic algebra, basic geometry, and quantitative literacy will be assessed and a customized semester-long plan of math instruction and practice formed to close these gaps and prepare students for success in MATH 090. Students will work on their independent math instruction programs under the guidance of the instructor and peer tutors. MATH 080 is not a college-level course. (Does not count toward graduation and does not fulfill Math requirement for the Core curriculum.)

MATH 090: Intermediate Algebra (3) [ES]

Review course of basic algebra and a preparation for Math Reasoning (MATH 101) and higher mathematics courses. Basic concepts of geometry, roots, radicals, exponents, factors, polynomials, quadratic equations are covered. Use of a calculator or computer is encouraged, where applicable, to solve problems. Emphasis on graphing and word problems. Is not a college-level course. (Does not count toward graduation and does not fulfill Math requirement for the Core curriculum.)

MATH 101: Mathematical Reasoning (3) [ES]

Prerequisite: Passing MATH 090 with a "C" or better, or meeting the College's entrance requirements for mathematics. Mathematical ways of thinking and an overview of many areas of mathematics. Included are parts of algebra, geometry, graph interpretation, probability, statistics, and topology. Emphasis on problem solving. Interesting geometric puzzles and logic problems. Intended to hone a student's reasoning and critical thinking abilities.

MATH 110: College Algebra (3) [AS]

Prerequisite: Passing MATH 090 with a "C" or better, or meeting the College's entrance requirements for mathematics. Covers first-degree equations, polynomials, inequalities, factors, scientific notation, sequences and series, exponents and logarithmic functions, coordinates and graphs, functions, and roots of polynomial equations.

MATH 115: Trigonometry and Analytic Geometry (3) [AS]

A course designed to prepare students for the study of calculus. The topics covered include the following: algebraic skills, measurements of angles, trigonometric functions and inverse trigonometric functions, trigonometric equations and identities, graphing of trigonometric functions, solutions of triangles, applications, polar coordinates, vectors, DeMoivre's theorem, and analytic geometry.

MATH 120: Precalculus (5) [AS]

Prerequisite: Passing MATH 090 with a "C" or better, or permission of instructor or advisor. A preparatory course for calculus covering functions, trigonometry, real and complex numbers, exponents and logarithms, sequences and series, probability, determinants and matrices, and analytic geometry.

MATH 130: Calculus I (4) [AS]

Prerequisite: MATH 120 or permission from the instructor. Limits and derivatives of algebraic, trigonometric, and transcendental functions of a single variable; includes parametric and polar equations. Techniques of differentiation and applications of the derivative. The anti-derivative and simple techniques of integration, the Fundamental Theorem of Calculus, and areas.

MATH 131: Calculus II (4) [OC]

Prerequisite: MATH 130. Continuation of MATH 130 with additional techniques of integration, including trigonometric substitutions, partial fractions, and integration by parts; selected applications of integration including arc length, surface areas, and volume. Further introduction to differential equations and infinite sequences and series including Taylor and other series.

MATH 251: Statistics (4) [ES]

Prerequisite: MATH 101, or MATH 110, or permission from the instructor. An introductory statistics course covering sampling, experimentation, exploratory data analysis, statistical inference, and drawing conclusions from data. Single variable data sets, paired data, and categorical data. Laws of chance and probability theory.

MATH 320: Linear Algebra (3) [AY]

Prerequisite: MATH 130. Covers linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, applications of linear algebra and introduction to linear programming.

MATH 341: Discrete Math (3) [AY]

Prerequisites: MATH 120 and completion of one college-level programming course. Study of the discrete structures used in mathematics and computer science. Formal logic, mathematical induction, recursion, set theory, relations, functions, graphs, trees, elementary number theory, elementary combinatorics, algebraic structures, discrete probability, automata, elementary analysis of algorithms.

MATH 351: Biological Statistics (3) [AS]

Prerequisite: MATH 251. Study of epidemiology and statistics used in all areas of scientific research. Emphasis is on research design, survey techniques, and design of experiments. Introduction to multivariate statistical analysis procedures.

MATH 396: Mathematical Modeling (1) [OC]

Prerequisite: Consent of instructor. Math modeling using linear programming, Monte Carlo methods, and other computer programs to model real problems. Students will complete a project for the annual modeling contest sponsored by the Mathematics Association of America.

Undergraduate Programs

MATH 410: Quantitative Models (3) [OC]

Prerequisites: MATH 130 and MATH 251. Operations research course covering linear programming, queuing theory, Monte Carlo simulations, critical path scheduling, inventory models, and predator-prey models. The computer will be used extensively to model real-life situations. One or more major modeling projects will be undertaken and students will enter the annual modeling contest sponsored by the Mathematics Association of America.

MATH 420: Game Theory (3) [OC]

Prerequisite: MATH 130. Corequisite: MATH 341. This course introduces students to the mathematical theory of games. Topics include two-person, zero sum games, the minimax theorem, linear programming, the simplex algorithm, infinite games, multistage games, games with incomplete information, utility theory, decision theory, general-sum games, cooperative games, n-person games, market games, bargaining, economic games, dynamic game theory, evolutionary games.

MATH 480: Special Topics in Mathematics (3) [OC]

Varying topics on significant areas including historical development, recent developments, and critical and theoretical issues associated with mathematics.

MATH 481: Senior Research Project in Statistics (3) [II]

Prerequisite: Senior standing. The selection, design, implementation and reporting of an approved research project using statistics. Requires written progress and final reports.

Management (MGMT)

Department of Business

MGMT 260: Principles of Management (3) [ES]

This introductory course is designed to provide students of all academic disciplines a broad overview of contemporary management practices as they relate to the four functions all managers must perform: planning, organizing, leading and controlling (monitoring and correcting). Associated topics include organizational behavior and human motivation, total quality management and process improvement, decision-making styles, characteristics of effective control systems, and the importance of ethics and social responsibility in for-profit enterprises.

MGMT 360: Advanced Public Relations (3) [AS]

Prerequisites: ENGL 101 and ENGL 102. Advanced Public Relations incorporates a real-life situation – derived from either a Business, nonprofit organization, or government agency – for which students will develop a complete public relations program, demonstrating their ability to formulate workable strategies and tactics for reaching appropriate publics.

MGMT 390/490: Internship in Management I/II (1-6) [ES]

Prerequisite: Consent of the instructor. This course requires 50 hours per credit of independent fieldwork in a business management environment. Students define specific learning objectives, developed in conjunction with their faculty internship advisor, Department Chair and sponsoring field supervisor. Supervisory performance evaluations, readings, reports, and faculty conferences throughout the internship period reinforce Field experience.

MGMT 401: Independent Research in Management (3) [ES]

Prerequisite: Consent of the instructor. This course provides selected students the opportunity to develop specific research objective(s) and implement an independent research program in fulfillment of those objectives. Independent research must be focused in the business management field.

MGMT 410: Social Responsibility in Business (3) [AS]

Prerequisite: Lower division business core courses or consent of the instructor. This course covers the complexities and best practices involved in conducting business in a socially responsible manner. Topics include: socially responsible organizations and ethical corporate behaviors, responsibilities to corporate stakeholders, laws governing corporate behavior including the Sarbanes-Oxley Act, deploying and monitoring an ethics program, and the value of socially responsible behavior and social responsibility audits. Students apply these concepts through case studies and current event reports.

MGMT 430: Business Strategy (3) [AS]

Prerequisite: Senior standing or consent of Business Department Chair. This comprehensive, senior capstone course builds on the business department core courses. Strategic analysis, strategy formulation, and strategy implementation are taught with emphasis on the application of business knowledge through case analysis and a business simulation game. Concepts covered include: industry and competitive analysis, value chain and resource analysis, business and corporate level strategies, international strategies, and managing innovation.

MGMT 440: Business Research (3) [AS]

Prerequisites: MATH 251 and MKTG 201. This course covers a broad range of research practices and techniques that are used today by organizations engaged in domestic and international business. The focus includes marketing research, technology research and development, economic research and forecasting, data analysis and research involving specific industries. Students are required to prepare a research project that involves quantitative analysis, to prepare a professional research report, and to present their findings to management.

MGMT 464: Human Relations (3) [AS]

Prerequisite: MGMT 260. This course is concerned with the factors that help and hinder effective relationships as applied to life and work. Students learn the principles and concepts of human relations and will gain intra-personal competencies and interpersonal analytic skills with opportunities to apply this knowledge to individual and organizational goals. Students will also gain knowledge of diversity in personality, attitudes and motivation, and how they affect social behaviors. This course includes opportunities to study group dynamics and organizational climate, and develop presentation, leadership and team skills all essential to productive work in the field of business.

MGMT 470: Capstone Seminar (3) [AS]

Prerequisite: Approval of Academic Advisor. This course is the capstone for the Bachelor of Arts in Business Administration. As such, it facilitates students' ability to synthesize key concepts acquired from each of the Business sub-disciplines previously studied: accounting and finance, business planning, marketing,

Undergraduate Programs

human resources planning, operations management, business strategy, and leadership.

Marketing (MKTG)

Department of Business

MKTG 201: Introduction to Marketing (3) [ES]

Prerequisite: ECON 101 or ECON 102. This course covers the business functions and techniques related to creating, communicating, and delivering value to customers. Specific topics include: identifying buyer utility and value, creating a complete value proposition, strategic marketing planning, market segmentation and targeting, branding, pricing, marketing communication methods, and ethical marketing.

MKTG 301: Marketing Presentations (1) [AS]

Prerequisite: MKTG 201. This course is a hands-on course on how to take marketing and sales messages and convert them to presentations that are delivered visually and/or orally. It also includes tips, tricks and rules about presenting business ideas and topics to large groups. The course work consists of theory and opportunity for hands-on practice of preparing and delivering presentations.

MKTG 302: Consumer Behavior (3) [AS]

Prerequisite: MKTG 201. This course focuses on the behavioral aspects of the consumer and how it influences buying decisions. As a business owner or a corporate executive, it is imperative to know the "customer". This course helps you understand the psychology of consumer choice and how it should be used to make better marketing and business decisions.

MKTG 310: Pricing Strategies and Tactics (3) [AS]

Prerequisite: MKTG 201. Pricing is considered one of the most important elements of marketing because of its direct impact on revenue. In this course, we focus on Pricing as a strategic tool and how it can help a business succeed. We also learn different tactics used in pricing to achieve certain strategic and business goals which could include any combination of market share, revenue, or profit targets.

MKTG 320: Competitive Strategy (3) [AS]

Prerequisite: MKTG 201. In today's world, it is impossible to imagine a business or a market that does not have competition. Almost all businesses not only face existing competition, but are always faced with the possibility of new and emerging competition. This course helps identify likely sources of competition, and help determine how best to compete against them. Different theories of competition, including game theory, are included in this course. We will also examine the modern notion of "cooperation and competition" or co-optation.

MKTG 330: Advertising & Branding (3) [AS]

Prerequisite: MKTG 201. Advertising and Branding are the most visible elements of marketing. In this course, we go behind the scenes to understand the theory and practice of what makes a good advertisement and what makes a brand successful. We will learn the science and art that goes into successful advertising campaigns and brands. We will examine examples of good and bad advertisements and explore elements that made them so. This

course includes print, TV, radio, billboards, social media and public-relations.

MKTG 340: Social and Non-profit Marketing (3) [AS]

Prerequisite: MKTG 201. It is a common misconception that marketing is used only by for-profit organizations. In this course, we will break that myth. And we will learn how marketing is necessary for non-profit and government bodies to help them achieve their goals which may or may not include metrics that are measured in currency terms. This course will build on elements of social entrepreneurship and how marketing is used by such organizations.

MKTG 350: Online and New Media Marketing (3) [AS]

Prerequisite: MKTG 201. The last decade has brought new communications channels to our world. This has brought new opportunities and challenges to the business world. In this course we will learn how this new media fits with the overall marketing plan and how they should be used to enhance the goals of the organization. We will also examine risks and dangers of this new media and how it should not be used.

MKTG 360: Ethnic and International Marketing (3) [AS]

Prerequisite: MKTG 201. "The World is Flat" and "our world is getting smaller" are common expressions to illustrate globalization and interdependence. In this course we will explore nuances, opportunities and challenges of international marketing. In many countries, including the United States, one doesn't have to step outside of its geographic borders to experience multiculturalism. In this course we will also examine how successful marketers understand and target certain ethnic markets and cohorts.

MKTG 370: Product Management and Development (3) [AS]

Prerequisite: MKTG 201. This course focuses on how organizations use their understanding of the customer, and the market place to design, modify and eliminate products from their offering. We will learn how the process of product development is managed by organizations. This course is not about engineering or design, but will include an understanding of key roles different parts of an organization play in successful development and management of products and services.

MKTG 408: Honors Marketing Consulting (3) [AY]

Prerequisite: Consent of instructor. Students work as a consulting team to research, analyze, and develop a strategic marketing plan for an outside organization. Students are responsible for all phases of the project and work closely with the professor. Class is limited to six students selected by the professor.

MKTG 440: Marketing Research (3) [AS]

Prerequisite: MKTG 201. This course focuses on how organizations, including marketing departments, use research methods to learn more about their customers, consumers, distributors and competitors. We will also learn the importance and limitations of different research methods. Both qualitative and quantitative methods will be studied and analyzed. We will also learn common sources of secondary research that are commonly available at no or relatively low cost to all business organizations and individuals.

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MKTG 475: Capstone in Marketing (3) [AS]

Prerequisites: Senior standing and consent of instructor. This course serves as the capstone of the Marketing degree program. Students will work in consultation with the instructor to research a topic relating to the field of marketing. The course will also include in-depth study of current event topics and how they relate to marketing.

Music (MUSC)

Department of Fine Arts

MUSC 108/208: Rock Music Theory (2) [OC]

Students study Rock Music through history, listening exercises, basic music theory, and performance. Students improve their skills in rock instruments and singing as a means to experience and understand rock music first hand. History discussed begins with the Blues and ends with the Rock music of the present. Final projects will include a performance and a music CD produced by the students themselves. Instruments required.

MUSC 207: Music Theory (3) [OC]

This is a course for the music minor and for qualified general students. Integration of strong music writing and harmonic analysis skills through the study of scales and modes, harmonic and melodic movements, part writing, and voice leading will be taught.

MUSC 301: The History of Rock and Roll (3) [AY]

A survey class intended for all students. A chronological study of the musical and cultural roots of Rock and Roll – from blues and soul to reggae and hip hop. Elements of song writing. Analysis of the musical trends of current popular music. Emphasis on directed listening.

MUSC 307: Music Theory II (3) [OC]

Prerequisite: MUSC 207. A course for music minors and qualified general students. Review of notations, scales, keys, and rhythms. Blocking of the triad into four-part harmonic language. Inversions of triads and chords in writing skills. The 18th century chorale and its structure, use and sources. Bach's 371 chorales in analysis and writing, modulations and secondary dominant functions, harmonic dictation, cadences and cadence formulas.

MUSC 310: World Music (3) [AY]

A selected survey of classical, popular, and folk music from around the world. Origins through present forms. Expanding listening skills as well as redefining what we consider music to be, and in the process, stimulating a fresh approach to our own diverse musical traditions. Role of music as a ritual, aesthetics experience mode of communication, and means of expressing cultural identity. No previous musical training is necessary.

MUSC 312: Music and Mythology (3) [AY]

Prerequisite: ENGL 101 or the consent of the instructor. An interdisciplinary Music and Humanities course. The connections between these two fields are explored from two directions. 1) The mythology of music. Ways in which the myth and folklore of specific societies have explained the presence, the creation and the power of music. What this tells us about the human experience and about music. 2) The music of mythology. Examples in the musical literature of myth as the thematic material for instrumental and

vocal works. Students study the myth itself and the musical vocabulary of the composer used to convey the meaning of the myth. Class work includes listening, lecture, discussion, and a final project combining music and myth in an original way.

MUSC 323: Music and Therapy (3) [OC]

Prerequisite: PSYC 101 or the consent of the instructor. Music as a healing force. Music and the mind. Students explore music as a therapeutic modality. This includes literature review and experimental learning. Specific study is made of current modes of music therapy. The connection between music and the development of speech and language skills are considered.

MUSC 325: Music Appreciation (3) [AS]

A survey course open to all students. An emphasis on developing lifelong listening skills that encourage an appreciation of music. Coverage of Western music, jazz, folk and world music and key musical concepts. Fundamental concepts of musical notation. Music as an expression of cultural, aesthetic, religious and spiritual ideals and ideas. Directed listening.

MUSC 351: Introduction to Music Therapy (3) [AY]

Prerequisites: PSYC 101 and a Studio Fine Arts Course. Student explores the history and current status of art as a therapeutic modality and a healing force. Through literature review and experiential learning the student will consider how visual and performing arts can stimulate and expand physical, emotional, psychological and cognitive functioning. Art as a form of communication, as a remedial or corrective learning experience, and as a tool in special education. Also listed as FNAR 351.

MUSC 390: Internship I (1-3) [ES]

Prerequisite: Consent of Department Chair. This course provides the opportunity for upper division music students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

MUSC 401: Independent Study (1-3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

MUSC 480: Special Topics in Music (3) [AY]

Varying topics on important individuals, genres, historical developments, and critical and theoretical issues in music.

Music Ensembles (MUEN)

Department of Fine Arts

Instruction at beginning to advanced levels is offered for the following. For explanation of the course numbering, please see Progression through Multi-level courses at the beginning of the Course Description section of the catalog.

MUEN 102/202/302/402: Chorus (1) [ES]

Choral music in rehearsal and performance situations with the Sierra Nevada College Chorus. Variety of sacred and secular choral music. Both piano and orchestral accompaniment.

Undergraduate Programs

MUEN 104/204/304/404: Guitar Ensemble (1) [AY]

Ensemble performance via part reading for guitarists. Performers may use either electric or acoustic instruments. The ensemble also has openings for one bass player and percussionist.

Music Instruction (MUIN)

Department of Fine Arts

Instruction at beginning to advanced levels is offered for the following. For explanation of the course numbering, please see Progression through Multi-level courses at the beginning of the Course Description section of the catalog.

MUIN 101/201/301/401: Piano (2) [ES]

This is a two-credit course of personalized one-on-one instruction in piano. Instruction at beginning to advanced levels. Includes basic music theory, keyboard technique, sight-reading.

MUIN 102/202/302/402: Modern Voice Private Instruction (2) [ES]

This is a course of personalized instruction in modern and popular voice techniques. The students will learn and practice exercises that increase breath control, sound projection, and vocal range. Basic music fundamentals are studied, with an emphasis on developing a wide expressive vocabulary. Singing labs during the semester give students the opportunity to refine their performance ability in front of an audience of their peers.

MUIN 104/204/304/404: Classical Guitar (2) [ES]

Students will receive one on one private instruction in classical guitar.

MUIN 105/205/305/405: Modern Guitar (2) [ES]

Students will receive one on one private instruction in modern guitar.

MUIN 108/208/308/408: Drums/Percussion (2) [ES]

Instruction at beginning to advanced levels in percussion and drum technique. Students meet with Instructor on a one on one basis once a week for private instruction. Students will understand basic music notation and rhythmic cadences and will improve their performance level on percussion instruments.

MUIN 109/209/309/409: Classical Voice Private Instruction (2) [ES]

This is a course of personalized instruction in classical voice and music fundamentals. Using a foundation of classical singing techniques, including Bel Canto method, this course focuses on beauty of tone, vowel formation, sound placement, and a strong, relaxed physical sound mechanism. The student will learn vocal exercises and songs in English, Italian and other languages.

New Genres (NWGN)

Department of Fine Arts

NWGN 215: New Genres I (3) [ES]

This course questions the role of author and visual consumer in culture today as students explore how contemporary artists draw from existing work and ideas to create new forms and meaning in society. This course attempts to place student as active cultural participants in their world of images whether it be with online media like YouTube, or alternative music. Students will produce

artworks for a variety of forms, including video, music, writing, and performance.

NWGN 315: New Genres II (3) [AS]

Prerequisites: Three fine arts classes or consent of instructor. The students are introduced to interdisciplinary practices. Students incorporate various media into hybrid systems of display, such as installation, performance, and video art. The focus is on time-based as well as traditional media, conceptual strategies, the body and digital media.

NWGN 365: New Genres III (3) [AS]

Prerequisite: NWGN 315 or consent of instructor. The students further explore interdisciplinary practices. Students formulate and incorporate their medium of concentration into hybrid systems of display, such as installation, performance and video art. The focus is on time-based as well as traditional media, conceptual strategies, the body and digital media.

NWGN 410: High Desert Installation (3) [OC]

High Desert Installation is a field work, fine arts studio course creating projects that will exist on site in different High Desert locations in the Great Basin (The Great Basin covers the broad range of Nevada and parts of Oregon, Utah and California). The course will also have a few days of time in the studios on campus. We will explore using materials and the cultural context found in the High Desert along with some prepared work done in the studio. This project will be built/formed finally in the field. For the second project, all art will be made in the studio and brought to our chosen site(s). Installation art, sculpture, drawing, video art, and other practices.

NWGN 430: Burning Man Instillation (3) [AY]

Prerequisite: NWGN 215 or consent of instructor. An advanced New Genres course that utilizes the international arts event, Burning Man, as a platform for exploring and demonstrating wide and hybrid modes of artistic display. The student will build a collaborative art piece and install that work at the Burning Man Event.

NWGN 451: Interdisciplinary Electronic Studio (3) [AY]

Prerequisite: DART 220, DART 352, or consent of instructor. An exploration into the concepts and methodology of an integrated approach to electronic sound and image media. Elements of computer animation, electronic imaging, audio synthesis, video or performance may be combined to produce contemporary art works.

NWGN 465: New Genres IV (3) [AS]

Prerequisite: NWGN 365. The student learns an expressive, critical and informed visual language utilizing knowledge and skills brought to the course from a variety of disciplines. Integrating these disparate practices into hybrid forms, the student demonstrates concepts and tactics used in contemporary New Genres practice. Specific forms that the student works with include performance art, time based art, conceptual and installation art as well as the more traditional media such as ceramics, painting and photography.

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Outdoor Adventure Leadership (ODAL) **Interdisciplinary Program**

ODAL 101: Introduction to Outdoor Skills in the Sierra Nevada (4) [ES]

This course provides students with an introduction to a wide range of outdoor skills specific to the Sierra Nevada, including backpacking, navigation, whitewater rafting, sea kayaking, rock climbing and winter backcountry hut camping (spring only). These outdoor skills will be taught over the course of four weekend field expeditions. Classroom sessions will be used to plan and prepare for expeditions, as well as introduce complimentary topics like the origins and directions of outdoor adventure education. This course serves as an introduction to the Outdoor Adventure Leadership Program (ODAL) and provides students with the means of assessing and determining their own interest in pursuing future outdoor pursuits. Note: This course satisfies the PHED requirement.

ODAL 180: Special Topics in Outdoor Adventure Leadership (1-3) [OC]

ODAL 201: Principles of Outdoor Leadership (3) [ES]

Prerequisite: ODAL 101 or instructor approval. This course introduces students to the skills, attitudes and inner resources needed to be an effective leader in the outdoors and/or in any other part of life. Topics include all aspects of leadership: outdoor competence, self-awareness, tolerance to adversity and uncertainty, expedition behavior, communication skills, judgment and decision-making, and vision and action. Through an experiential learning approach in class, students will utilize first hand experiences to obtain the techniques needed to improve their sense of self, their sense of group and their sense of meaning. This course also includes two required field expeditions where students will practice and then prepare to lead various backcountry skills, i.e. expeditionary planning and execution, Leave No Trace Principles, navigation, and group/risk management.

ODAL 250: Wilderness First Responder (3) [AS]

This course prepares students to handle medical emergencies when help is miles away and dialing 911 is not an option. Through classroom lectures, field instruction, and role playing scenarios, students will learn to handle emergency situations that involve prolonged patient care, severe environments, and improvised equipment. A Wilderness First Responder (WFR) and a CPR (cardiopulmonary resuscitation) certification are provided to those students who meet all course criteria. NOTE: Course fees will only be refundable up to 30 days prior to the start date.

ODAL 255: Wilderness First Responder (WFR) Recertification (1) [OC]

Prerequisite: ODAL 250 or you must possess a current WFR certification of at least 70 hours to recertify through a WFR Recertification course. This three-day scenario-based course is designed as review and practice and decision-making guidelines. It also provides current updates in the wilderness medicine field. Learning takes place both in the classroom and in outdoor settings. Successful course completion earns you a WMI Adult & Child CPR certification and a WMI Wilderness First Responder certification. NOTE: Course fees will only be refundable up to 30-days prior to the start date.

ODAL 301: Fundamentals of Environmental Interpretation (3) [AS]

This course provides students with an introduction to environmental interpretation, which is a key component to all outdoor leadership pursuits. Course work begins with the fundamental principles of environmental interpretation. Once a foundation is established, students practice developing and implementing five different environmental interpretation lessons throughout the semester. Each lesson focuses on a different environment, uses a different style of interpretation, and targets a different audience. Students are expected to participate in two weekend field trips and several in-class field trips.

ODAL 302: Natural History of the Southwest (3) [AS]

Co-requisite: ODAL 350. This field course is designed to not only expose students to a range of Natural History topics specific to the Southwest region of the United States, but to also enhance student's understanding of the terrain they will be travelling through during the Extended Field Course, ODAL 450. Course topics include geology, flora, fauna, climate, human history, interpretation skills, ecological processes, and a lifelong appreciation for the Southwest. Course work and instructor guidance will occur pre-expedition, expedition, and post-expedition encouraging students to drive their own learning. NOTE: Students must be co-registered in ODAL 350 in order to take this class.

ODAL 350: Extended Field Expedition: Leadership Practicum (3) [AS]

Prerequisite: ODAL 201. Through a three-week extended field expedition in a new and unique environment, students develop and practice their leadership and teamwork skills through authentic learning experiences and a comprehensive theoretical component. Students' knowledge, skills, experiences, and abilities in outdoor adventure leadership increase during this self-contained learning expedition. The course curriculum is set-up to encourage students to play an active role in the following: ethically responsible group management, technical expertise, risk management, route planning, logistics, decision-making, lesson planning, natural history, and facilitation skills, such as framing, delivery, and debriefing. Field location is to be determined. NOTE: Course fees will only be refundable up to 60 days prior to the start date.

ODAL 380: Special Topics in Outdoor Adventure Leadership: Field Expeditions 1-(3) [ES]

ODAL 401: Wilderness Ethics (3) [AS]

Prerequisite: ODAL 201. This course presents a powerful tool for understanding the challenges facing wilderness in the United States today. Beginning with the premise that land management must be informed by a well-developed wilderness ethic, the curriculum delves into some of the thorniest problems in wilderness ethics, exploring them in clear, straightforward language: What is wilderness? Why should it be protected? Do animals and trees have rights? When should wilderness concerns trump individual priorities? The course also provides a fascinating history of the wilderness movement in America and gives a comprehensive survey of the legislation and agency structures that define wild lands management today.

Undergraduate Programs

ODAL 450: Wilderness Orientation Leader (3) [AS]

Must have instructor approval. This field-based course is designed to provide students with necessary, advanced information to not only backpack recreationally, but to lead others in a backpacking adventure/expedition. Topics include the planning and preparation required to facilitate a multi-day backpacking trip, i.e. equipment selection and use, menu planning, navigation techniques, camping skills, leave no trace ethics, risk management, and group facilitation. Students will finish the course with an authentic learning experience of co-leading a group of new SNC students on a multi-day backpacking trip in the Sierra Nevada.

ODAL 480: Special Topics in Outdoor Adventure Leadership (1-3) [OC]

ODAL 490: Internship in Outdoor Adventure Leadership (1-3) [OC]
Supervised work experience with an approved organization.

Painting (PNTG)

Department of Fine Arts

PNTG 211: Beginning Painting (3) [ES]

This course will serve as an introduction to various technique styles relevant to the exploration of painting. This course concentrates on developing skills of paint use, color mixing, composition, problem-solving, and self-expression.

PNTG 311: Intermediate Painting (3) [ES]

Prerequisite: PNTG 211. Students further develop their studio practice in painting techniques and development of their personal style and artistic vision.

PNTG 370: Advanced Mixed Media Painting (3) [AY]

Prerequisite: Consent of instructor. A combination of methods and materials are used in this class.

PNTG 401: Independent Study in Painting (1-3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

PNTG 411: Advanced Studio Painting (3) [ES]

Prerequisite: PNTG 311 or consent of instructor. This course focuses on refining techniques, aesthetics, and conceptual interests to further emphasize the individuals' expressive potential.

Physical Education, Recreation, and Health (PHED)

Department of Physical Education, Recreation, and Health

PHED 100-400: Wilderness Orientation (1) [AS]

This field-based course is designed to provide students with the necessary skills to backpack recreationally. Topics include the following: equipment selection and use, navigation techniques, camping skills, leave no trace ethics, risk management, and expedition behavior. Students will finish the course with an authentic learning experience of participating on a multi-day backpacking trip in the Sierra Nevada.

PHED 101-401: Earth Gym (2) [AS]

This course provides a practical, energetic and enlightening way to build your physical and mental fitness, while creating a deeper connection to the wilderness. An Earth gym practice uses sticks and stones to stretch and tone. Students will also learn to craft their own earth-touch footwear, vest, and gathering pouch.

PHED 102-402: Yoga (1) [ES]

This course provides participants with the skills and benefits of a regular yoga practice. Students will learn to apply alignment principles for mindful movement and set intentions for focus and relaxation. Students gain insight, improve health and build strength. Physical postures, breath work and mediation techniques will leave students feeling balanced, rejuvenated and refreshed. No prior experience needed.

PHED 104-404: Beach Volleyball (1) [OC]

Group instruction in all skills including serving, setting, spiking, passing, digging, and blocking. Drills followed by actual games and mini-tournaments.

PHED 105-405: Paddle Boarding (1) [AS]

The fast-growing sport of stand-up paddle boarding (SUP) is a fun, easy way to go play on the water. With minimum equipment, students can explore the shores of Lake Tahoe, while getting a full body workout. It's almost like walking on water!

PHED 106-406: Mountain Biking (1) [AS]

Prerequisite: Need your own bike/equipment-rentals can be arranged. Learn basic techniques for improving biking skills and routine bike maintenance.

PHED 111-411: Freeriding (2) [AS]

This course is designed for the advanced snowboarder/skier who wants to take both their riding and their marketability to the next level. Students will be challenged to further their own freestyle skills, be able to teach a new skill, and learn to add value to the industry off the mountain. Specifically, students will gain exposure to proper utilization of social media tools to promote either themselves, the mountain or the class. Overall course topics include park riding, off piste snowboarding and skiing, backcountry safety, teaching and coaching, marketing and promotions.

PHED 116-416: Telemark Skiing (1) [AS]

This course is an introduction to the wonderful world of Telemark skiing. Students will learn the techniques, the equipment, and the mountain awareness to enable them to participate in this sport in a safe and enjoyable manner. This course can accommodate a wide range of skiing abilities and will cover everything from the stance and position of the telemark turn to more advanced telemark styles.

PHED 132-432: Hiking/Trekking (1) [AS]

Prerequisite: Students should be in the appropriate physical condition to spend eight-hour days hiking in mountainous terrain at elevation. Students will spend the majority of this field-based class on two separate day hikes in the Tahoe Basin. Topics covered include: Leave-No-Trace (LNT), trail etiquette, equipment selection, and proper hydration/nutrition.

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PHED 137-437: Mountaineering (1) [AS]

Prerequisite: Students should be in the appropriate physical condition to spend the class hiking in mountainous terrain. This field-based course is designed for anyone who wants to challenge him or herself and discover the "Freedom of the Hills". Course topics provide students with the necessary skills to travel safely in the mountains. Students will learn proper equipment choices and basic mountaineering principles, including Leave-No-Trace (LNT) principles, off-trail travel, route finding, and safety considerations.

PHED 139-439: Rock Climbing (1) [AS]

This course is designed for those students interested in learning an in-depth introduction to rock climbing. Students will spend the majority of the class climbing in the field. Topics include: rope systems, safety gear, knots, belaying techniques, call signals, climbing techniques, footwork, balance, flexibility, and rappelling.

PHED 140-440: Whitewater Kayaking (1) [AS]

Prerequisite: Must be able to swim. This course introduces students to the fundamental concepts of the kayak roll. Beginning with multiple practice sessions held at an indoor pool and culminating with a half-day trip to a nearby river, successful students will acquire the skills in this course to comfortably navigate Class II whitewater.

PHED 145-445: Whitewater Rafting (1) [AS]

This course is designed for students interested in learning an in-depth introduction to whitewater rafting. Students will spend the majority of the class on two day trips on the South Fork of the American River. Topics include: safe river travel, river equipment, hydrology, reading water, paddle skills, guide skills, paddle commands, and river stewardship.

PHED 153: Challenge Course Experience (1) [AS]

This is an introduction to challenge courses both as a participant and as a facilitator. This is the first component of the two unit 40 hour certificate course. It is designed to introduce students to the concepts and best practices of the Challenge Course industry and adventure based learning. Students will learn about facilitation of challenge course experiences in five major areas including: 1) the soft skills of facilitation; 2) risk management; 3) technical rope and climbing skills including self-belay; 4) rescue training, and; 5) understand the experiential learning cycle (frame experience, debrief). This course takes place entirely in the field.

PHED 180-480: Special Topics in Physical Education, Recreation, and Health (1-3) [OC]

PHED 191-491: Ski Team (1) [ES]

This course is for training and practicing for the SNC ski teams. Training includes both dry land and snow training.

PHED 192-492: Snowboard Team (1) [ES]

This course is for training and practicing for the SNC snowboard team. Training includes both dry land and snow training.

PHED 194-494: Rock Climbing Club Team (1) [AS]

Prerequisite: PHED 139 or consent of instructor. This course is designed for the intermediate to advanced climber who wants to take their skills and training to the next level. The class will meet on

a weekly basis as a team throughout the semester in preparation to travel and compete in the spring North California Intercollegiate Climbing Series. Must be able to belay and climb at the 5.8 level to sign up for this course.

PHED 195-495: Golf Team (1) [ES]

This course is for training and practicing for the SNC golf team.

PHED 196-496: Cross Country Running Team (1) [ES]

This course is for training and practicing for the SNC cross country running team.

PHED 197-497: Soccer Team (1) [OC]

This course is for training and practicing for the SNC soccer team.

PHED 198-498: Lacrosse Team (1) [ES]

This course is for training and practicing for the SNC lacrosse team.

PHED 229: AIARE Level 1 Avalanche and Backcountry Skills (2) [AS]

This class includes the nationally recognized AIARE (American Institute for Avalanche Research and Education) Level 1 curriculum, and builds on this foundation with additional backcountry days around the Tahoe Basin. With classroom and field instruction, the course describes a framework for decision-making and risk management in avalanche terrain. Successful students will receive an AIARE L1 certificate, followed by close instruction during additional field days.

PHED 253: Challenge Course Leadership (2) [AS]

This course is designed to introduce students to the concepts and best practices of the Challenge Course industry and adventure based learning. Students will develop competence in the facilitation of challenge course experiences in five major areas including: 1) the soft skills of facilitation; 2) risk management; 3) technical rope and climbing skills including self-belay; 4) rescue training, and; 5) understand the experiential learning cycle (frame experience, debrief). Each class builds on the experiences and learning of the previous sessions, using games, initiatives, and low and high ropes course elements. This course is a combination of classroom and challenge course experiences.

Philosophy (PHIL)

Department of Humanities and Social Sciences

PHIL 101: Introduction to Philosophy (3) [AY]

Examination of the basic questions of philosophy and consideration of some of the answers philosophers have provided from the pre-Socratics to the present. Answers, however, are not the main emphasis of the course, but rather developing of a sense of the importance of philosophy as a continuing quest and as a central human activity.

PHIL 103: Logic and Critical Thinking (3) [AY]

Logic has played a central role in Western thought from the time of the Greeks until well into the 20th century. Today, however, "logical" argument seems totally devoid of either logic or any clearly defined argument. What has changed in our time? Are we just dealing with several opinions, none of which is clearly preferable to any other? This course is designed to address the question of logic and its relationship to critical thinking and critical

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expression. Elementary (propositional) logic is applied to argument analysis and assessment. The ultimate aim: focused, forceful logic and expression.

PHIL 210: Exploring World Religions (3) [AS]

Examines religious thought, expression, and practice both in an historical and contemporary context. The major world religions are studied as expressions of the most profound yearnings of human existence. The emphasis throughout is upon religion as a living, dynamic response to universal human questions, a response often resulting in enlargement of vision and expansion of self-knowledge.

PHIL 280: Special Topics in Philosophy (3) [II]

Prerequisites: ENGL 101 and PHIL 101. Exploration of a special topic in philosophy such as Greek Philosophy, Medieval Philosophy, Rationalism, Empiricism, Pragmatism, Phenomenology and Existentialism. Topics are based on student interest.

PHIL 380: Special Topics in Philosophy (3) [II]

Prerequisites: ENGL 101 and PHIL 101. Exploration of a special topic in philosophy such as Greek Philosophy, Medieval Philosophy, Rationalism, Empiricism, Pragmatism, Phenomenology and Existentialism. Topics are based on student interest.

PHIL 400: Senior Course Ethics (3) [ES]

(Core Curriculum Course) Prerequisite: Senior standing. This course approaches ethics from a historical and contemporary perspective. It begins with a systematic review of the major figures and theories of the Western tradition and then applies those theories, together with current ethical thought, to contemporary controversies. This course addresses how we should live, both individually and as a society.

PHIL 401: Independent Study in Philosophy (1-3) [II]

PHIL 411: Unconscious, Ego, and Search for Soul (3) [AY]

Study of the works and lives of great people who have reached outside the limitations of their culture to approach self-fulfillment and creative transcendence. What they attained, as well as where they fell short, how they influenced and were influenced by their cultures, and the significance their lives have for present-day society.

PHIL 480: Special Topics in Philosophy (3) [OC]

Prerequisite: PHIL 101 and upper division standing. Exploration of a special topic in philosophy such as: Ancient Greek Philosophy, Medieval Philosophy, Rationalism and Empiricism, Pragmatism, Phenomenology, Existentialism. Topics are based on student interest.

Photography (PHTG)

Department of Fine Arts

PHTG 240: Photojournalism I (3) [AS]

This course is an entry-level course in photography techniques specific for newspaper and print media production. In the class, students study and practice techniques of using a standard or digital camera and the darkroom or associated software to manipulate images. The course emphasizes basic lighting, composition, flash, and layout and image quality.

PHTG 250: Beginning Photography I (3) [ES]

This is an entry-level studio course introducing fundamental techniques for producing images. A variety of photographic methods will be introduced including camera functions and production methods within the art of photography. Students will participate in digital and darkroom techniques to produce images while addressing the wider context of photographs in group critiques.

PHTG 340: Photojournalism II (3) [AS]

Prerequisite: PHTG 240 or consent of the instructor. This course is an intermediate course in photography techniques specific for newspaper and print media production. In the class, students study and practice techniques of using a standard or digital camera and the darkroom or associated software to manipulate images. The course emphasizes basic lighting, composition, flash, and layout and image quality. Students will be encouraged to submit their work to various print publications.

PHTG 350: Intermediate Photography II (3) [ES]

Prerequisite: PHTG 250 or consent of the instructor. Further development and concentration in technical and theoretical aspects of photography. Techniques include toning, murals, non-silver.

PHTG 390: Internship I (1-6) [ES]

Prerequisite: Consent of Department Chair. This course provides the opportunity for upper division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

PHTG 401: Independent Study in Photography (1-3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

PHTG 440: Photojournalism III (3) [AS]

Prerequisite: PHTG 340 or consent of the instructor. This course is an advanced course in photography techniques specific for newspaper and print media production. In the class, students study and practice techniques of using a standard or digital camera and the darkroom or associated software to manipulate images. The course emphasizes basic lighting, composition, flash, and layout and image quality. Students will be required to submit their work to various publications.

PHTG 450: Advanced Photography III (3) [ES]

Prerequisite: PHTG 350 or consent of the instructor. Advanced techniques and application of photographic practice and theory.

PHTG 480: Special Topics in Photography (3) [AY]

Varying topics on important individuals, genres, historical developments, and critical and theoretical issues in photography.

PHTG 490: Internship II (1-6) [ES]

Prerequisites: PHTG 390 and consent of Department Chair. This course provides the opportunity for upper division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervised employment situations.

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Physics (PHYS)

Department of Science and Technology

PHYS 101: Physics I (3) [AS]

Prerequisite: MATH 110 or higher. Corequisite: PHYS 105. This course focuses on physics concepts with utilization of algebra as a main mathematical tool. Topics from classical physics include: kinematics, Newton's laws of motion, conservation of laws of momentum and energy, gravitation, rotational mechanics and oscillations, states of matter, gases, fluids, and elements of thermodynamics. An emphasis is placed on utilization of physics laws in the environmental and biological sciences; the physics course syllabus is aligned with syllabi of Biology I and Environmental Systems to enhance the applicability of physics concepts to the life sciences.

PHYS 102: Physics II (3) [AS]

Prerequisite: PHYS 101. Corequisite: PHYS 106. This course focuses on physics concepts with utilization of algebra as a main mathematical tool. Topics from classical physics include: electrostatics, electrodynamics, optics; topics from modern physics include: theory of relativity, quantum physics, and nuclear physics. An emphasis is placed on utilization of physics laws in the environmental and biological sciences; the physics course syllabus is aligned with syllabi of Biology II and Environmental Systems to enhance the applicability of physics concepts to the life sciences.

PHYS 105: Physics Lab I (1) [AS]

Corequisite: PHYS 101. This course accompanies Physics 101 to enhance the students understanding of physics with hands-on experiences.

PHYS 106: Physics Lab II (1) [AS]

Corequisite: PHYS 102. This course accompanies Physics 102 to enhance the students understanding of physics with hands-on experiences.

PHYS 390: Internship in Physics I (1-6) [II]

Supervised work experience in an approved public or private organization involved in physics research and/or application. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

PHYS 481: Senior Research Project in Physics (3) [II]

Prerequisite: Senior standing. The selection, design, implementation and reporting of an approved physics project. Requires written progress and final reports.

PHYS 490: Internship in Physics II (1-6) [II]

Prerequisite: PHYS 390. Supervised work experience in an approved public or private organization involved in physics research and/or application. Placement will be made with an agency working in an area related to the student's field of study. The faculty and responsible officials in the work situation provide supervision. Paid or volunteer basis. (Requires 50 hours of work per credit.)

Printmaking (PRNT)

Department of Fine Arts

PRNT 215: Introduction to Printmaking (3) [ES]

This course will serve as an introduction to the processes and expressive potential of printmaking; specifically, relief and intaglio printmaking. Emphasis will be on learning how to make prints, visual problem-solving, image making, and evaluation through personal and group critiques by analyzing artistic decisions.

PRNT 315: Intermediate Printmaking (3) [ES]

Prerequisite: PRNT 215 or consent of instructor. Students further develop their studio practice in the printmaking area. Students focus on major print areas (lithography, etching, relief, and screen print) and work with a combination of these processes.

PRNT 401: Independent Study in Printmaking (1-3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by the student during the semester in conjunction with a faculty advisor. Weekly conferences.

PRNT 415: Advanced Printmaking (3) [ES]

Prerequisite: PRNT 315 or consent of instructor. Continued development of student visual identity through the printmaking process, understanding traditional methods and pursuing innovative, creative, and thoughtful alternatives to "your image." Continued exploration of various processes to produce a mature body of work.

PRNT 480: Special Topics in Printmaking (3) [AY]

Varying topics on important individuals, genres, historical developments, and critical and theoretical issues in printmaking.

Psychology (PSYC)

Department of Humanities and Social Sciences

PSYC 101: Introduction to Psychology (3) [ES]

Introduction to the principles and methods of psychology with a focus on understanding the human personality from a variety of perspectives. Topics include personal growth and life transitions from birth to death; interpersonal relations; friendship, love and prejudices; theories of personality; the individual and society; life problems, methods of coping, and mental illness; self-actualization and fulfilling human potential. Introduction to the discipline of psychology, but with practical focus on self-understanding and personal growth and fulfillment.

PSYC 202: Human Development (3) [AY]

Prerequisite: PSYC 101. A study of human development from conception through old age. Physical, intellectual, social and emotional growth are examined in each of the eight stages of development (prenatal, infancy, early childhood, school age children, adolescence, early adulthood, middle adulthood and later adulthood) from the biological, psychological, socio cultural and life-cycle theoretical perspectives.

PSYC 220: Statistical Analysis for Psychology Majors (3) [ES]

Prerequisites: PSYC 101 and MATH 251. This course teaches the student how to appropriately select, use, and infer results from statistical analyses in behavioral and health sciences. This course is

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a necessity as it allows students to analyze data emerging from their use of the scientific method to study human behavior. Students will learn about descriptive and inferential statistics. Finally, students will learn how to effectively present their findings to interested parties.

PSYC 240: Social Psychology (3) [AY]

Prerequisite: PSYC 101. Course examines psychology of human behavior, development, and experience in socio-cultural context, focusing on theoretical/methodological issues in socialization, with emphasis on practical applications of social psychology. Topics include social perception; attitudes and attitude change; prejudice; aggression; identity; interpersonal communication and relationships; gender issues; group dynamics, leadership, and crowd conformity; crowd behavior and social movements.

PSYC 291: Introduction to APA Style (2) [AS]

Prerequisites: ENGL 101 and ENGL 102. This course introduces the student to the professional writing style of the American Psychological Association (APA). Topics include grammar, punctuation, clear expression of ideas, citation of sources, quotation, headings, tables and figures, reference format, and ethics.

PSYC 301: Animal Behavior (3) [AY]

Prerequisite: PSYC 101. Corequisite: PSYC 305. Lab course must be taken concurrently. Behavior of animals from ecological and evolutionary perspectives, with emphasis on the importance of field environments. Includes an introduction to the concepts of ethology and sociobiology as they apply to both animals and humans. (Also listed as BIOL 301 under Science.)

PSYC 303: Child Development (3) [AY]

Prerequisite: PSYC 202. Human development from birth through adolescence. Behavior of the child and age-appropriate issues such as parent-child relations, peer group interaction, and human response.

PSYC 304: Adolescent Development (3) [OC]

Prerequisite: PSYC 202. Examination of physical, behavioral, cognitive, social, and cultural factors in the growth and development of adolescents from puberty to early adulthood.

PSYC 305: Animal Behavior Lab (1) [AY]

Corequisite: PSYC 301. Laboratory and field exercises to accompany PSYC 301. (Also listed as BIOL 305 under Science.)

PSYC 310: Organizational Psychology (3) [AY]

Prerequisite: PSYC 101. This course will provide the student with an introduction to the science of organizational psychology and focuses on the application of psychological principles and personality factors. Issues such employee motivation, job satisfaction, group dynamics, decision-making, leadership, influence, career dynamics, and employee stress are considered.

PSYC 322: Counseling and Clinical Psychology (3) [AY]

Prerequisite: PSYC 101. Introduction to the theories, ethics, and techniques of counseling/therapy. Focuses on practice and activities including field trips to local counseling centers.

PSYC 325: Neuroscience (3) [AY]

Prerequisite: PSYC 101. The physical basis of psychological states is found in the brain; therefore, brain structure and function relating to psychology and behavior are the basis for this course. Topics covered include the "senses," consciousness, learning and memory, emotion, psychological disorders and language. Both experimental and clinical information are covered to illustrate the current state of knowledge in the field.

PSYC 330: Human Sexuality (3) [AY]

Prerequisite: PSYC 101. Overview of human sexuality from a multi-disciplinary perspective. Physiological, social, historical, religious, and interpersonal points of view are explored.

PSYC 331: Adventure Therapy (3) [AS]

Prerequisites: ODAL 201 and PSYC 322. This course is an introduction to the theories, ethics and techniques of adventure therapy and counseling. It covers the history of wilderness therapy and adventure based counseling. It focuses on experiential learning, facilitation, research on current adventure based therapy programs and the integration of theoretical perspectives.

PSYC 335: Death and Dying (3) [AY]

Prerequisite: PSYC 101. Exploration of the attitudes, beliefs, and behaviors associated with dying, death, and bereavement. Cross-cultural and multi-theoretical perspectives are applied to such issues as terminal illness, suicide, burial rituals, and concepts of an after-life. Emphasis on development of the students' personal ethic related to death.

PSYC 350: Educational Psychology (3) [AS]

Prerequisite: PSYC 101. Educational Psychology provides a foundation for the field of educational psychology. Students will explore teaching qualities and styles that affect learning, motivation, performance, and daily academic functions. The course will examine social, economic, and political issues and their effect on children's learning, along with knowledge of federal and state policies that affect the education process. Other issues covered include testing, multicultural, and special need students. The various learning and development theories of Jean Piaget, Erik Erikson, and Vygotsky will be strongly emphasized.

PSYC 351: Introduction to Art Therapy (3) [AY]

Prerequisites: PSYC 322 and a studio fine arts course. Student explores the history and current status of art as a therapeutic modality and a healing force. Through literature review and experiential learning the student will consider how visual and performing arts can stimulate and expand physical, emotional, psychological and cognitive functioning. Art as a form of communication, as a remedial or corrective learning experience, and as a tool in special education. Also listed as FNAR 351.

PSYC 355: Interview and Communication Techniques (3) [AS]

Prerequisite: PSYC 101. Communication and interviewing techniques is an examination of communication from various standpoints, as illustrated by different types of interviews. In this course, interviewing techniques are compared and students practice interviewing.

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PSYC 365: Humanistic and Transpersonal Psychology (3) [AS]

Prerequisite: PSYC 101. Personal growth and human potential approaches of the Humanistic and Transpersonal “schools” of psychology. Major theories examined from a scientific perspective. Implications for responsible personal practices of growth and higher consciousness. Critique and application of systematic theories and models (e.g., Maslow, Fromm, Rogers, Jung, Wilbur, Watts) and of popular practices of consciousness-raising.

PSYC 370: Learning Theory and Cognitive Psychology (3) [AS]

Prerequisite: PSYC 101. This course follows the history of the psychological study of human learning and thinking, showing the evolution of learning theories and the movement toward internal explanations for thought and action. From Pavlov’s dog through Skinner’s rats to computer-generated artificial intelligence, this area of psychology has gone through dramatic changes and has influenced many academic disciplines. An important course for the understanding of historical and contemporary psychology.

PSYC 371: Abnormal Psychology (3) [AY]

Prerequisite: PSYC 101. This course carefully scrutinizes currently accepted points of view concerning “abnormal” behavior. Students are encouraged to develop informed opinions concerning the definitions, causes, and treatments of mental illness, both from the point of view of the individual whose behavior is being considered, as well as from the point of view of the culture in which the individual is living. Brain disorders such as schizophrenia, bipolar disorder, major depression, obsessive-compulsive disorder, and panic disorders are discussed with an emphasis on understanding the physical, mental, emotional, and socio-economical implications of these illnesses.

PSYC 372: Training for Clinical Internships (2) [AS]

Prerequisite: PSYC 322, PSYC 371, or instructor approval. This course explores the variety of clinical options psychology majors have post-graduation. Students will gain a meaningful understanding of applied psychology in settings and reflect on their own clinical internships. The course will include a combination of lecture, group work, and experiential exercises.

PSYC 380: Special Topics in Psychology (3) [AY]

This course will explore topics in psychology outside of the purview of the normal curriculum.

PSYC 384: Psychology Through Literature (3) [AY]

Prerequisites: ENGL 101 and PSYC 101. See ENGL 384 under English for course description.

PSYC 390: Internship (1-6) [ES]

Prerequisite: Consent of Department Chair. Supervised work experience in public and private organizations on assignments related to the student’s career goals. Eighty hours per credit of supervised employment plus monthly seminars with other internship students. Internship may be paid or volunteer.

PSYC 395: History of Psychology (3) [AS]

Prerequisite: PSYC 101. This course will provide a broad overview of the field of psychology from ancient times to the current day. Students will be introduced to biographical, intellectual and institutional histories of psychology and exposed to a diverse set of

subjects including the rise of sensation and perception research and the ascendancy of clinical psychology within the discipline.

PSYC 401: Independent Study in Psychology (1-3) [ES]

PSYC 415: Research Methods in the Behavioral Sciences (4) [AS]

Prerequisites: PSYC 101, PSYC 291, MATH 251, and senior status. Critical evaluation of many forms of research efforts in the behavioral sciences, including both qualitative and quantitative methodologies. The advantages and liabilities of numerous methods, including laboratory experiments, surveys, and field studies, are examined, and published research studies are critiqued. PSYC 415 is part one of a two part series and must be followed by PSYC 445.

PSYC 422: Clinical Methodologies (3) [AY]

Prerequisite: PSYC 322. This course is designed to serve as a bridge from clinical counseling theory to actual clinical practice. We focus on the “how to” of therapy, exploring a variety of counseling skills, techniques, and strategies based on a wide range of theoretical approaches. Gestalt, Cognitive/Behavioral, Client-Centered, Psychodynamic, Transpersonal, and Systems Theories are included. Students learn and practice ways of applying concepts from these schools of thought to working with the clients. Management practice issues as well as legal and ethical concerns relating to counseling are also covered.

PSYC 425: Advanced Neuroscience (3) [OC]

Prerequisite: PSYC 325. An advanced course on the morphological, physiological and biochemical mechanisms associated with sensation, perception, motor movements, learning, memory and emotion.

PSYC 440: Sensation and Perception (3) [AS]

Prerequisites: PSYC 415, by invite only. This course examines the publication process from the academic perspective, as well as in practice. Students will compose a publishable research paper detailing their research. Toward this end, they will review publication history and publication requirements in journals of their interest. This paper will be submitted for publication in at least one undergraduate research journal and at least one traditional, peer-reviewed, psychological journal focusing on content related to their field of study. A complimentary focus of this class is professional preparedness; thus, additional topics include emphasis of APA style requirements for publication and formation of an academic curriculum vitae for graduate school and career purposes.

PSYC 441: Environmental Perception and Human Development (3) [AS]

Prerequisite: PSYC 101. Interdisciplinary course integrating psychological theories of personality development with the study of ecology and man’s perception of nature and wilderness. Historical trends in perception of the environment and their psychological significance.

PSYC 445: Experimental Psychology (4) [AY]

Prerequisites: PSYC 415 and senior status. Focus on experimental designs and techniques used in psychological research. Topics include: principles of scientific method, group research, single-subject research, ethical issues, and research reporting. Emphasis is

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on providing students with hands-on experience in designing and conducting experiments in psychology and encourages students to become more critical research consumers. PSYC 445 is part two of a two part series, following PSYC 415.

PSYC 450: Capstone Course in Psychology (3) [AS]

Prerequisites: PSYC 101 and PSYC 291. Course appropriate for psychology majors, interdisciplinary majors with a concentration in psychology, and psychology minors. Required for the concentration in Psychology, this course provides a review and reexamination of the Psychology curriculum. It is tailored to the students' strengths and weaknesses and prepares students for assessment of their knowledge and understanding in the field.

Sculpture (SCLP)

Department of Fine Arts

SCLP 210: Beginning 3-Dimensional Practices (3) [AS]

The students are introduced to 3-dimensional practices within contemporary fine arts. These practices include form-making through additive and reduction processes and installation art where students learn to use tools and techniques. Students are also introduced to historical models of sculptural procedures and other art practices through visual material.

SCLP 310: Intermediate 3 Dimensional Practices (3) [AS]

Prerequisite: SCLP 210 or consent of the instructor. The students further investigate 3-dimensional practices within contemporary fine arts. These practices include advanced form-making through additive and reduction processes and installation art. Students are more involved with historical models of sculptural procedures and other art practices through visual material.

SCLP 401: Independent Study in Sculpture (1-3) [ES]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

SCLP 410: Advanced 3 Dimensional Practices (3) [AS]

Prerequisite: SCLP 310 or consent of the instructor. Within the domain of 3-dimensional practices, students envision and propose projects individually conceived, directed and completed with the consent of the instructor. The work and development process is in a participatory dialogue, including critiques with other students in different levels of 3-dimensional practices.

SCLP 480: Special Topics in Sculpture (3) [AY]

Varying topics on important individuals, genres, historical developments, and critical and theoretical issues in sculpture.

Ski Business and Resort Management (SBRM)

Department of Business

SBRM 315: Introduction to Ski Business (3) [Spring Semester]

Prerequisites: Students must complete 45 credits. All aspects of mountain operations will be covered in this introductory course, including mountain operations management, risk management, human resources, snowmaking, grooming, lift operations and maintenance, vehicle maintenance, ski patrol, terrain parks, parking and transportation and guest services. Guest speakers representing

the region's top resorts in each area of expertise are a highlight of this course, which is required prior to enrolling in the other ski business and resort management curriculum.

SBRM 325: Resort Profit Center Management (3) [AS]

Prerequisites: SBRM 315; recommended ACCT 204. All areas where money is exchanged will be the focus of this junior level course, including restaurants and bars, lodging, tickets and season passes, rentals, demos, repair, adult and children's ski school, and racing. Students will visit regional resorts and receive presentations by top profit center managers, seeing profit centers in operations. Students will benefit from guest speakers currently operating the most successful and innovative resort profit centers in the Tahoe region.

SBRM 330: Resort Marketing and Sales Management (3) [AS]

Prerequisites: SBRM 315 and MKTG 201. All facets of resort marketing and sales operations are covered in this junior level course, including marketing strategy and planning, budgeting, advertising, public relations, promotions, special events, Web sites, corporate and group sales, and staffing. Students will benefit from guest speakers representing the top marketing resorts in the Tahoe region.

SBRM 390/490: Internship in Ski Resort Management I/II (1-6) [ES]

Prerequisite: Consent of the instructor. This course requires 50 hours per credit of independent fieldwork in a ski resort management environment. Students define specific learning objectives, developed in conjunction with their faculty internship advisor, Department Chair and sponsoring field supervisor. Supervisory performance evaluations, readings, reports, and faculty conferences throughout the internship period reinforce Field experience.

SBRM 401: Independent Research in Ski Resort Management (1-3) [ES]

Prerequisite: Consent of the instructor. This course provides selected students the opportunity to develop specific research objective(s) and implement an independent research program in fulfillment of those objectives. Independent research must be focused in the business management field.

SBRM 450: Case Studies in the American Ski Industry (3) [Spring Semester]

Prerequisites: SBRM 315, SBRM 325 and SBRM 330. Over the past three decades, a few dozen ski resort and ski manufacturers made significant impacts on what consumers find at a ski resort in the 21st century. This course examines the financial, marketing, operational, and development strategies used by leading companies to provide a superior experience for today's ski resort visitors. Students will utilize their knowledge from business and ski business resort management classes to analyze cases and develop a research project. This course will prepare students for their Capstone Resort Master Planning course.

SBRM 460: Resort General Management (3) [Fall Semester]

Prerequisites: SBRM 315, SBRM 325, SBRM 330, and senior standing. This senior level course provides a thorough study of every department in a mountain resort, including operations,

Undergraduate Programs

finance, human resources, risk management, planning, budgeting, profit centers, food and beverage. Students will interact with the general managers of each of Tahoe's leading resorts.

SBRM 475: Resort and Real Estate Master Planning (3) [ES]

Prerequisites: SBRM 315, SBRM 325, SBRM 330, and senior standing. It's time to build your own resort. Working in teams of 2-3, students will locate and design their own resort with a capital budget and skier-at-one-time capacity. Gaining knowledge by studying an actual approved mountain master plan, no element of the modern resort will be overlooked, from entrance roads, parking lots and shuttle systems to lift and trail layout, snowmaking systems, grooming plans and the entire commercial and service buildings necessary to service thousands of guests per day. This course is the highlight of the SBRM curriculum.

SBRM 480: Special Topics in Ski Business (3) [AY]

Prerequisite: ENTP 200. This course designation is used to offer special courses that focus on topics of current relevance or student interest. It may also be used to offer a new course enabled by a visiting scholar and to pilot new courses prior to making a commitment to ongoing scheduling.

Secondary Education (SECD)

SECD 495: SECD Student Teaching Seminar (8) [ES]

This course provides full-time supervised teaching in secondary schools. Students are required to attend weekly seminars throughout the term.

Sociology (SOCI)

Department of Humanities and Social Sciences

SOCI 101: Introduction to Sociology (3) [AY]

Survey of the basic concepts, issues, and areas of sociological analysis. Socialization and the social self, social organization, collective behavior, social change, population dynamics, and social institutions.

SOCI 310: Marriage and Family (3) [AS]

Prerequisite: PSYC 101. Marriage and family explores marriage and family from the sociological perspective. The focus is on the family as a key societal institution within which changes are taking place. You will look at the family through history and note the changes in view of marriage from sexual property to romantic love. You will explore the varieties of contemporary families and overall trends; for example, the role of love and the marriage market, marital and non-marital sex, and having or not having children. Marital power allocation, role expectations, child rearing, domestic violence, divorce, and remarriage are also discussed. You will be made aware of what to expect in your own family life. You will examine practical techniques for addressing issues and problems that can arise.

SOCI 375: Group Process: Theory and Practice (3) [OC]

This course outlines the basic issues of group process and provides group leaders and facilitators with practical skills in applying these concepts in working with a variety of groups; whether in business or industry, teaching or counseling, or for increased awareness as a group participant.

SOCI 390: Internship (1-6) [ES]

Prerequisite: Consent of Department Chair. Supervised work experience in public and private organizations on assignments related to the student's career goals. Eighty hours per credit of supervised employment plus monthly seminars with other internship students. Internship may be paid or volunteer.

Spanish (SPAN)

Department of Humanities and Social Sciences

SPAN 101: Introduction to Spanish I (3) [AS]

Introductory course for beginning Spanish students or for those reviewing and improving their Spanish skills. Includes fundamentals of spoken communication, grammar, writing, listening, and reading, as well as Latin American and Spanish culture.

SPAN 102: Introduction to Spanish II (3) [AS]

Prerequisite: SPAN 101. A second semester course for beginning Spanish students or for those reviewing and improving their Spanish skills. Includes fundamentals of spoken communication, grammar, writing, listening, and reading, as well as Latin American and Spanish culture.

SPAN 151: Spanish in the Field I (3) [OC]

Students converse and learn new or more language, culture, history, and arts in a Hispanic country. Offered in two levels, 151 for beginning students and 251 for Intermediates. Course builds upon previous acquired language skills. Students pay extra fees for transportation, hotels, and meals.

SPAN 201: Intermediate Spanish I (3) [AS]

Prerequisite: SPAN 101, SPAN 102 or equivalent. A continuation of Beginning Spanish I & II which gives the students greater opportunity to participate individually and in groups in practice forums to speak, comprehend, read, and write Spanish. Explores various aspects of Latin American and Spanish culture.

SPAN 202: Intermediate Spanish II (3) [AS]

Prerequisite: SPAN 101, SPAN 102, SPAN 201 or equivalent. A continuation of Beginning Spanish I & II and Intermediate Spanish I, which gives the students greater opportunity to participate individually and in groups in practice forums to speak, comprehend, read, and write Spanish. Explores various aspects of Latin American and Spanish culture.

SPAN 250: Conversational Spanish (3) [OC]

Designed to improve beginning and intermediate students' ability to converse in Spanish. Emphasis on improving vocabulary, pronunciation, diction, and accent. Development of reading and writing skills is enhanced through use of Spanish in real-life situations.

SPAN 251: Spanish in the Field II (3) [OC]

Students converse and learn new or more language, culture, history, and arts in a Hispanic country. Offered in two levels, 151 for beginning students and 251 for Intermediates. Course builds upon previous acquired language skills. Students pay extra fees for transportation, hotels, and meals.

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SPAN 315: Spanish Literature (3) [OC]

Prerequisite: SPAN 201, SPAN 202 or instructors consent. An exploration of the major Spanish and Hispano-American writers from medieval to contemporary with a focus on their historical and cultural context.

Sustainability (SUST)

Department of Humanities and Social Sciences

SUST 101: Introduction to Sustainability (3) [AS]

The term “sustainable” is being used all over our media, but what does it really mean? The most widely accepted definition states that sustainability meets the needs of the present without compromising the ability of future generations to meet their needs. This course is an overview of the environmental, economic, and social issues we have around the world and the challenges, opportunities and solutions we have available to us to improve our lives.

SUST 104: Health, Nutrition and Sustainability (3) [AS]

Students are introduced to health and nutrition issues from an individual perspective to a public health perspective. This course explores the contribution and impacts of the environment, genetics, and behavior on health issues. It provides an introduction to nutrition, physical fitness, and health behavior by reviewing health appraisal, fitness, and nutrition analysis. It also includes the foundations for program development, communication, and administration of health programs.

SUST 201: Social Justice and Sustainability (3) [AS]

This interdisciplinary course introduces students to the social justice side of sustainability studies, using core concepts, strategies and critical analysis drawn from sociology, political science, and environmental studies to investigate the meaning, goals, and application of social sustainability. Through readings, class discussion, case studies, and reflective writing assignments, this class challenges students to examine how social sustainability is influenced by social norms, ecosystem health, biodiversity, politics, cultural diversity, as well as environmental and economic justice. Emphasis is placed on the interaction between society and nature. Students will address the importance of social and environmental change, and of being a contributing member of the global community.

SUST 253: Alternative Energy I (3) [AS]

Prerequisites: ENVS 200/205. A design, installation, and maintenance course in small-scale energy systems. Topics include photovoltaic's, wind energy, solar domestic water and space heating, hydro-power, and alternative vehicles. Students will do energy assessment to determine feasibility of a spectrum of energy choices. Combines theory with hands-on practice.

SUST 320: Climate Change (3) [AS]

Prerequisites: ENVS 200/205. Climate Change will begin with an exploration of the science of climatology where students will gain an understanding of how global climates shift, as well as examine models for projected climate change. This course will conclude with an interdisciplinary exploration into the human causes and consequences of climate change, including policy options and sustainability approaches.

SUST 350: Field Work in Sustainability (3) [AS]

Prerequisites: SUST 101, SUST 201, or approval of instructor. This course will introduce students to advanced sustainable solutions, such as social and environmental risk assessment, urban planning, rural sustainability, food production, green business, sustainable energy and housing, and global policy. Students will engage in an independent research project or applied community action, which addresses sustainable solutions. Furthermore, students will be exposed to a professional conference where they have an opportunity to either present or observe pertinent research.

SUST 353: Alternative Energy II (3) [AS]

Prerequisite: ENVS 253. Second semester course in design, installations, and maintenance of small-scale energy systems. Topics include photovoltaic's, wind energy, solar, domestic water and space heating, hydropower, and alternative vehicles. Consideration of the importance of scale in energy assessment. Combines theory with hands-on practice. Topics vary from semester to semester.

SUST 381: Sustainability: Travel and Field Experience (3) [AY]

Students will handle first-hand sustainability issues, have an opportunity to analyze and research sustainability problems, to become familiar with historical contexts and apply them to current sustainability topics through field methodology, such as observation, participant observation, interviewing, and content analysis. Students will also be able to interact with natural and social environments and engage in discussion, team-building, and leadership activities.

SUST 426: Environmental Law (3) [AS]

Prerequisites: ENVS 200/205. Study of federal, state, and local environmental laws. Considers the benefits and limitations of key environmental laws, and the costs and benefits of environmental regulation. In-depth case studies, including, issues in the Lake Tahoe basin, are used to highlight the complexities of creating and implementing environmental laws.

SUST 450: Sustainability Solutions (3) [AS]

Prerequisite: SUST 350 or approval of instructor. This course will introduce students to advanced sustainable solutions such as social and environmental risk assessment, urban planning, rural sustainability, food production, green business, sustainable energy and housing, and global policy. Students will engage in an independent research project or applied community action, which addresses sustainable solutions. Furthermore, students will be exposed to a professional conference where they have an opportunity to either present or observe pertinent research.

SUST 480: Special Topics in Sustainability (3) [AY]

This course designation is used to offer special course that focus on topics of current relevance or student interest. It may also be used to offer a new course enabled by a visiting scholar and to pilot new courses prior to making a commitment to ongoing scheduling.

SUST 490: Internship in Interdisciplinary Studies (3) [ES]

Supervised work experience with an approved organization.

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Theatre (THEA)

Department of Fine Arts

THEA 220: Beginning Acting (3) [OC]

The why and how of acting on stage starting with basic movement and theatrical direction. Basic acting technique and skill development. Includes study of theatrical terminology and a glossary of terms, movement exercises, fundamental improvisation techniques and monologue and dialogue exercises from selected published plays. A public performance may be included. No previous experience is necessary.

THEA 235: Musical Theatre (3) [AY]

Techniques of acting, singing, and dancing applicable to the musical theatre are studied. Scenes and songs from published (or unpublished) musicals are rehearsed and performed. A public performance is an option.

THEA 320: Intermediate Acting (3) [OC]

Prerequisite: THEA 220. A continuation of the techniques introduced in THEA 220. A public performance is an option. No previous experience is necessary.

THEA 401: Independent Study (1-3) [II]

Prerequisite: Consent of the instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with a faculty advisor. Weekly conferences.

THEA 480: Special Topics in Theatre (3) [OC]

Varying topics on important individuals. Genres, historical developments, critical and theoretical issues in theatre.

THEA 490: Internship (1-6) [II]

Prerequisite: Consent of Department Chair. This course provides the opportunity for upper-division students to work in public or private organizations on assignments relating to their career goals, allowing them to explore specific, relevant concepts and skills in supervising employment situations.

V. GRADUATE PROGRAMS

GRADUATE ADMISSION

Admission to a graduate program at Sierra Nevada College is based upon a wide-range of criteria designed to identify a student body with integrity, high academic standards, and serious educational and personal goals. True to SNC's commitment to individualized education, each application receives a confidential and in-depth review.

Master of Arts in Teaching (M.A.T.) Admission Requirements

1. Graduate Application for Admission.
2. \$50 non-refundable application fee (payable to Sierra Nevada College).
3. Official Transcripts
 - An official transcript showing a posted bachelor's degree with an earned 2.75 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification, including time elapsed since completion of degree, experience in the field, etc.)
 - Transcripts of any other undergraduate and graduate coursework must be submitted separately.
 - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.
4. Two confidential letters of recommendation. Letters of recommendation should come from a college-level instructor who can speak to your academic competencies. If you cannot acquire an academic letter, the letters should be from someone who can provide anecdotal evidence of how you interact with youth and your suitability to the teaching profession, or from someone (e.g., an employer) who can provide some anecdotal evidence about the following skills: written and oral communication, analytical reasoning, and/or the ability to read complex material. Letters may **not** be from a neighbor, friend, or relative.
5. Personal Essay (2-3 pages) – Please address each of the following:
 - Why do you want to become a (level/subject) teacher?
 - Description of a powerful learning experience in your life and how it might influence your own teaching in the future.

Note: GRE scores are not required.

Recommendation:

We strongly recommend that graduate candidates with a GPA below a 3.00, demonstrate basic proficiency in writing/verbal and mathematical skills by successful passing of Praxis Core or CBEST. Evidence may include completing state appropriate courses with a grade of B or better. A Master's degree meets this requirement.

Master of Arts in Administration (M.A.A.) Admission Requirements

1. Graduate Application for Admission.
2. \$50 non-refundable application fee (payable to Sierra Nevada College).
3. Official Transcripts
 - An official transcript showing a posted bachelor's degree with an earned 3.00 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification, including time elapsed since completion of degree, experience in the field, etc.)
 - Transcripts of any other undergraduate and graduate coursework must be submitted separately.
 - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.
4. Two letters of recommendation. Letters of recommendation should come from someone (e.g., an employer) who can provide some anecdotal evidence about the following skills: teaching, written and oral communication, analytical reasoning, and/or the ability to read complex material. Letters may **not** be from a neighbor, friend, or relative.
5. One year of verifiable teaching experience in a K-12 school.
6. Personal Essay (2-3 pages) – Please describe the following:
 - Discuss how you anticipate this program will enhance your role as a leader in the classroom or community.

Note: GRE scores are not required.

Graduate Programs

Alternative Route to Licensure (ARL) Track within the Master of Arts in Teaching (MAT) Program Admission Requirements

1. Full enrollment in Masters of Arts in Teaching program at SNC.
2. Elementary and Secondary majors: completion of two classes (1) EDUC 460 – Introduction to Education and Educational Research, and (2) EDUC 565 – Effective Instructional Practices and Classroom Management.
3. Special Education majors: completion of two classes (1) EDUC 560 – Introduction to Education and Educational Research, and (2) EDUC 555 – Exceptional Individuals.
4. Completion of all teacher licensure exams specific to content area.
5. Obtain a job offer from a participating school district.

Master of Education in Advanced Teaching and Leadership (M.Ed.) Admission Requirements

1. Graduate Application for Admission.
2. \$50 non-refundable application fee (payable to Sierra Nevada College).
3. Official Transcripts
 - An official transcript showing a posted bachelor's degree with an earned 3.00 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification, including time elapsed since completion of degree, experience in the field, etc.)
 - Transcripts of any other undergraduate and graduate coursework must be submitted separately.
 - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.

Note: GRE scores are not required.

4. Two letters of recommendation. Letters of recommendation should come someone (e.g., an employer) who can provide some anecdotal evidence about the following skills: teaching, written and oral communication, analytical reasoning, and/or the ability to read complex material. Letters may **not** be from a neighbor, friend, or relative.
5. Personal Essay (2-3 pages) – Please describe the following:
 - Discuss how you anticipate this program will enhance your role as a leader in the classroom or community.

Note: GRE scores are not required.

Master of Fine Arts in Creative Writing (M.F.A.) Admission Requirements

The Master of Fine Arts in Creative Writing Program accepts applications on a rolling basis. If you have questions about the application process, please contact the Graduate Admissions Office at graduateadmissions@sierranevada.edu.

1. Application
 2. \$50 non-refundable application fee (payable to Sierra Nevada College)
 3. Manuscript in Chosen Genre
 - Manuscript guidelines are as follows:
 1. Poetry: 10 pages of poetry
 2. Fiction: 20-25 pages of fiction
 3. Nonfiction: 20-25 pages of nonfiction
- Note: All manuscripts must be typed and double spaced, Times New Roman 12 point font*
4. Two personal essays
 - In two to three pages, the essay should discuss your creative writing background, to include writers in your chosen genre who influenced your own work. Do not include the work of MFA faculty members at Sierra Nevada College in your discussion. (You may discuss this in question number two, if applicable.)
 - In two to three pages, discuss how the low-residency model and the program at Sierra Nevada College would be suited to your writing goals.
 5. Two confidential letters of recommendation
 - Letters of recommendation should come from a college-level instructor who can speak to your academic competencies. Letters may not be from a neighbor, friend, or relative.
 6. Official Transcripts
 - An official transcript showing a posted bachelor's degree with an earned 3.0 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification including time elapsed since completion of degree, experience in the field, etc.)
 - Transcripts of graduate coursework may be submitted separately.
 - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.

Note: GRE scores are not required.

Graduate Programs

Master of Fine Arts in Interdisciplinary Arts (M.F.A.) Admission Requirements

The Master of Fine Arts in Interdisciplinary Arts Program accepts applications on a rolling basis. If you have questions about the application process, please contact the Graduate Admissions Office at graduateadmissions@sierranevada.edu.

1. Application
2. \$50 non-refundable application fee (payable to Sierra Nevada College)
3. A portfolio of 15-20 images.
 - If your work is best shown via video, you may submit up to 20 minutes of video files by linking to them directly on the web (Vimeo, You Tube, etc.).
 - If you are working with sound, you may submit up to 10 minutes of audio files by linking to them directly on the web (Soundcloud, etc.).
 - With all time-based media, please make sure to indicate Title, Medium, Duration, and Date in the spaces for Title-Descriptions when submitting.
 - If media is password-protected, please include password for viewing.
4. An artist's statement that contextualizes your current studio activity, and describes how your participation in the MFA will activate your work's ability to intersect the world in a significant way. Please spend some time talking about why you feel the low-residency program at SNC would be a good fit for your practice.
5. Two confidential letters of recommendations.
 - Letters of recommendation should address your artistic goals and academic competencies. These letters should speak to your qualifications as an artist for independent study in a graduate context, as well as how well you would interact with others in an intense and collaborative learning environment.
6. Official Transcripts
 - An official transcript showing a posted bachelor's degree with an earned 3.0 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification, including time elapsed since completion of degree, experience in the field, etc.).
 - Transcripts of graduate coursework may be submitted separately.
 - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.

Note: GRE scores are not required.

Graduate Provisional Admission

Students who do not have a 2.75 cumulative GPA may, with the concurrence of the Graduate Admission Committee, be admitted provisionally. These students will be required to take a minimum six (6) credits per semester to demonstrate academic competency. If M.A.T. student, they may be required to take EDUC 500. If M.Ed. student, they may be required to take TLDR 500. They are also required to meet regularly with an academic advisor. Provisional students who do not achieve a 3.0 GPA during the first semester of enrollment will be academically disqualified.

Graduate Non-Pursuing Degree (NPD) Students

Students who possess a bachelor's degree or higher who wish to enroll in graduate courses may enroll in no more than 27 semester hours. These courses may count toward professional growth and in-service education, but do not lead directly to a degree at Sierra Nevada College. **Non-pursuing degree students are not eligible to receive financial aid.**

Graduate Non-Pursuing Degree Admission Requirements

- Graduate Application for Admission
- \$50 non-refundable application fee
- Transcripts and/or testing documentation may be required depending on which courses are taken.

Graduate ARL Readmission

ARL students must maintain continuous enrollment. ARL students who are not continuously enrolled in MAT coursework and, thus, are dropped from the ARL Track, are eligible to readmission into the MAT program only, not readmission into the ARL Track.

Graduate Readmission

Students who have not enrolled in coursework for more than one semester and have not filed a formal petition for a leave of absence, must fill out an application for readmission and submit the following:

- Graduate Application for Readmission
- \$50 non-refundable application fee

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- Readmits to Student Teaching or Phase II of the M.A.T. program must submit official documentation of required testing and may be required to submit additional documentation.

Students who have not enrolled in coursework for more than one academic year or longer may be required to submit a complete admission packet, including official transcripts, for consideration.

Immunizations

As required by Nevada State Law, all new graduate students attending classes at the Incline Village campus must submit proof of required immunizations. Current requirements include Tetanus-Diphtheria (TD) within the last 10 years and two doses of Measles, Mumps, and Rubella (MMR). Proof of these immunizations with the appropriate health professional's signature is mandatory prior to registration for classes.

There may be a fee for these immunizations. Students who need assistance obtaining the proper immunizations, should stop by the Patterson Front Desk. Meningococcal (meningitis vaccine) is optional but highly recommended for students who live in the residence halls. Students can obtain more information or arrange to have this vaccine by calling their personal doctor or Incline Village Urgent Care and Family Practice at 775-833-2929.

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TUITION AND FEES**Master of Arts in Teaching and Master of Education Graduate Cost of Attendance 2015-2016**

The following is an approximate Fall, Spring, and Summer semester cost projection for a full-time graduate student:

Direct Costs		
Tuition and Fees	\$	11,865
Estimated Costs		
Room and Board	\$	18,100
Travel, Personal Expenses, Books and Supplies	\$	9,711
TOTAL	\$	39,676

Master of Arts in Teaching Tuition

Tuition for the Reno, Incline Village, and Las Vegas locations is **\$450** per credit. Six (6) credits per semester or more are considered full-time enrollment; three to five (3-5) per semester are considered part-time enrollment.

Master of Education Graduate Tuition

Tuition for the Reno, Incline Village, and Las Vegas locations is **\$470** per credit. Six (6) credits per semester or more are considered full-time enrollment; three to five (3-5) per semester are considered part-time enrollment.

Master of Fine Arts in Creative Writing Graduate Cost of Attendance 2015-2016

The following is an approximate Fall and Spring semester cost projection for a full-time graduate student:

Direct Costs		
Tuition and Fees	\$	17,978
Estimated Costs		
Room and Board	\$	12,066
Travel, Personal Expenses, Books and Supplies	\$	6,514
TOTAL	\$	36,558

Master of Fine Arts in Interdisciplinary Arts Graduate Cost of Attendance 2015-2016

The following is an approximate Fall and Spring semester cost projection for a full-time graduate student:

Direct Costs		
Tuition and Fees	\$	18,466
Estimated Costs		
Room and Board	\$	12,066
Travel and Personal Expenses	\$	4,914
TOTAL	\$	35,446

Refund Policy for Master of Fine Arts Graduate

The MFA low residency program has two portions. The residency accounts for 50% of the semester flat fee and follows the shorter than 10 weeks refund policy. The residency portion of the MFA program is non-refundable after the first day of instruction. The mentoring courses account for 50% of the semester flat fee and follows the 10 weeks and longer policy.

For courses 10 weeks or longer that are dropped before the start of classes or during the first week of the term, all tuition and refundable fees will be refunded. Students receiving financial aid should consult the academic calendar available on the SNC web site for specific dates regarding drops and refunds for each term of enrollment.

Continuing MAT Students

All continuing MAT students are required to complete registration forms with their advisor's signature and approval for their upcoming semester by the stated registration deadlines.

Continuing M.Ed. and Non-Degree Seeking Students

All continuing M.Ed. and Non-Degree Seeking students are required to complete online registration with their approved advising plan for their upcoming semester by the stated registration deadlines.

In order to maintain active enrollment status, please adhere to the following registration deadlines. A late fee of \$100 may be imposed if registration is not completed by the last day of the registration period. If the starting date for registration period falls on a weekend, registration will begin the following Monday.

Registration Periods

Fall Semester: June 1 - July 15

Spring Semester: November 1 - December 15

Summer Semester: March 1 - April 15

Tuition Payment Policies

By registering for classes, students agree to pay for all tuition and fees. Payments of all tuition, fees, housing, board and any other charges are due by 5:00 pm on the first day of the semester (regardless of when the course starts). See Section X of this catalog for the academic calendars, which specify the first day of instruction. Unpaid balances are subject to penalties including late fees and interest.

Students with unpaid balances in excess of \$750 will not be allowed to register for the following term and holds will be placed on official student transcripts and degrees. Interest will be assessed on term account balances not paid by 12:00 noon on or about the 15th of each month beginning the month of the drop/delete period for module B, which is October for Fall term and March for Spring term. Interest for the Summer term will be assessed the last business day of June. Interest will be assessed at a rate of 2% until the balance is paid in full. Interest will be charged and compounded every month, which calculates to an approximate annual interest rate of 24.3%. Students with substantial unpaid balances risk cancellation of their registration and subsequent disenrollment during the term. Unpaid balances are subject to procedures, including the use of collection agencies and referral to credit bureaus.

Comprehensive Tuition and Fee Refund Policy

Sierra Nevada College established a refund policy for all students who find it necessary to withdraw from the College. Sierra Nevada College may amend its institutional refund policy at any time, but any amendments will only be effective for academic years that begin following notice of the amendment. Any questions concerning Sierra Nevada College's refund policy should be directed to the Business Office.

Tuition and fees are due and payable the first day of the semester (regardless of when the course starts). The option of a monthly payment may be arranged upon request to the Business Office. If the student withdraws or takes a leave of absence up to 60% of the class or term, tuition will be refunded on a weekly pro-rata basis. Based on the method of payment for tuition, refunds will be made either to the student or Student Financial Aid Programs (SFA). Students receiving federal loans who withdraw during the academic year must arrange for an exit interview with the Financial Aid Office.

The following applies to all students:

If a student cancels his/her enrollment before the start of the class or term, Sierra Nevada College (SNC) shall refund to the student all the money he/she has paid.

If a student withdraws or is expelled by SNC after the start of class or term and before completing 60% or more of the enrollment period, SNC shall refund to the student a weekly pro rata amount of the tuition per payment agreement.

Course fees are only refundable during the drop-delete period. After the drop-delete period, course fees are non-refundable.

Refund Policy for Dropped Courses

A "drop" is defined as the process by which a student officially disenrolls from an individual course or all courses without incurring academic penalty.

For courses 10 weeks or longer that are dropped before the start of classes or during the first week of the term, all tuition and refundable fees will be refunded. For periods of enrollment shorter than 10 weeks, the student has the first day of instruction to drop the course to

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receive a 100% refund. Students receiving financial aid should consult the academic calendar available on the SNC web site for specific dates regarding drops and refunds for each term of enrollment.

Refund Policy for Withdrawn Courses

A "withdrawal" is defined as the process by which a student officially disenrolls from an individual course or all courses with academic and/or financial consequences. A withdrawn course is recorded on the official academic transcript with a grade of "W" and the refund is pro-rated.

For periods of enrollment 10 weeks or longer, the withdrawal and refund period begins on the first day of the second week of the class or term and continues through the date on which 60% of the class or term is completed. Tuition is refunded on a weekly pro rata amount based on the time attended. For periods of enrollment shorter than 10 weeks, the withdrawal period will begin the second day of the class or term and continue until 60% of the class or term is completed. Tuition is refunded on a weekly pro rata amount based on the time attended. For example, the following tuition refund rules would apply to withdrawals from one or all courses for a full term 16 week course:

Tuition - Refund for 16 week Full Term Course:

1 st week of semester	100% refund
2 nd week of semester	90% refund
3 rd week of semester	80% refund
4 th week of semester	70% refund
5 th week of semester	60% refund
6 th week of semester	50% refund
7 th week of semester	40% refund
8 th week of semester	30% refund
9 th week of semester	20% refund
10 th week of semester	10% refund

No refund after 60% of enrollment period.

The College complies with all U.S. Department of Veteran's Affairs (VA) policies with regard to refunds for students who qualify for VA benefits.

If a refund is owed, SNC shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

- Date of cancellation by student of his/her enrollment;
- Date of termination by the institution of the enrollment of a student;
- Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
- Last day of attendance of a student, whichever is applicable (per NRS 394.449).

For the purposes of this refund policy:

- The period of a student's attendance shall be measured from the first day of instruction as set forth in the registration/payment agreement through the student's last day of actual attendance, regardless of absences;
- The period of time for a class or term is the period set forth in the registration/payment agreement;
- Tuition shall be calculated using the tuition and fees set forth in the payment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and other fees (per NRS 394.449).

Since Federal Guidelines may change from time to time, where federal guidelines on refund calculations are in conflict with State guidelines, SNC will follow the Federal guidelines in calculating refunds to the student and/or lender.

Students receiving financial aid who withdraw from school prior to completing 60% of the semester are subject to the Return of Unearned Title IV Funds Policy located in the financial aid section of this catalog. Refunds for withdrawal from SNC are in accordance with Nevada Revised Statute (NRS) 394.449.

Expulsion Refund Policy

If a student is expelled from SNC as a result of disciplinary action, refunds will be issued based on the policy in effect for all students on the day the student was administratively withdrawn. In accordance with Nevada Revised Statute (NRS) 394.449, a \$100 processing fee may be collected at the time of expulsion.

Complete Withdrawal

A complete withdrawal is defined as the process by which a student officially disenrolls from all courses and leaves SNC. In the case of a complete withdrawal, a grade of "W" is recorded for all registered courses in that term. Tuition and refundable fees are refunded

Graduate Programs

according to the rules in effect on the date when the complete withdrawal is reported to SNC. Refunds for withdrawal from SNC are in accordance with Nevada Revised Statute (NRS) 394.449.

Students completely withdrawing from SNC must submit an official withdrawal form to the Registrar's Office. Students receiving financial aid who withdraw from school prior to completing 60% of the semester are subject to the Return of Unearned Title IV Funds Policy located in the financial aid section of this catalog.

Students who withdraw from SNC for two or more consecutive semesters who wish to return must submit an application for readmission to the Office of Admission prior to returning.

Miscellaneous Fees and Charges

Returned Check Fee

A returned check fee of \$25 will apply. SNC will accept only cash or certified funds after the second returned check.

Graduate Universal Fee

A **\$115** Universal Fee is charged to every graduate student each semester.

Course Fees

Certain courses (field experiences, internships, etc.), may require additional fees that will be reflected on your billing statement.

GRADUATE FINANCIAL AID INFORMATION (SNC School Code 009192)

Sierra Nevada College strives to bring educational opportunities within reach of all qualified students, regardless of family financial circumstances. More than half of SNC students receive some financial assistance. An application for financial aid has no bearing on a student's candidacy for admission.

Financial aid awards are based on SNC's analysis of a student's financial need. Need based aid is determined by using the federal needs analysis from the Free Application for Federal Student Aid (FAFSA). Aid packages are calculated using a budget of the total cost of attendance at Sierra Nevada College. Components of the cost of attendance may include tuition, fees, room and board, books, travel allowances, federal loan processing fees (if applicable) and other miscellaneous expenses.

Grants

Pell Grants

The Department of Education does not consider graduate students to be eligible for the Federal PELL grant.

TEACH Grant

SNC offers the Federal Student Aid TEACH Grant for MAT and M.Ed. students. In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. For consideration for the TEACH Grant file the FAFSA and return the TEACH application.

Graduate Admission Scholarships for the Master of Fine Arts in Creative Writing

A number of merit- and/or need-based scholarships are available from the Office of Graduate Admissions for incoming Master of Fine Arts in Creative Writing Program students.

In order to be considered for scholarships, the Office of Graduate Admissions requires a completed application and, in the case of need-based scholarships, a completed FAFSA application. For questions, please contact the Office of Graduate Admission.

2015-2016 Scholarships

Two Pines Travel Scholarship: The scholarship awards up to \$1,000 per residency over the course of five active residencies to offset residency and travel costs, and is offered in the Fall and Spring semesters.

Exceptional Manuscript Scholarship: The scholarship awards \$4000 per semester for four active semesters, based on outstanding merit of the manuscript, and is offered in the Fall and Spring semesters.

International Student Scholarship: The scholarship awards \$4,000 per semester for four active semesters, and is offered in the Fall and Spring semesters.

Trailhead Scholarship: The scholarship awards \$4,000 per semester for four active semesters, and is offered in the Spring semester only.

To apply:

- Consult with the Graduate Admissions Office.
- Complete an Application for Admission to the MFA Program <http://www.sierranevada.edu/academics/humanities-social-sciences/creative-writing-mfa/mfa-application-requirements/>
- Become an admitted student.

Loans

Direct Stafford Loan

The Stafford Loan is available to eligible students enrolled at least half-time in a college degree program. The amount for which a student qualifies depends on class level, need, and dependency status. This loan can have a variable or fixed interest rate, with rate changes announced every July. The interest rate on this loan is capped at 8.25%. There is a 10-30 year repayment period that begins when one of the following conditions is met: six months have passed since the student's graduation, the student's enrollment status drops below half-time, or the student leaves school. For more information and an application form, please contact the Financial Aid Office.

Maximum Loan Limits

Each full loan must be for at least one academic year. An academic year is defined as 30 weeks (two semesters). The following table describes the grade level loan limit. **No more than two (2) full loans are allowed per grade level.**

Graduate Programs

Program	Credit Status	Combined Loan Limit
Master of Arts in Teaching Degree Masters of Education Masters of Fine Art	3 credits per semester is half-time status; 6 credits per semester is full-time status	\$20,500.00

Loan Confirmation Process

Students accepting a loan in the Direct Loan Program MUST complete the Online Entrance-Counseling for Borrowers by going to www.studentloans.gov and selecting "entrance-counseling." The U.S. Education Department will notify SNC that students have completed and passed the entrance-counseling tutorial.

Additionally, students must complete the Master Promissory Note (MPN) online (electronically) at www.studentloans.gov.

Disbursement of Funds

Federal funds and college scholarship funds at Sierra Nevada College are disbursed to the students account after the add/drop period is concluded at the beginning of each term. Federal Regulations require two separate disbursements. One-half of the award amount is credited to the student's account at the beginning of the fall semester and one-half at the beginning of the spring semester, unless otherwise stated on the award letter. Disbursements are scheduled for seven (7) days after the first day of class each semester (fall and spring). When the award letter shows only one semester of eligibility, disbursement will occur at the beginning of the semester and at the mid-point of the semester (refund checks usually are not realized until after the second disbursement). Refunded amounts will be available for pickup or received by certified U.S. Mail within 10-14 days after the day of disbursement to the student account. All federal refund checks must be cashed within 45 day of receipt.

Early Disbursements

A continuing student with financial difficulties may request an early disbursement of financial aid funds. The disbursement will be made no more than 10 days before the first day of the first course that brings the student to at least part time attendance. Refund checks are usually not realized until 10-14 days after the funds have been disbursed. To apply for early disbursement, go to <http://www.sierranevada.edu/index.php?id=177> or contact the Financial Aid Office to fill out a "Request for Early Disbursement of Funds" form.

Withdrawal Policy**Official Withdrawal Policy**

Students who leave the institution and officially withdraw from all classes are considered to be withdrawn according to the date on the official withdrawal notification through the Registrar's Office for the purpose of the Department of Education's "Return of Unearned Title IV Funds" policy.

Unofficial Withdrawal Policy

Students who leave the institution without officially withdrawing from all classes are considered withdrawn according to the last date of attendance for purposes of the Department of Education's "Return of Unearned Title IV Funds" calculations.

Return of Unearned Title IV Funds

This policy is in effect for any Title IV recipient who ceases to be enrolled on or after October 7, 2000. This policy replaces the Federal pro-rata and Federal refund policies previously enacted from the 1992 HEA Amendments.

Federal regulations have been enacted which state that students may forfeit a portion of their Federal student financial assistance if they fail to complete the program of study in which they were enrolled. The policy affects students who:

- a) Received or were eligible to receive federal student financial assistance authorized under Title IV of the Higher Education Act (HEA); i.e., Federal Pell Grants, Federal SEOG awards or Stafford/PLUS loans awarded under the Federal Family Education Loan (FFEL) or Federal Direct Student Loan (FDSL) programs.
- b) On or after October 7, 2000, withdrew or were terminated from the institution during the first 60% of any payment period or period of enrollment.

Payment periods are defined as a **Semester**.

Graduate Programs

Eligible Title IV aid recipients who fail to complete over 60% of a payment period or period of enrollment are considered to have not earned all of the Federal aid that may have previously been awarded for that payment period or period of enrollment. Accordingly, a required calculation is performed to determine the portion of the unearned Federal student aid that must be returned to the U.S. Department of Education. This calculation is done before a tuition refund calculation is performed in accordance with the institution's refund policy. In many cases, the Return of Unearned Title IV Funds calculations result in the student owing tuition and fees to the institution that would otherwise have been paid with federal student aid. This policy also may result in the student owing a refund of unearned Federal aid to the Department of Education.

Refunds for a Drop or Withdrawal

If a student drops or withdraws from class(es) and a refund is due, the financial aid sources must be reimbursed in the following order:

1. Unsubsidized Loans
2. Teach Grant
3. Subsidized Loans
4. Pell Grant
5. FSEOG
6. NSIG
7. Student

Nevada Administrative Code (NAC)

NAC 394.640 Student's Records: Contents; Maintenance; Inspection. ([NRS 394.411](#), [394.421](#), [394.441](#))

1. An institution's records concerning a student must include the following verified information:
 - (a) A completed and signed copy of the contract or agreement of enrollment.
 - (b) A record of all payments made by the student to the institution and all refunds made by the institution to the student, including evidence that the student received receipts for the payments.
 - (c) A record of attendance.
 - (d) Copies of all correspondence with the student pertinent to his or her education.
 - (e) A list of the appointments made by the institution to assist the student to find employment, if applicable.
 - (f) Evidence that the student met the requirements for entrance to the institution.
 - (g) Evidence that a student receiving an associate's or bachelor's degree has passed an examination upon the constitution.
2. The student's complete record must be retained for five (5) years after the end of the student's training or his or her withdrawal or dismissal from the institution. After five (5) years, only the file required by subsection 3 must be maintained for each student.
3. In addition to the files maintained pursuant to subsections 1 and 2, each licensed institution shall establish a separate file for each student who enrolls in the institution which contains only the transcript of the student. These files must be maintained in alphabetical order separate from all other files.
4. The records described in this section must be kept in this State and made available for inspection by the Administrator during the institution's regular business hours unless, for good cause shown, the Commission provides otherwise.

Records Retention

The school retains for at least five (5) years all student records required by NAC 394.640. After that period of time, the school is required to retain only copies of the students' transcripts. Students can request official transcripts by ordering them online through the National Student Clearinghouse. Unofficial transcripts can be accessed online using the SNC Student Information System (SNCSIS).

Veterans Information

Veterans and their dependents can receive benefits for attendance at Sierra Nevada College. Veterans can contact their local Veterans Center to determine eligibility. Recipients of Veterans Administration (V.A.) benefits must adhere to attendance and progress guidelines or risk suspension of all educational benefits. These requirements are defined in Title 38 of the United States Code under Sections 21.4135 and 21.4277. SNC operates in full compliance with these regulations. Students who need certification of enrollment can download the "Request for VA Enrollment Certification" from the SNC web site and submit it to the Financial Aid office. Please contact the Office of Financial Aid for further information.

Attendance

Recipients of V.A. benefits must attend classes regularly. Unexcused, unjustifiable, or excessive absences result in immediate suspension of V.A. benefits. In cases of withdrawal, the V.A. is notified of the last day of actual class attendance; recipients are then liable for any benefit overpayment.

Graduate Programs

Transcripts

Official transcripts must be on file at SNC for all postsecondary institutions attended before a student is certifiable for V.A. benefits.

Progress

Recipients must maintain a cumulative GPA of at least 2.0 or benefits are suspended. The recipient is then required to receive counseling at the local Veterans Center before reapplying for benefits.

Satisfactory Progress Policy

In accordance with Title IV regulations, a student must maintain satisfactory progress in order to receive federal financial aid funds, as follows:

1. Graduate students are required to maintain a 3.0 cumulative grade point average to remain in Good Standing. If a student's cumulative GPA falls below 3.0 the student will be placed on Academic Probation. The student will be allowed to continue on Academic Probation as long as the student maintains a semester GPA of 3.0 or higher. If a student who is on Academic Probation earns a semester GPA of less than 3.0 at any time while on Academic Probation, that student will be academically disqualified. A student on Academic Probation will return to Good Standing when the student's Cumulative GPA is 3.0 or higher.

Teacher Education

Students must be in Good Standing to advance to Student Teaching and/or graduate from the program. In rare circumstances, this might require students to take additional coursework beyond the program requirements in order to raise the cumulative GPA to 3.0 or higher. Any student receiving a grade of B or below in any course is required to repeat the course, regardless of the student's current Academic Standing. Students may still receive financial aid funds during the probation period while making up the grade point average and/or credit deficiencies.

2. Students must progress toward their degrees within a maximum time frame. This requires completing a minimum number of credits attempted per semester as defined for a graduate student in the table shown below.

Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Full-Time	6	12	18	24	30	36	42	45							
¾ Time	5	10	15	20	25	30	35	40	45						
½ Time	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45

Failure to comply with 1 and 2 above at the end of the probation period, results in the student being placed on financial aid suspension. No financial aid is disbursed while a student is on financial aid suspension.

Reinstatement

If students are placed on financial aid suspension, they may be reinstated at the end of the next evaluation provided that they comply with 1 and 2 above.

Course Incomplete, Withdrawal, or Repeat

Repeat courses are counted in the maximum time frame. A student must still comply with 1 and 2 above to receive financial aid. Courses count towards enrollment status and award Title IV funds to a student who is repeating, for the first time only (i.e., one repetition per class), a previously passed course in a term-based program.

Courses from which a student has withdrawn after registration do not affect financial aid for the semester unless there is a change in status or the student has an unsatisfactory withdrawal that results in not complying with 1 and 2 above. Students who cease attendance after receiving financial aid funds are placed on financial aid suspension unless they file an approved leave of absence form.

Incomplete grades and credits are evaluated following the make-up time as indicated in the catalog. At that time, students are re-evaluated for compliance with satisfactory progress requirements.

Changes in Enrollment and Satisfactory Progress

Students who change status (full-time, ¾-time or ½-time) during a semester by dropping or failing a class must make up those credits the following semester.

Graduate Programs

Appeals

If students wish to appeal being placed on financial aid probation or suspension, they must indicate in writing the reason and circumstances for the appeal. The Petitions Committee will review the appeal. After the Committee meets to hear the petition, a decision is given in writing within 10 days.

STUDENT LIFE**The SNC Campus Store**

The SNC Campus Store carries insignia items, school and office supplies, art supplies, gift items, snacks, and beverages. During the regular academic year, hours are typically Monday through Thursday, 9:00 a.m. to 8:00 p.m., and Friday, 12:00 p.m. to 4:00 p.m. Summer hours are subject to change depending on available staffing. Select items may be purchased and viewed on the Online Store website at www.mkt.com/snc-campus-store. The SNC Campus Store also utilizes Square Waller, which can be downloaded for free from Google Play for Android devices and from the Apple App Store for iPhone devices.

Textbooks may be ordered from the online SNC Bookstore website at <http://www.sierranevada.bkstr.com>. Textbooks are no longer available in the campus store. Four to six weeks prior to the beginning of each semester, the list of required textbooks will be available on this website.

Textbook buy-back will be held during the last week of finals, as well as through the textbook website at <http://www.sierranevada.bkstr.com>.

Parking – Incline Campus Only

- All students who have a vehicle are required to register the vehicle with the College, obtain a parking permit, and display the permit at all times when parking on College premises. Permits can be obtained in the Registrar's Office.
- Parking passes are required on campus from August 15 to May 15 each calendar year from 7:00 a.m. to 5:30 p.m. Parking passes are not required during the summer semester.
- The cost of parking on campus is \$75 per semester. This fee is automatically charged to all student accounts. This is a non-refundable fee. This permit allows the authorized user to park on campus in accordance with parking regulations.
- The replacement fee for a lost, stolen, or misplaced parking pass is \$100.
- Motorcycles and scooters do not have to pay for a parking permit; however, they must be registered and parked in the areas designated for these vehicles.
- No motorcycles and/or scooters may be brought into the residence halls at any time.
- Warnings for parking violations will be given the first two weeks of the semester.
- Beginning the third week of the semester, all parking violations will be \$35, except for those cars who park in fire lanes or other restricted areas. Cars parked in these areas will be subject to booting and fees starting at \$200.
- Although all vehicles must be registered, a student may park only one vehicle on campus at any given time.
- Students must park in designated parking areas.
- It is a violation of the Tahoe Regional Planning Agency to park vehicles on unpaved surfaces, including Country Club Boulevard and the surrounding side streets, because it causes erosion and sediment discharge into Lake Tahoe during periods of precipitation due to soil disturbance.
- Between November 1 and May 1, it is unlawful to park a vehicle on any street within any designated snow removal area. This includes along Country Club, Mill Creek, and Highway 28 in front of the New Holman Arts and Media Center. Any vehicle in violation of this ordinance (Washoe County Ordinance No. 70.425) may be towed and/or cited. Citations for parking on Country are: First Offense - \$35; Second Offense - \$70; Third Offense - \$140; Fourth Offense and after - \$200.
- Overflow parking is located at Life Point Church, which is located at 30 Country Club on the corner of Country Club and Highway 28). You must have a parking pass in order to park in this parking lot.
- If your vehicle is towed, you will be responsible for all costs of removal.
- Non-operating vehicles within student housing parking areas are considered abandoned items and will be removed according to Washoe County regulations. Registered owners will be responsible for any fines incurred.
- In keeping with Sierra Nevada College's theme of sustainability, students are encouraged to car pool and share a pass.

Office Hours

The Sierra Nevada College general business hours are Monday through Friday, 8:30am to 5:00pm.

Prohibited Uses of Internet Systems and Services

Theft or other abuse of the campus network, computers, or computer time, including but not limited to:

- Unauthorized entry into a file to use, read, or change the contents or for any other purpose.
- Unauthorized transfer of a file.
- Unauthorized use of another individual's identification or password.
- Use of computers or computing facilities and resources to interfere with the work of another student, faculty member, or University official.
- Use of computing facilities and resources in violation of copyright laws.

Graduate Programs

- **Illegal Use:** Transmission, distribution, or storage of any material in violation of an applicable law or regulation is prohibited. This includes, without limitation, pornography, viruses, worms, or harmful code, material protected by copyright, trademark, trade secret, or other intellectual property right used without proper authorization. Students shall comply with the Digital Millennium Copyright Act of 1998.
- **Threats:** Threats of bodily harm or destruction of property, or any other communication that constitutes an illegal threat or harassment.
- **Reselling:** The resale of Internet Service or otherwise making available to anyone outside the premises the ability to use the Service (i.e. Wi-Fi, or other methods of networking) without proper authorization.
- **Impersonation/Forgery:** The use of the Internet Service for the impersonation of another person for any purpose, including, without limitation, adding, removing, or modifying email or network header information, use of free email services, selling or auction services, and chat or other instant messaging services. Identity theft, misuse, or misrepresentation of one's identity on the Internet is a violation of NV state law and covered under section 18 of the United States Federal Code.
- **Disruptions and Network Unfriendly Behavior:** Any activities, intentional or otherwise, which adversely affect the ability of other Students or Clients of Sierra Nevada College to use Internet Services or the Internet. This includes, without limitation, denial of service (DOS) attacks, unauthorized attempts to gain access to any account or computer resource not belonging to the student or employee, the alteration, destruction, or misuse of information by any means or device, the interference or disruption of services.
- **Network Security:** The operation, through action or inaction, of student or College owned computers and equipment in an unsecured manner which permits others to use the Residence Hall Internet Service in a means that is in violation of this AUP or any applicable law or regulation including, without limitation, DOS attacks, the proliferation of viruses or worms, email relaying and unsolicited email ("email spam").
- **Email:** Sending unsolicited mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("email spam"). This includes, without limitation, bulk-mailing of commercial advertising, informational announcements, and political tracts.
- **Deception:** Obtaining or attempting to obtain service by any means or device with intent to avoid payment, or advertising, transmitting, or otherwise making available any software, program, product, or service, which includes, without limitation, the facilitation of the means to send email spam, initiation of pinging, flooding, mail-bombing, DOS attacks, and piracy of software.
- **Use of any technology to create, display or distribute an audio, video, digital file, picture or film of another individual without that person's knowledge and consent while the person is in a place the individual would have reasonable expectation of privacy.**
- **Penalties for violation of Federal copyright laws; copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner. These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.**

ACADEMIC SUPPORT SERVICES

Academic Support Services

The top priority of Academic Support Services is to provide services to help students achieve academic excellence. These services include: ADA accommodations, career services, tutoring, pursuing internship and study abroad opportunities, as well as academic development advising. These services are available to all students. For more information, contact the Director of Academic Support Services.

Disabled Student Services/Academic Accommodations

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who request accommodations are required to present appropriate documentation of their disabilities to the Director of Academic Support Services/ADA Compliance Officer, who will make the necessary accommodations available as appropriate to the documented disability. Students seeking accommodations should contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. Any student who wishes to file a grievance regarding accommodations should direct their request to the Director of Academic Support Services/ADA Compliance Officer. **It is the student's responsibility to request accommodations.**

Prim Library

The Prim Library contributes to the success of teaching and learning at SNC by providing academic resources appropriate for the college community. The library currently holds a collection of over 30,000 items, which includes books—both physical and online, and a growing collection of curriculum related and entertainment DVDs. The online catalog and electronic databases, allow students to explore and utilize high quality research materials specific for their area of study. The college participates with libraries throughout the country as well as Nevada which allows for the sharing of resources which effectively extends the capabilities of the college's on-campus collection.

Access to the online research databases is seamless within Prim Library and elsewhere on campus via the SNC wireless network. All library users have access to these resources remotely through proxy access, including Lexis/Nexis, EBSCO, ProQuest, Plunkett Business Research, Environment Complete, BioOne, EasyBib, CQ Researcher, S & P's NetAdvantage, and Kraus Curriculum Library. Through online access, thousands of full-text articles are easily available. Paper subscriptions to over 150 academic journals and periodicals additionally supplement the college's curriculum.

The library building houses not only two floors containing the library's book collection, but is also home to the college's administrative offices, classrooms, admissions, the college's art gallery, and some faculty offices. Tables are fully equipped with lighting and laptop connections, providing an inviting study environment for students. Prim Library welcomes students, faculty, staff, and community members as the spot for inquiry and collaborative work on the SNC campus.

Computer Requirements

All students attending SNC are required to have a laptop for their academic use. For details regarding minimum hardware and software requirements, visit the SNC web site http://www.sierranevada.edu/UserFiles/file/IT/IT_Policies_and_Procedures.ptf

Graduate courses require the use of a laptop computer. Computer Skill Competency requirement – must be proficient in technology skills including, but not limited to:

- Basic computers, including the ability to create folders; find, copy, move, rename, and delete files; maximize/minimize multiple windows; and download and save files;
- Ability to use a word processor application to create, save, print and retrieve a document; cut, copy, and paste text within and between documents; and save a word processing document in Microsoft Word;
- Ability to access SNC email that you check regularly. In addition, you must be able to send, receive, open, and store messages and attachments; and
- Ability to navigate between web sites, use search engines, install needed plug-ins, such as Flash or QuickTime players, and disable pop-up blockers or white list sites as needed for online courses.

While these are the basic skills needed, students have opportunities to develop additional skills, including media development, and the use of conferencing and collaboration tools.

It is recommended that the laptop is a new or updated computer – either a PC running Windows 7 or Vista, or a Mac running OSX 10.4 or higher. In addition, high-speed internet access, a printer, speakers, and a headset microphone are also recommended.

PC Minimum Hardware Requirements

- 2.0 GHz CPU
- 1GB RAM
- 80 GB Hard Drive
- 24x CD RON or 8x DVD ROM
- 800 x 600 Display Resolution
- VGA Output (to drive LCD projectors, monitors, and displays)
- Ethernet and wireless internet capabilities
- If laptop has DVI output, then a DVI-to-VGA adaptor is required

E-Mail

SNC email address will constitute the only official mode of communication for members for the SNC community. All students must use their SNC school email for all college-related communications. Please contact the Information Technology Department to set up your official college email address.

ACADEMIC POLICIES AND PROCEDURES**Registration Policies****Academic Advising**

Individual academic advising is required of all Sierra Nevada College graduate students. Academic advising includes career exploration and guidance, course selection, schedule planning, and graduation evaluation. Advising is mandatory for all students prior to registration.

Adds/Drops/Withdrawals

An “add” is defined as the process by which a student officially enrolls in an individual course or courses. Add/Drop forms must be signed by the student’s assigned academic advisor. A “drop” is defined as the process by which a student officially disenrolls from an individual course or all courses without incurring academic penalty. A dropped course is not recorded on the official academic transcript and 100% of the tuition is refunded. For periods of enrollment 10 weeks or longer, the drop period is the first seven days of the term. For periods of enrollment shorter than 10 weeks, the drop period is the first day of instruction. Students should consult the academic calendar available on the SNC web site for specific drop dates for each term of enrollment.

A “withdrawal” is defined as the process by which a student officially disenrolls from an individual course or all courses with academic and/or financial consequences. A withdrawal form must be signed by the student’s assigned academic advisor. A withdrawn course is recorded on the official academic transcript with a grade of “W” and the tuition refund is pro-rated. For periods of enrollment 10 weeks or longer, the withdrawal period begins on the first day of the second week of the term and continues through the date on which 60% of the term is completed. For periods of enrollment shorter than 10 weeks, the withdrawal period begins on the second day of the course and concludes on the date on which 60% of the course is completed. Students who wish to drop or withdraw from a course must submit a signed Add/Drop/Withdraw form to the Office of the Registrar.

Complete Withdrawal

A complete withdrawal is defined as the process by which a student officially disenrolls from all courses and leaves the College. In the case of a complete withdrawal, a grade of “W” is recorded for all registered courses in that term. Students completely withdrawing from SNC must submit an official withdrawal form to the Registrar’s Office along with a completed Add/Drop/Withdrawal Form for all classes. Students must notify their academic advisor as an Add/Drop/Withdrawal form must be signed by the student’s assigned academic advisor. Students receiving financial aid who withdraw from school prior to completing 60% of the semester are subject to the Return of Unearned Title IV Funds Policy located in the financial aid section of this catalog. Students who withdraw from the College and then wish to return within one semester should contact the Office of the Registrar for assistance. Students who wish to reenroll more than one year after the initial withdrawal must submit an application for readmission to the Office of Admission prior to returning.

Administrative Withdrawal

The Registrar’s Office has the right to Administrative Withdraw students who leave the institution without official withdrawing according to their last date of attendance as indicated by faculty on the enrollment verification form. An administrative withdrawal will be processed at the discretion of the Registrar and, if applicable, the Director of Financial Aid. Multiple attempts must have been made to contact the student prior to an administrative withdrawal being processed. In this case, a grade of ‘W’ is recorded for all courses in that term. Tuition will be refunded according to the rules in effect on the date when the complete withdrawal is reported.

Change in Enrollment Status

Adding, dropping, or withdrawing from courses can result in a change in enrollment status. Enrollment status at SNC is defined according to the following rules:

Level	Credit Hours Enrolled	Enrollment Status
Graduate	0.01 to 2.99	Less Than Half-Time
Graduate	3.00 to 5.99	Half-Time
Graduate	6.00 or more	Full-Time

A change in enrollment status can impact a student’s loan deferment status, satisfactory academic progress, and eligibility for future financial aid awards. Students receiving financial aid should consult the financial aid policies contained in this catalog or contact the Financial Aid Office for information regarding the return of financial aid monies based on changes in enrollment status.

Audit (Non-Credit)

Students who wish to attend a class without earning credits may register for the class as an audit. Classes are available for audit by students, faculty, staff, or community members on a space available basis. Audited classes do not count towards enrolled credit hours when calculating enrollment status for loan deferments, financial aid, etc. All normal registration and refund policies apply to audit courses.

Graduate Programs

Credit Load/Overload

Graduate students must consult with their academic advisors for advisor approval regarding the maximum number of credits in which they may enroll during a given semester.

Waitlists

The Office of the Registrar will keep a waitlist for certain courses once the maximum enrollment is reached. If space becomes available, or course enrollment is increased, it is the students' responsibility to complete an Add/Drop/Withdrawal form and return it to the Office of the Registrar.

Students are encouraged to attend the first class if they wish to try to add a full class after the start of the term. Once the semester begins, only the instructor may add students to a class that is full. Instructors give their permission to enroll in a full course by signing a student's Add/Drop/Withdrawal form. After the Add/Drop/Withdrawal form has been signed, the student must bring it to the Office of the Registrar to be enrolled in the class. All additions to a full class occur strictly at the instructor's discretion. If an instructor feels that she/he is not able to accommodate more students due to class requirements or classroom size, she/he may deny a request.

After the start of the term, the waiting list will continue to appear on the instructor's roster through the end of the first week. After the first week of the term, the Registrar will delete all waiting lists. Appearing on a roster with a registration status of "Waitlisted" (WL) does not indicate registration in a course. An Add/Drop/Withdrawal form with the instructor's signature on it must be returned to the Office of the Registrar if a student wishes to register for a waitlisted course.

Registration Verification

It is a student's responsibility to make sure she/he is registered for all classes that she/he attends. Failure to register formally for a class may result in the student not receiving a grade or credit for the class. Acceptance of assignments or exams by the professor does not constitute official acknowledgement of formal registration in the course. Conversely, if a student registers for a class and does not attend, the student will receive a WF in the course unless official Drop/Withdrawal paperwork is filed by the appropriate deadline. Students can verify their schedules at any time by using SNCSIS to view their currently registered courses.

Class Cancellation

When a class is cancelled, all students are automatically dropped from the cancelled course. Official notification of the cancellation is sent to the student's SNC email address. The College may also attempt to notify students by phone. When a course is cancelled, students are responsible for following standard registration procedures to add an additional course to replace the cancelled course.

Graduate Leave of Absence

Using the Leave of Absence (LOA) Petition form, graduate students may request a leave of absence when they are unable to make continuous progress toward completion due to personal or family illness, or other life situations. The LOA process requires the student to contact their advisor before the LOA form is submitted as well as re-entry into the program. A Leave of Absence postpones all deadlines concerning completion of degree requirements for the duration of the Leave of Absence. During a Leave of Absence, candidates may not consult with faculty members nor use the College's resources. Graduate students who take a leave of absence are responsible for any financial aid obligations and may be required to repay a portion of their student loans when on leave.

Graduate students on Leave of Absence may re-enter the program by contacting the Registrar's office at their campus of attendance prior to their scheduled semester of return. As long as candidates on a Leave of Absence re-enter the program by the approved term of re-entry, no readmission fee is required. Graduate students must also be in contact with their assigned academic advisor when considering re-entering a program.

Graduate Readmission without a Leave of Absence

If candidates fail to register for a term and have not been granted a Leave of Absence, the candidates must apply to be readmitted and pay a readmission application fee. The Application for Readmission will be reviewed by a faculty committee to determine candidates' readmission status on a case-by-case basis. In addition, depending on the length of time away from the program of study, candidates may be required to repeat previous course work as determined by the graduate faculty and graduate program director.

Master of Fine Arts Attendance Policy

Master of Fine Arts students are required to attend all sessions of their residency program as it is part of the program requirements.

Grading

Grade Scale

Grade	Explanation	Grade Point Equivalent
A	Excellent	4.0
A-	Excellent	3.7
B+	Above Average	3.3
B	Above Average	3.0
B-	Above Average	2.7
C+	Average	2.3
C	Average	2.0
C-	Average	1.7
D+	Below Average	1.3
D	Below Average	1.0
D-	Below Average	0.7
F	Failing	0.0
WF	Withdraw Failing*	0.0
P	Passing	No effect
NP	No Pass	No effect
WNP	Withdraw No Pass*	No effect
I	Incomplete	No effect
W	Withdraw	No effect
AU	Audit	No effect
IP	In Progress**	No effect
* Awarded to students who stop attending before the 60% date but do not officially withdraw. Equivalent to an F or NP, but indicates nonattendance rather than academic nonperformance. "WF" is used for Standard courses and "WNP" is used for Pass/No Pass courses.		
**Reserved only for UG Internships, student teaching (EDUC 595, EDUC 630, EDUC 635, ELEM 595 and SECD 595) and courses that extend beyond the semester end date, such as field courses.		

Pass/No Pass Option

Certain Teacher Education courses are offered on a "pass/no pass" (P/NP) basis. These courses are: Student Teaching Seminar, Educational Research and Reflective Practices, Elementary/Secondary/Special Education Practicum, Professional Project, ELEC 101, ELEC 102, TLDR 500, and TLDR 605I Internship. The Master of Fine Arts in Creative Writing Program does not offer P/NP.

Incomplete/In Progress Grade Policy

An Incomplete (I) grade is given when a student is performing passing work and has completed a substantial portion of the required classes and assignments, but because of an unusual circumstance is unable to complete the course requirements within the semester. It is not to be used by either the student or the faculty as a way of indiscriminately extending the term. An "I" cannot be used as a mid-term grade. In Progress (IP) grades may be given only to those individuals who are in internships or courses where assignments overlap semesters.

A student who does not complete the work in a course by the end of a term whose instructor approves an "Incomplete" or "In Progress" grade must provide the instructor with a "Petition to Receive an Incomplete" or a "Petition to Receive an In Progress" form. These forms, which may be obtained from the Registrar, are partially completed by the student, completed and signed by the faculty member, and returned to the Registrar's Office when final grades are due.

To change an "Incomplete" or "In Progress" grade to a letter grade, an Incomplete/In Progress Conversion Form must be completed and returned to the Registrar's Office by the instructor. An incomplete grade not completed by the specified date on the petition or within six weeks after the first day of the following 15-week term will be changed to the default grade on the petition.

Grade Reports

Final semester grades are entered online using SNC Student Information System (SNCSIS). Students may access their final grades on the SNCSIS.

Midterm Grades

Graduate students are not formally assigned midterm grades.

Graduate Programs

Changing Grades

After the final grades are filed with the Registrar, a grade may be changed only to correct a clerical or calculation error. For these changes, the instructor must file a completed Change of Grade form with the Registrar. The Department Chair and the Associate Provost must approve the change.

Appealing Grades

A student may appeal any academic decision that he/she considers arbitrary, capricious, or contrary to SNC policy. Before initiating these procedures, or between any of the appeals steps outlined below, a student may, and is encouraged to, seek advice from the academic advisor, faculty and/or Associate Provost.

It is the responsibility of the student to initiate the appeals procedure at each level. If the student drops the matter after the conference with the: 1) Instructor, 2) Department Chairperson, 3) Associate Provost, the appeal will not be carried higher. The student should provide all supporting evidence at every level of this procedure.

The following procedures outline the steps in the academic appeals process. It is expected that all of the parties involved in these steps will make a good faith effort to resolve the issues.

1. The student who has a specific problem or grievance shall first discuss such problem or grievance with the instructor(s) in whose class or under whose supervision the problem originated. The faculty member(s) must be prepared to defend the decision or action on the basis of College policy or sound academic rationale.
2. If the student does not believe that the initial conference with the instructor has resolved the problem, the student shall file a written request for a conference with the Department Chair and, if applicable, the student advisor. The Chair shall confer with both student and instructor. The Chair will issue a written reply within 10 calendar days of the conference.
3. If the student does not believe that the conference at Step 2 has resolved the problem, the student shall file a written petition to the Associate Provost. The written request must contain (1) the identification of the instructor and academic department involved, and (2) a description of the action or actions the student considers arbitrary, capricious or contrary to College policy. The Associate Provost will issue a written reply to the student within 20 calendar days of the petition.

If the student wishes to appeal the decision, he/she must file a written request for a conference with the Provost. The Provost will issue a written response within twenty days of the conference.

Appealing Grades Received as a Result of Unofficial Withdrawal

Under certain circumstances, students who do not withdraw from the College in accordance with official procedures may appeal the grades they received that semester. The appeal procedure applies only to emergency or hardship situations, defined as follows: personal illness or accident involving extended hospitalization, or 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 may 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. All appeals should be submitted to the Associate Provost.

Credit for Repeated Courses

In most cases, students may repeat courses only to replace a grade with a higher one. The higher of the two grades is calculated in the grade point average. The lower of the two grades is not included in the grade point average or in the total credits needed for graduation.

For repeatable courses, all passing grades earned will be counted towards the overall GPA as long as the maximum number of repeats has not been exceeded. However, failing grades earned in repeatable courses will be excluded if student repeats the course and earns a passing grade.

No course may be taken more than once for credit to count towards a degree unless otherwise noted in the course description.

Student Standing

The following policies apply to the determination of student standing at Sierra Nevada College:

Graduate students are required to maintain a 3.0 cumulative grade point average to remain in Good Standing. If a student's cumulative GPA falls below 3.0 the student will be placed on Academic Probation. The student will be allowed to continue on Academic Probation as long as the student maintains a semester GPA of 3.0 or higher. If a student who is on Academic Probation earns a semester GPA of less than 3.0 at any time while on Academic Probation, that student will be academically disqualified. A student on Academic Probation will return to Good Standing when the student's cumulative GPA is 3.0 or higher.

Graduate Programs

Teacher Education

Students must be in Good Standing to advance to Student Teaching and/or graduate from the program. In rare circumstances, this might require students to take additional coursework beyond the program requirements in order to raise the cumulative GPA to 3.0 or higher. Any student receiving a grade of C+ or below in any course is required to repeat the course, regardless of the student's current Academic Standing. Students may still receive financial aid funds during the probation period while making up the grade point average and/or credit deficiencies.

If a student opts to take elective or endorsement coursework, then the student must successfully complete and pass elective courses to be eligible to remain in the degree-seeking program. Once a student is unsuccessful in any two elective courses, the student will not be eligible to continue in any endorsement area.

A student must successfully complete and pass the courses designated, and advisor approved, in their degree-seeking program. Students are eligible to take only one advisor approved three (3) credit elective course outside of their, advisor approved, degree plan.

A student must successfully complete and pass their original, and advisor approved, degree-seeking program. Once a student has successfully completed their original, and advisor approved, degree-seeking program, the student will be eligible to admit and enroll in another degree-seeking program.

In order to advance to ELEM/SECD/EDUC/SPED 595: Student Teaching Seminar, a student must be in Good Standing and have completed all coursework, including courses that must be repeated due to a grade of C+ or below. Students entering ELEM/SECD/EDUC/SPED 595: Student Teaching Seminar must also have all Nevada Teacher Licensure testing requirements, including: PRAXIS Core or CBEST, NV School Law, NV Constitution, US Constitution, PRAXIS II Pedagogy or Principles of Learning and Teaching; and, for Secondary and Special Education majors, a PRAXIS II Content Area exam.

Readmission after Disqualification

Once students have been Academically Disqualified from Sierra Nevada College, they may submit a petition for readmission to the Department Chair. If students are readmitted after having been disqualified, their status for that semester is "re-admitted, on probation" and they must follow the requirements for being on probation as stated above.

Military Credit

Students may be granted credit for military school courses according to the recommendations for institutions of higher education in the appropriate volume of the American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services. The student must provide the Registrar's office with an official Armed Forces transcript in order to have such credit evaluated.

Transfer Credit- Teacher Education

Up to six (6) graduate credits may transfer to the program from other accredited institutions with a grade of B or better. All transfer requests must be submitted to the faculty advisor for approval. All courses accepted for transfer require an official transcript. Students may also be required to provide a course description to determine transferability. These graduate credits must have been completed within five years prior to admission into the program.

Undergraduate level coursework does not transfer; however, graduate course substitutions may be made if the appropriate course content has been provided at the upper division level. All substitutions require an official transcript. Students will be required to provide a course description to determine which course will be substituted. Regardless of the number of course substitutions, students must meet the required number of credits for graduation and will make-up any missing credits through electives.

Typically, for M.A.T. students, transfer credits may not be used for EDUC 560. As M.Ed. students "build" their thesis/action plan through each TLDR course, transfer credits may not be used for TLDR 501, TLDR 502, TODR 503, TLDR 601, TLDR 602, and TLDR 603.

Transfer Credit- Master of Fine Arts

Due to the unique low residency Master of Fine Arts program, credits will not be transferred from other institutions in most cases. In exceptional circumstances, an incoming student may petition to transfer credit to the program from other accredited institutions with a grade of B or better. All courses proposed for transfer require an official transcript and course descriptions from the institution's catalog. Undergraduate level course work does not transfer. It is not recommended that a student pursue a petition unless he or she proposes a transfer of 12 credits due to the Master of Fine Arts in creative writing program's flat-rate tuition and 12-credit semester.

Transcripts

The Office of the Registrar maintains official transcripts. Transcripts provide an academic history of a student's time at Sierra Nevada College, including a listing of all courses taken, grades earned and degrees awarded. In addition, the following information also appears on official transcripts: academic standing (e.g., good standing, probation, and academic disqualification).

Graduate Programs

Official transcripts only will be issued to third-parties upon written authorization by the student. Official transcripts can be given to the student only in a sealed envelope. If the seal is broken, the transcript ceases to be official. The student can request transcripts by ordering them online through the National Student Clearinghouse. The request must include the student's full name at time of attendance, date of birth, Social Security number, dates of attendance and the student's signature. The appropriate fee of \$10 per transcript must accompany each request. Rush orders will be accepted with the payment of an additional \$25 per delivery address. Official transcripts cannot be ordered by telephone or email.

Transcript requests are normally processed within five to seven (5-7) days. At the end of each semester, two weeks or more may be needed to process a transcript request. The Office of the Registrar does not release transcripts unless the student is in good standing with the Business Office, Financial Aid Office, and Library. Good standing is defined by a zero balance on the student's account.

No transcript is supplied for course work taken at other institutions. Transcripts that were submitted from high schools and other colleges and universities may not be released and are not included with the Sierra Nevada College transcript.

The issuance of a diploma for SNC graduates does not constitute or substitute for an official transcript. The diploma is a ceremonial document and the transcript is the official repository and record of a student's academic history at Sierra Nevada College.

Graduation and Commencement

The following policies apply to graduation and eligibility to participate in the commencement ceremonies at Sierra Nevada College:

Graduation Petitions

Every student must file a formal petition to graduate. The deadline for submission of these petitions will be strictly observed. If a student does not submit a graduation petition by the established deadline as listed in the Academic Calendar, the student's petition may be rejected. Late petitions are subject to a \$50.00 late fee. Sierra Nevada College has August, December, and May graduation dates. The May ceremony held in Incline Village is the only graduation with a public ceremony.

Participation in Commencement

In order to participate (walk) in graduation ceremonies, a student must have submitted a graduation petition by the deadline published in the Academic Calendar. Students who graduate anytime within an academic year (Fall/December, Spring/May or Summer/August) are invited to walk in the May ceremony. Academic regalia must be worn in order to participate in the graduation ceremony. All degree program requirements must be successfully completed in order to participate in the graduation ceremonies.

Graduation Requirements

Candidates for degrees must meet all College and departmental requirements. In particular:

1. A formal petition for graduation must be submitted by the deadline as posted in the Academic Calendar and must specify the catalog year, which determines the major requirements.
2. All academic requirements, including testing requirements, in effect at the time of graduation must be completed.

Effective Catalog

A student remaining in continuous, registered attendance at Sierra Nevada College may elect to meet the graduation requirements in effect at the time of entering SNC, at the time of choosing the major or area of concentration, or at the time of graduating from SNC. However, if SNC determines that changes are essential for certification requirements or competency in the academic or professional discipline, the new graduation requirements shall be mandatory for all students. Administrative policies may be changed at any time, effective immediately, regardless of effective catalog. Supplements to the present catalog are issued, which apply to continuing and entering students, as needed.

Students returning to SNC after an interruption in attendance may be required to meet the graduation requirements in the current catalog. Students returning to SNC after 10 years or more must meet current catalog requirements in their major. General education requirements for these students will be reviewed by SNC in relation to student ability to represent current college guiding principles. Transcripts of students who have not attended for two to nine (2–9) years will be reviewed on a case-by-case basis. In general, degrees will only be offered in current majors. The Department Chair of the major field may authorize substitutions for discontinued courses.

Active Military

Sierra Nevada College will limit academic residency to 25% or less of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

Graduate Programs

Release of Diplomas and Transcripts

Diplomas and transcripts are not released to the student until all obligations to the College have been met. This includes, but is not limited to, outstanding bills with the Business Office, outstanding library materials or fines, Financial Aid Office requirements, exit interviews, or any other obligations as requested by the College. Forms for states other than Nevada certifying the completion of the licensure phase of the Masters of Art in Teaching Degree will not be completed until all obligations stated above have been met.

Faculty/Student Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

General Principles and Responsibilities

The principles of mutual respect, integrity, responsibility, trust and a personal commitment to maintaining these high standards and values constitute the fundamental ideal we all must strive to attain as members of the Sierra Nevada College educational community. Accordingly, SNC faculty and students have the following responsibilities:

7. To be truthful in all academic and professional matters, and to honestly represent their work and that of others;
8. To be aware of and to abide by all applicable college policies, rules, procedures and standards, both general and academic; and the responsibility for personal and professional integrity and honesty in all academic activities;
9. To be aware of and to abide by all applicable federal, state and local civil and criminal laws and regulations;
10. To help ensure that high standards of professional and ethical conduct are upheld by faculty, students, colleagues and peers by reporting violations of this Honor Code observed in others to the Provost's Office.

Student Responsibility

By virtue of enrollment at Sierra Nevada College, every student agrees to abide by the above stated honor code statement.

Student Rights Regarding Honor Code Violations

Violations of the Honor Code may be considered a learning experience that can result in personal growth and understanding of one's responsibilities and privileges within the college community. Students who have been accused of academic misconduct have the opportunity to appeal decisions through a grievance process with the Disciplinary Hearing Committee.

1. The accused student will be given written notice of the specific charges concerning the violation.
2. The accused student may elect to meet with the chair of the Disciplinary Hearing Committee to discuss aspects of the violation.
3. The accused student may elect to have a hearing of the violation by the whole committee.
4. The accused student will receive written notice of the committee's decision
5. Any further appeal will be at the prerogative of the Provost.

Faculty Responsibility

1. Promotion of the aims of the Honor Code Statement is a general responsibility of the faculty.
2. Every member of the faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester, members of the faculty will receive with their initial class lists a copy of the Honor Code Statement and a reminder of the duty to explain its implications in each course.
3. It is the responsibility of the faculty to uphold the standards of academic integrity and the educational mission of the college; therefore violations of the Honor Code on the part of students must be reported to the appropriate offices.
4. Faculty must counsel a student who has violated the honor code about the honor code, consequences for violating it, and the value of academic honesty in learning. The student's advisor may be included in the counseling session.

Faculty Rights regarding Honor Code violations

1. Faculty will receive written notification of a student appeal of a reported code violation.
2. Faculty will receive written notification of a reversal of a reported code violation.

Examples of Violations of Academic Integrity and of Standards of Behavior:

CHEATING occurs when an individual misrepresents his/her mastery of the subject matter or assists another to do the same. Instances of cheating include, but are not limited to:

Graduate Programs

1. Copying another's work and submitting it as one's own on an examination, paper or other assignment.
2. Allowing another to copy one's work.
3. Using unauthorized materials during an examination or evaluation such as a textbook, notebook, or prepared materials or possession of unauthorized materials (notes, formulas, etc.) that are visually or audibly accessible.
4. Collaborating with another individual by giving or receiving unauthorized information during an examination or evaluation.

PLAGIARISM occurs when an individual represents someone else's words, ideas, phrases, sentences or data, whether oral, in print or in electronic form, including internet sources, as his/her own work. Examples include, but are not limited to:

1. Using the exact words (verbatim) of another source without quotations and appropriate referencing.
2. Using the ideas, thoughts, opinions, data or theories of another without a reference, even if completely paraphrased.
3. Using charts and diagrams from another source without revision, permission from the author and/or appropriate referencing.
4. Using facts and data from another source without a reference unless the information is considered common knowledge.

FABRICATION is the deliberate use of false information or withholding of information with the intent to deceive. Examples include, but are not limited to:

1. Using information from a source other than the one referenced.
2. Listing of references in a bibliography that were not used in a paper.
3. Falsifying or withholding data in experiments, research projects, notes, reports, or other academic exercises.
4. Submitting papers, reports or projects prepared in whole or part by another.
5. Taking an exam for another or allowing another to take an exam for oneself.

OTHER ACTS OF MISCONDUCT include, but are not limited to:

1. Changing, altering or falsifying a graded examination, completed evaluation, grade report form or transcript, or unauthorized entry, or assisting another in unauthorized entry, into a College building, office or confidential computer file for that purpose.
2. Obtaining, distributing, accepting or reviewing examinations, lab reports or other confidential academic materials without prior and explicit consent of the instructor.
3. Submitting written or computer work (in whole or in part) to fulfill requirements of more than one course without the prior and explicit permission of both instructors.
4. Impeding the progress of another by sabotaging their work (written or computer data, laboratory experiments, etc.), deliberately providing false or misleading information, or withholding or hiding information, books or journals.
5. Stealing information from another.
6. Forging an instructor's signature or initials on examinations, evaluations, lab reports or other academic materials, and forgery, alteration, or misuse of College documents, records or identification.

SNC's Disciplinary Sanctions:

1st Offense (on student's academic record)

Student receives a zero for assignment/exam and/or a determination by the faculty if the student should fail the course is made. Counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning are provided.

2nd Offense (on student's academic record)

Student is expelled

ACADEMIC PROGRAMS**Degrees Offered**

Sierra Nevada College offers graduate degrees at the Lake Tahoe, Reno, and Las Vegas locations.

Master of Arts in Teaching (M.A.T.)

1. Master of Arts in Teaching with a major in Elementary Education
2. Master of Arts in Teaching, Elementary; Specialization: Teaching English as a Second Language (TESL)
3. Master of Arts in Teaching, Elementary; Specialization: Special Education (SPED)
4. Master of Arts in Teaching with a major in Secondary Education
5. Master of Arts in Teaching, Secondary; Specialization: Teaching English as a Second Language (TESL)
6. Master of Arts in Teaching, Secondary; Specialization: Special Education (SPED)
7. Master of Arts in Teaching with a Dual Major in Elementary and Secondary Education
8. Master of Arts in Teaching, Dual Elementary/Secondary Education; Specialization: Teaching English as a Second Language (TESL)
9. Master of Arts in Teaching, Dual Elementary/Secondary Education; Specialization: Special Education (SPED)
10. Master of Arts in Teaching with a major in Special Education

Master of Education in Advanced Teaching and Leadership (M.Ed.)

1. Master of Education in Advanced Teaching and Leadership; Specialization: Administrative Leadership (ALDR)
2. Master of Education in Advanced Teaching and Leadership; Specialization: Teaching English as Second Language (TESL)

Master of Arts in Administration (M.A.A.)**Master of Fine Arts in Creative Writing (M.F.A.)**

2. Master of Fine Arts in Creative Writing
3. Master of Fine Arts in Interdisciplinary Arts

DEPARTMENT OF TEACHER EDUCATION

Beth Taliaferro Bouchard

Department Chair

Master of Arts in Teaching (MAT)**Master of Arts in Teaching Program Overview**

The Master of Arts in Teaching (MAT) program is a graduate degree program that leads to teacher licensure in Elementary, Secondary, or Special Education for those who already hold a bachelor's degree and have successfully completed the requisite courses. The guiding philosophy of the program is based upon various adult learning theories and encourages a lifelong commitment to reflective teaching practices guided by sound educational theory. The MAT builds on teachers' required educational program and classroom experiences, reflective teaching practices, and research skills.

MAT Curriculum Overview

The Master of Arts in Teaching degree program consists of 41 credits for the secondary teaching level, 44 credits for the elementary level, and 48 for Special Education, and may be completed through part-time or full-time enrollment. The program is divided into two stages. Upon completion of the first stage (licensure), students are qualified to apply for a standard teaching license in Nevada at the elementary, secondary, special education generalist, or dual levels. After students have completed the required coursework and passed all tests for licensure, they enter the second stage of the program and may enroll in the 600-level courses to complete the MAT degree.

All MAT students take a core of foundational and methods courses.

Professional Disposition

Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions. Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching.

Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct. They also should maintain screening and assessment procedures to assure that teacher candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs. The teacher education program at Sierra Nevada College assesses their candidates' knowledge, skills, and *dispositions*. Teaching dispositions also extend to maintaining the ethical standards of teachers' professional societies (for example, Council for Exceptional Children, National Council of Teachers of Mathematics, etc.).

Sierra Nevada College teacher education has identified the InTASC critical dispositions that should be possessed by program graduates. Please refer to your course syllabus and program handbook for detailed professional disposition expectations.

Student teaching is an integral part of the program and is the culmination of the first stage. During the semester of student teaching, students attend a weekly seminar to parallel their internship experiences in the classroom. The concluding activity is the student's production of a portfolio that documents their student teaching experiences, especially as those experiences relate to InTASC standards. The portfolio includes their resume, letters of reference, student work samples, philosophy of education, diversity statement, and any special activities and accomplishments.

The culminating experience for demonstrating understanding of theoretical frameworks that guide teaching practices (phase II) is the professional project (EDUC 635). In order to complete the MAT degree, graduate students are required to design a project that reflects their academic readings and professional experience, articulates a coherent philosophy and vision for their teaching aimed at raising student achievements, and engages critically with a relevant educational issue.

Students wishing to pursue teacher licensure only may enroll as a non-pursuing degree (NPD) and complete Phase I.

MAT Program Objectives

The Teacher Education Department learning objectives were developed to fulfill SNC's mission, addressing all of the student outcome and institutional goals. Departmental objectives are tied to one or more of our core themes, indication is as follows:

Liberal Arts: L**Entrepreneurial Thinking: E****Professional Preparedness: P****Sustainability: S**

Graduate Programs

The MAT degree program goals are a natural outgrowth of Sierra Nevada College's mission and core themes. Specifically, the MAT program seeks to prepare graduate students to:

- Teach to a diverse population of learners; **(L, P)**
- Implement a variety of instructional strategies; **(P)**
- Meet or exceed professional teaching competencies within the global, multicultural paradigm of the twenty-first century; **(E)**
- Incorporate an interdisciplinary philosophy and approach to classroom instruction; **(L)**
- Communicate the conviction that learning is a lifelong process and that sustainable education is a core social value; **(S)**
- Meet and exceed all InTASC Standards. **(S, P)**

MAT Graduate Student Transfer Credits

Up to six (6) graduate credits may transfer to the program from other institutions with a grade of B or better. These graduate credits must have been completed within five years prior to admission into the program. Undergraduate level coursework does not transfer; however, graduate course substitutions may be made if the appropriate course content has been provided at the upper division level during undergraduate work. Regardless of the number of course substitutions, students must meet the required number of credits for graduation and will make-up any missing credits through electives.

Teacher Licensure

Sierra Nevada College offers Teacher Education Programs that lead to licensure and endorsement. Although we endeavor to align our curricular requirements with the most current state requirements, the final decision regarding licensure and endorsements is made by the Nevada State Department of Education.

MAT Program Timelines and Process

The MAT program is planned to span approximately two years, or six semesters, of enrollment in every term (Fall/Spring/Summer) after the first term of registration. Any breaks in enrollment not pre-approved through the Leave of Absence process will result in the student having to reapply for admission. The actual length of the program, however, is based on graduate students' progress in mastering subject matter, successfully completing practicum in student teaching in classroom setting, conducting original research, and writing the professional project. The nature of these activities differs and allows passing teaching licensure examinations, and for time variability among graduate students in the same program. Inclusive of any approved Leaves of Absence or unapproved breaks in enrollment, graduate students must complete their entire degree program within seven (7) years. Students must complete one teacher education degree program before applying for admission into another degree program. An exception request must receive prior approval from the Director of the Program, Department Chair and Provost.

General Program Requirements

- Verification of registration for the Praxis Core or the CBEST should be received by the end of the first semester. Exceptions are granted for students with certain GRE scores and a Master's degree.
- Verification of passing scores for the Praxis Core or the CBEST must be received prior to enrollment in the practicum course.
- Verification of passing scores for Praxis II testing prior to student teaching.
- Verification of passing scores for Nevada School Law, Nevada Constitution, and U.S. Constitution prior to student teaching.

Elementary Majors:

- Verification of passing scores for Elementary Praxis II testing is required prior to student teaching and/or eligibility to be enrolled in 600 level courses.
- Fingerprint clearance and/or a substitute teaching license are required prior to student teaching.
- Maintain a 3.0 grade point average and pass all courses with a B or better. (See Academic Standing section for details.)
- Proof of immunizations for Reno/Incline students. (Refer to Admissions section for details.)
- Verification of passing scores for Nevada School Law, Nevada Constitution, and U.S. Constitution prior to student teaching.
- Verification of 18 credits of coursework with a grade of C or above as detailed below:
 - Six (6) credits of Math at the 100 level or higher.
 - Six (6) credits of Science at the 100 level or higher.
 - Six (6) credits of Social Studies at the 100 level or higher.

Secondary Majors:

- Passing the content knowledge portion of Praxis II testing in the student's teachable major field is required prior to student teaching. All required Praxis II testing must be completed prior to student teaching and/or eligibility to be enrolled in 600 level courses.
- Fingerprint clearance and/or a substitute teaching license are required prior to student teaching.
- Maintain a 3.0 grade point average and pass all courses with a B or better. (See Academic Standing section for details.)
- Proof of immunizations for Reno/Incline students. (Refer to Admissions section for details.)
- Verification of passing scores for Nevada School Law, Nevada Constitution, and U.S. Constitution prior to student teaching.

Graduate Programs

- Verification of course content completion with a grade of C or better at the 100 level or higher for the specific teachable major endorsement requirements.

Teacher Education Independent Study

An independent study permits qualified students to pursue educational enrichment beyond the scope of a regular course and may include special topics, reading programs, or projects apart from courses listed in the catalog. Students who demonstrate need to take a regular course that has been cancelled or is not being offered may also qualify for independent study.

An independent study requires a minimum of three hours of work per week during the entire semester for each credit hour. The final product reflects high standards of scholarship and organization, and earns a letter grade.

Students wishing to enroll in an independent study (including the independent study section of a cancelled class) must contact their advisor in the Teacher Education Department, and have Department Chair approval.

Teacher Education Attendance Policy

Teacher Education students are expected to attend all scheduled classes. Students with more than one (1) absence during a three (3) credit course, at the discretion of the instructor, may be asked to withdraw from the course and repeat it at a later date.

Continuous Enrollment Policy for Master of Arts in Teaching Students

Any student who fails to maintain continuous enrollment in the TED program during every semester (Fall, Spring and Summer) after their initial term of enrollment will be expected to either apply for readmission or have an approved Leave of Absence request on file with the department. The readmission process is different depending on the phase of the program the student is enrolled in and the duration of the absence:

Phase I – In Progress

Students who fail to enroll in every semester (Fall, Spring and Summer) during Phase I of the program, will need to apply for readmission upon return by completing the Application for Readmission form and paying the \$50 fee. For students who have been out of the program for less than one Academic Year, new transcripts, letters of recommendation, personal statement, test scores and other supporting documents will not be required. If the student has been out of the program for more than one academic year, students should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision. Students who have been out of the program for more than one academic year should expect to re-enter the program under the current catalog, which may involve taking different or additional academic requirements in order to complete the program.

Phase I – Completed

Students who fail to continue to enroll after completing all of the Phase I requirements, but before entering Phase II of the program, will need to apply for readmission upon return by completing the Application for Readmission form and paying the \$50 fee. For students who have been out of the program for less than one academic year, new transcripts, letters of recommendation, personal statement, test scores and other supporting documents will not be required. If the student has been out of the program for more than one academic year, students should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision. Students who have been out of the program for more than one academic year should expect to re-enter the program under the current catalog, which may involve taking different or additional academic requirements in order to complete the program.

Phase I – Completed: Seven Year Rule

Students who wish to return and enter Phase II of the program after an enrollment break that is longer than seven (7) years must petition the Chair of Teacher Education for special approval to return. Students petitioning to return after seven (7) years, will need to provide proof of current employment in the field of education, professional letters of recommendation speaking to their excellence in teaching, and evidence of ongoing professional development activities that would ensure their currency in the field. If approval to return is granted by the Chair of Education, additional requirements, including coursework and testing, may be required.

Phase II – Prior to Enrollment in EDUC 635: Professional Project

Students who fail to enroll in every semester (Fall, Spring and Summer) during Phase II of the program before enrollment in EDUC 635: Professional Project, will need to apply for readmission upon his/her return by completing the Application for Readmission form and paying the \$50 fee. For students out of the program for less than one academic year, new transcripts, letters of recommendation, personal statement, test scores and other supporting documents will not be required. Students out of the program for more than one academic year, the student should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision.

Graduate Programs

Students may also be required to resubmit their proposal for evaluation and approval before being assigned a project director. Additional fees may be required.

Phase II – EDUC 635: Professional Project is In Progress (IP)

Students who have an In Progress (IP) grade in EDUC 635: Professional Project and fail to enroll in EDUC 699P: Professional Project Completion every semester (Fall, Spring and Summer) after their original enrollment in EDUC 635: Professional Project, will need to apply for readmission by completing the *Application for Readmission (\$50 fee)*. Students out of the program for less than one academic year, new transcripts, letters of recommendation, personal statement, and other supporting documents for the Application for Readmission will not be required. Students out of the program for more than one academic year, should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision. In addition to these materials, for students applying for readmission during Phase II of the program the Admissions Committee may seek the opinion of prior Phase II instructors in order to determine if the student was making academic progress and is likely to be successful in completing the professional project if readmitted to the program.

Students may also be required to resubmit their proposal for evaluation and approval before being reassigned a project director. Additional fees may be required.

If a student opts to take elective or endorsement coursework, then the student must successfully complete and pass elective endorsement courses to be eligible to remain in the degree-seeking program. Once a student is unsuccessful in any two elective courses, the student will not be eligible to continue in any endorsement area. Also, if a student receives a No Pass (NP) two semester while registered for 699P, he/she may be asked to petition to continue in the program.

Graduate Programs

Master of Arts in Teaching (MAT) in Elementary Education

Master of Arts in Teaching in Elementary Education Student Learning Outcomes

Graduate students who successfully complete the elementary teaching program will be eligible for licensure in the State of Nevada and will be able to:

- Teach all subjects in kindergarten through grade 6 (In order to teach grades 7 and 8, K -8 license holders may be required to meet additional requirements.); **(L)**
- Recognize and develop age appropriate lessons; **(L)**
- Identify how young children learn to read and develop literacy skills through a balanced literacy approach; **(S)**
- Meet or exceed INTASC standards; **(S, P)**
- Explain the subjects they teach and know how to teach these subjects to diverse learners; **(L)**
- Select appropriate technological material to enhance and support subject lessons; **(E)**
- Plan instruction based on formal and informal assessment strategies. **(S)**

Required Coursework:

The following coursework is required for degree completion in the elementary education program:

Course Number	Course Title	Credits
Phase I		
ELEC 101*	Online Training	0
EDUC 460/560	Introduction to Education and Educational Research	3
EDUC 565	Effective Instructional Practices and Classroom Management	3
EDUC 500***	M.A.T. Graduate Writing Directed Study	(1)
EDUC 570	Teaching with Technology	1
EDUC 505	Evaluation, Assessment, Data and Student Learning	1
EDUC 455/555	Exceptional Individuals	3
EDUC 520	Parent Engagement, Family Involvement, and Classroom Practices	3
ELEM 501	Teaching Methods of Reading I	3
ELEM 502	Teaching Methods of Reading II	3
ELEM 590	Elementary Practicum – Co-requisite Reading II Methods	1
ELEM 510	Teaching Methods of Language Arts	3
ELEM 513	Teaching Methods of Social Studies and Curriculum Integration	3
ELEM 525	Teaching Methods of Math	3
ELEM 526	Teaching Methods of Science & Health Education	3
EDUC 589***	Testing Review (Not required for all students)	(3)
ELEM 595	Student Teaching and Seminar	8
Completion of Phase I		41
Phase II		
EDUC 628	Educational Research and Reflective Practice	3
EDUC 635	Professional Project	3
EDUC 699***	Project Completion (Not required for all students)	(3)
Completion of MAT Degree Elementary Education Program Total Credits		47

*ELEC 101 is a required pre-requisite for all M.A.T. online courses.

*** Credits do not count toward final degree

Please note: Elementary Education – 18 hours of credit in course content are required as follows: six semester (6) hours in mathematics; six (6) semester hours in science; and six (6) semester hours in social studies.

Graduate Programs

Master of Arts in Teaching (MAT) in Secondary Education

Master of Arts in Teaching in Secondary Education Student Learning Outcomes

Graduate students who successfully complete the secondary teaching program will be eligible for licensure in the State of Nevada and will be able to:

- Apply a variety of instructional strategies to enhance reading motivation; **(L)**
- Plan and implement instruction based upon knowledge of subject matter, students, and curriculum goals; **(P)**
- Select appropriate instructional technology to support lesson content; **(E)**
- Meet or exceed the INTASC standards for teachers. **(S, P)**

Required Coursework

The following coursework is required for degree completion in the secondary education program:

Course Number	Course Title	Credits
Phase I		
ELEC 101*	Online Training	0
EDUC 460/560	Introduction to Education and Educational Research	3
EDUC 500 **	M.A.T. Graduate Writing Directed Study	(1)
EDUC 565	Effective Instructional Practices and Classroom Management	3
EDUC 505	Evaluation, Assessment, Data and Student Learning	1
EDUC 455/555	Exceptional Individuals	3
EDUC 520	Parent Engagement, Family Involvement, and Classroom Practices	3
EDUC 570	Teaching with Technology	1
SECD 501 or SECD 502	Teaching Methods of Reading (501 MS or 502 HS)	3
SECD 511-519	Teaching Methods in SECD Major/Minor	3
SECD 590	Secondary Practicum – Co-requisite SECD 511-519	1
TESL 563	Methods and Materials for Teaching Non-Native English Speaking Students	3
SECD 585	Adolescent Development & Learning	3
EDUC 589**	Testing Review (Not required for all students)	(3)
SECD 595	Student Teaching and Seminar	8
Completion of Phase I		35
Phase II		
EDUC 628	Educational Research and Reflective Practice	3
EDUC 635	Professional Project	3
EDUC 699**	Project Completion (Not required for all students)	(3)
Completion of MAT Degree Secondary Education Program Total Credits		41

* ELEC 101 is a required pre-requisite course for all M.A.T. online courses.

** Credits do not count toward final degree.

Please note: Secondary Education – Candidate must have a state recognized teachable major. See chart on page 199.

Graduate Programs

Dual Elementary/Secondary Education Program

Students who seek both an elementary and secondary license may enroll in the Dual Education Program. The students will complete an extended semester of supervised student teaching (10 credits) at the elementary and secondary levels.

The following coursework is required for degree completion in the dual education program:

Course Number	Course Title	Credits
Phase I		
ELEC 101*	Online Training	0
EDUC 460/560	Introduction to Education and Educational Research	3
EDUC 500**	M.A.T. Graduate Writing Directed Study	(1)
EDUC 565	Effective Instructional Practices and Classroom Management	3
EDUC 570	Teaching with Technology	1
EDUC 505	Evaluation, Assessment, Data and Student Learning	1
EDUC 455/555	Exceptional Individuals	3
EDUC 520	Parent Engagement, Family Involvement, and Classroom Practices	3
ELEM 501	Teaching Methods of Reading I	3
ELEM 502	Teaching Methods of Reading II	3
ELEM 590	Elementary Practicum – Co-requisite Reading II Methods	1
ELEM 510	Teaching Methods of Language Arts	3
ELEM 513	Teaching Methods of Social Studies and Curriculum Integration	3
ELEM 525	Teaching Methods of Math	3
ELEM 526	Teaching Methods of Science & Health Education	3
SECD 501 or SECD 502	Teaching Methods of Reading (501 MS or 502 HS)	3
SECD 511-519	Teaching Methods in SECD Major/Minor	3
SECD 590	Secondary Practicum – Co-requisite SECD 511-519	1
TESL 563	Methods and Materials for Teaching Non-Native English Speaking Students	3
SECD 585	Adolescent Development & Learning	3
EDUC 589**	Testing Review (Not required for all students)	(3)
EDUC595	Student Teaching and Seminar	10
Completion of Phase I		56
Phase II		
EDUC 628	Educational Research and Reflective Practice	3
EDUC 635	Professional Project	3
EDUC 699**	Project Completion (Not required for all students)	(3)
Completion of MAT Degree Dual Elementary/Secondary Education Program Total Credits		62

*ELEC 101 is a required pre-requisite for all M.A.T. online courses.

** Credits do not count toward final degree.

Please note: Elementary Education – Eighteen (18) hours of credit in course content are required as follows: six (6) semester hours in mathematics; six (6) semester hours in science; and six (6) semester hours in social studies.

Please note: Secondary Education – Candidate must have a state recognized teachable major. See chart on page 199.

Graduate Programs

Master of Arts in Teaching (MAT) in Special Education

Master of Arts in Teaching (MAT) in Special Education Learning Outcomes

Graduate students who successfully complete the special education teaching program will be eligible for licensure in the State of Nevada and will be able to:

- Identify students who have specific learning disabilities, emotional disturbances, or mental retardation, and mild to moderate needs assistance and intervention in kindergarten through grade 12; **(L)**
- Design individual goals and objectives incorporating state and national standards; **(E)**
- Develop methods, strategies, and materials in reading and math, and subject specific curriculum based on formal and informal assessment results specific to individual students with disabilities; **(P)**
- Modify lessons for disabled students in the regular classroom; **(P)**
- Design effective individual behavior plans; **(P)**
- Communicate and collaborate with parents, teachers, and professionals in assisting students with disabilities; **(S)**
- Recognize and develop age appropriate lessons; **(L)**
- Plan instruction based on formal and informal assessment strategies; **(S)**
- Apply a variety of instructional strategies to enhance reading motivation; **(L)**
- Plan and implement instruction based upon knowledge of subject matter, students, and curriculum goals; **(P)**
- Select appropriate instructional technology to support lesson content; **(E)**
- Meet or exceed the INTASC standards for teachers. **(S,P)**

Required Coursework

The following coursework is required for degree completion in the special education program.

Elementary Education

Course Number	Course Title	Credits
PHASE ONE		
ELEC 101*	Online Training	0
EDUC 500**	M.A.T. Graduate Writing Directed Study	(1)
SPED 510	Assessment and Program Planning	3
SPED 520	Advanced Teaching and Learning Strategies	3
SPED 530	Behavior Interventions: Methods and Practices	3
SPED 540	Collaboration and Transition Issues w/Families and Professionals	3
SPED 550	Characteristics of Special Education Students	3
SPED 563	Human Development	3
SPED 590	Special Education Practicum (co-requisite SPED 520)	1
EDUC 460/560	Introduction to Education and Educational Research	3
EDUC 510	Psychological Foundations of Education	3
EDUC 455/555	Exceptional Individuals	3
ELEM 501	Teaching Methods of Reading 1	3
ELEM 525	Teaching Methods of Math	3
SPED 595	Student Teaching Seminar	8
	Total PHASE ONE Credit Hours	42
PHASE TWO		
EDUC 628	Educational Research and Reflective Practice	3
EDUC 635	Professional Project	3
EDUC 699	Project Completion (as needed)	(3)
	Total PHASE TWO Credit Hours	6
	Total Credits	48

* ELEC 101 is a required pre-requisite course for all M.A.T. online courses.

** Credits do not count toward final degree.

Specializations

Master of Arts in Teaching (MAT) in Elementary Education, Secondary Education or Dual Enrollment Elementary Education/Secondary Education with Specializations

Specialization courses may be taken prior to student teaching, during Phase II of the program or after completion of the program, and are appropriate for teachers who want to apply for additional teaching endorsements from the State of Nevada Department of Education to be added to their licenses.

- Teaching English as a Second Language (TESL): 12 credits
- Special Education (Generalist Endorsement): 31 credits + 8 credits student teaching = 39 credits

Teaching English as a Second Language (TESL) – 12 of 18 credits

Within recent years, increased recognition of the changing population in schools has resulted in the need for institutions of higher education to provide coursework to prepare teachers to work with students of limited English proficiency. In order to respond to this need, courses have been developed at Sierra Nevada College that meet the requirements for the Nevada Endorsement in Teaching English as a Second Language (TESL).

Teaching English as a Second Language Student Learning Outcomes

Students graduating with a TESL specialization will be able to:

- Develop theoretical knowledge necessary to teach diverse student populations, including bilingual students (e.g., students speaking other languages); **(L)**
- Advance comprehension of theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(L)**
- Apply theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(P)**
- Analyze teaching, in relation to best practices supported in theory, to determine which practices support teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(S)**
- Apply and analyze theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(P)**
- Evaluate and synthesize theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages). **(S, E)**

Course Number	Course Title	Credits
ELEC 101*	Online Training	0
TESL 561	Assessment Considerations and Non-Native Speaking Students	3
TESL 562	Developing Curriculum for Non-Native English Speaking Students	3
TESL 563	Methods and Materials for Teaching Non-Native English Speaking Students	3
TESL 564	Theories of Language Development, Structure and Acquisition	3
TESL 565	Teaching Language Arts-Listening, Speaking, Reading, and Writing for English Language Learners	3
TESL 566	Theories of Second Language – Linguistics and Cultural Diversity for English Language Learners	3

* ELEC 101 is a required pre-requisite course for all online endorsement courses.

Graduate Programs

Specialization in Special Education for Generalist Resource Room – 48 credits (42 semester credits of coursework, which includes eight (8) semester credits of student teaching)

Sierra Nevada College supports the need for teachers to expand their classroom preparedness and their career opportunities in Special Education by earning advanced training in this critical need area.

Special Education for Generalist Resource Room Student Learning Outcomes

- Identify students who have specific learning disabilities, emotional disturbances, or mental retardation, and mild to moderate needs assistance and intervention in Kindergarten through grade 12: **(L)**
- Design individual goals and objectives incorporating state and national standards; **(E0)**
- Develop methods, strategies, and materials in reading and math, and subject specific curriculum based on formal and informal assessment results specific to individual students with disabilities; **(P)**
- Modify lessons for disabled students in the regular classroom; **(P)**
- Design effective individual behavior plans; **(P)**
- Communicate and collaborate with parents, teachers, and professionals in assisting students with disabilities. **(S)**

Course Number	Course Title	Credits
ELEC 101*	Online Training	0
EDUC 510	Psychological Foundations of Education	3
EDUC 455/555	Exceptional Individuals	3
ELEM 501	Teaching Methods of Reading I	3
ELEM 525	Teaching Methods of Math	3
SPED 590	Elementary Practicum (co-requisite with SPED 520)	1
SPED 510	Assessment and Program Planning	3
SPED 520	Advanced Teaching and Learning Strategies	3
SPED 530	Behavior Interventions: Methods and Practices	3
SPED 540	Collaboration and Transition Issues w/Families and Professionals	3
SPED 550	Characteristics of Special Education Students	3
SPED 563	Human Development	3
SPED 595	Student Teaching and Seminar	8
	Total Credits	39

* ELEC 101 is a required pre-requisite course for all M.A.T. online courses.

Graduate Programs

Master of Arts in Teaching Dual Degree Program

The Teacher Education department has developed a Dual Degree program that leads to a bachelor's degree, a teaching license and a Master's of Arts in Teaching degree. The bachelor's degree and teaching license (Elementary or Secondary or both) can be completed in four (4) years and students can earn a Master of Arts in Teaching (M.A.T) degree taking evening classes while working as a teacher during the fifth year.

Students who wish to complete the Dual Degree program in five years will enroll in an accelerated schedule (18 credits per term). Students will begin taking 400 level education classes once they reach the junior level. The program will take five (5) years total to complete and will earn the student a Bachelor's degree at year three (3), a teaching license at year four(4), and a Master's degree at year five (5). "Dual" means that 14 credits count towards both undergraduate and graduate programs.

Proposed Program Outline for Elementary Education

Student Status & Year	Semester	Credits/Semester	Type of Credits	Total Credits	Level
Undergraduate Year 1	Semester 1 Fall	18	Undergraduate	18	Freshman
	Semester 2 Spring	18	Undergraduate	36	Sophomore
Undergraduate Year 2	Semester 1 Fall	18	Undergraduate	54	Sophomore
	Semester 2 Spring	18	Undergraduate	72	Junior
	Semester 3 Summer	6	Dual	78	Junior
Undergraduate Year 3 Graduate (during summer)	Semester 1 Fall	18	Undergraduate	96	Senior
	Semester 2 Spring	18	Undergraduate	114	Senior
	Semester 3 Summer	8	Dual	125	Graduate
Graduate Year 1	Semester 1 Fall	16	Graduate	141	Graduate
	Semester 2 Spring	8	Graduate	149	Graduate
	Semester 3 Summer	3	Graduate	152	Graduate
Graduate Year 2	Semester 1 Fall	3	Graduate	155	Graduate

- The Traditional Undergrad Program (120 Credits), plus the Graduate Program (44 credits), is a 164 credit program. The combined Undergraduate/Graduate Program totals 152 credits. This a 12 credit difference (1 full-time semester). Fourteen credits will count towards both the undergraduate/graduate degrees.
- The student will begin taking Education classes in their 2nd year (5th semester) at the Junior level. The student will walk for their undergraduate degree in their 3rd year (7th semester) and will switch from an undergraduate to a graduate student in their 3rd year (8th semester).
- The program will take 5 years total to complete and will earn the student a Bachelor's degree at year 3, a teaching license at year 4, and a Master's degree at year 5.
- "Dual" means that the credits will count towards both undergraduate and graduate programs.
- Online M.A.T. courses and online endorsement courses are for graduate level students only. All online M.A.T. and online Endorsement courses have a prerequisite online training course (ELEC 101) to be successfully completed prior to starting any other online course. Seat fees are applicable for undergraduate students who register for online courses.
- Elementary Education candidate must complete 18 semester hours of credit in course content at 100 level or higher with a grade of C or above are required as follows: six (6) semester hours in mathematics; six (6) semester hours in science; and six (6) semester hours in social studies.
- Secondary Education candidate must have a state recognized teachable major – see chart on page 199.

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Teachable Majors:

SNC Major	State Endorsement and Teachable Major	State of Nevada Department of Education Requirements. Secondary Academic 7-12 Comprehensive Major. Please note: licensure requirements are subject to change depending on decisions made by the State of Nevada Department of Education and/or State Legislature*
English	English	Thirty-six (36) semester credits required for a major in English must include at least 3 semester credits <i>each</i> of the following: <ul style="list-style-type: none"> • Advanced composition (junior/senior level); • Grammar; • Reading; • American Literature; • English Literature; • General survey of literature; • Journalism; • Speech or dramatic or theatrical arts; <i>and</i> • Linguistics or history of the English language
Art	Art	Thirty-Six (36) semester credits in art <i>must</i> include: Twenty-four semester credits which must include at least 6 credits in <i>each</i> of the following: <ul style="list-style-type: none"> • History of art; • Drawing; • Painting; <i>and</i> • Ceramics or sculpture; <i>and</i> • Twelve semester credits which must include at least 3 credits in <i>each</i> of the following: <ul style="list-style-type: none"> • Design; • Digital or graphic arts; • Photography or printmaking; <i>and</i> • Working with any medium not otherwise listed.
Biology	Biological Science	Thirty-six (36) semester credits required for a major in Biological Science must include at least 3 semester credits <i>each</i> in <i>any four</i> of the following: <ul style="list-style-type: none"> • Biology; • Botany; • Chemistry; • Environmental or ecological science; • Physiology; <i>or</i> • Zoology
Environmental Science and Ecology	General Science	Thirty-six (36) semester credits required for a major in General Science must include at least 3 semester credits in <i>each</i> of the following: <ul style="list-style-type: none"> • Biology; • Chemistry; • Physics; <i>and</i> • Earth science, space science, electronics or engineering.
Interdisciplinary Studies w/Social Studies Focus	Social Studies	Thirty-six (36) semester hours of credit which must include at least 3 semester hours of credit in each of the following areas (a), (b), (c), (d), (e), (f), and (g) named below and 15 additional credits in areas (a), (b), (c), (d), and (e) named below. <ol style="list-style-type: none"> Economics; Geography; History of the United States; History of the world; Political science; Ethnic studies; <i>and</i> Psychology or sociology

***Please note:** State of Nevada Department of Education Requirements for Secondary Academic 7-12 Comprehensive Major are subject to change depending on decisions made by the State Department of Education and/or State Legislature. Contact the State of Nevada, Department of Education for any recent changes in law and licensure requirements.

Practicum Field Experience

Successful completion of a Practicum Field Experience is required as a co-requisite of a methods course.

SUPERVISED STUDENT TEACHING (8-10 Credits)

Full-time (6.5 hours a day minimum, and 5 days a week) supervised student teaching experience is required, for a duration as specified by the program, for successful completion of Phase I of the MAT Degree Program. Students are assigned to specific classrooms during the last semester of Phase I, leading to state licensure. A lead teacher, employed as a contracted teacher with the host school (public, private or charter) is assigned as a mentor and conducts a minimum of six observations/evaluations. A college supervisor is assigned to each student and conducts a minimum of 6 observations/evaluations. The three meet as a triad to discuss each observation/evaluation, identify improvement goals and chart the student's progress. Student teaching is a pass/fail grade with 60% based on the practicum experience and 40% on the student's performance and participation in the weekly seminar.

If the student teaching assignment is not completed successfully by the student, and/or if the student is asked to leave a student teaching assignment, the process and the procedure for reviewing the student teaching assignment will occur in a timely manner to determine: if

Graduate Programs

the student will remain in the teacher education program and have the opportunity to be reassigned for another student teaching placement; or, if the student will be suspended or removed from the teacher education program.

SEMINAR

Concurrently, with the student teaching experience, students attend a seminar one night a week. The seminar focuses on specific outcomes/assignments correlated to the National Title II Program Outcomes and to the National InTASC Standards. Seminar content parallels the sequence of the student teaching experiences to promote professional growth, reflection, and information to apply in the development of an effective classroom teacher. To pass, students must earn a minimum of 950 points, as detailed on the syllabus, for performance and participation in the seminar to achieve the required 40% to pass student teaching.

REQUIREMENTS TO BE ELIGIBLE FOR SUPERVISED STUDENT TEACHING

1. Possess a bachelor's degree from a regionally accredited institution and have successfully completed all required licensure/Phase I coursework except for student teaching and including any repeated courses where the student received a C+ or below.
2. Student has maintained a cumulative GPA of 3.0 or higher in the teacher education courses and **is** in good academic standing.
3. Student has provided proof of being fingerprinted as required by Nevada statutes before student teaching.
4. Student has successfully completed all the requirements for full admission.
5. Course content requirements for Elementary require verification of 18 credits of course work with a grade of C or above as detailed below:
 - Six (6) credits of Math at the 100 level or higher.
 - Six (6) credits of Science at the 100 level or higher.
 - Six (6) credits of Social Studies at the 100 level or higher.
6. Course content requirements for Secondary require verification of course content completion with a grade of C or better at the 100 level or higher for the specific teachable major endorsement.
7. Student has successfully completed all required testing by the teacher education department BEFORE student teaching. Students will provide passing test scores and/or documentation of a B or better in relative coursework in the following areas:
 - Nevada School Law, Nevada Constitution, U.S. Constitution and
 - Praxis Core or CBEST or a Master's Degree and an approved GRE score.
 - Secondary students must pass Praxis II content area specific to teaching area.

Students must verify with the State Department of Education the tests required for their specific teaching major.

DISTANCE STUDENT TEACHING

The final semester of Phase I, student teaching may be made with special arrangements made with the Director of Field Experiences. Students who have not graduated from the Masters in Teaching program from Sierra Nevada College, may be required to take additional coursework before acceptance into student teaching. The information and application procedures can be obtained by contacting the Department of Teacher Education. Additional course work and/or licensure examinations may be required before acceptance into student teaching. Additional fees apply.

Completion of Phase 1 (Eligibility for Initial Licensing)

In order to be eligible to advance to Phase II of the program, students must be in good standing (cumulative GPA of 3.0 or higher) and complete the following: all course work (including any required repeats of a course where the student received a C+ or below) required for a Nevada teaching license in their field including student teaching; all required standardized tests, including the PRAXIS tests, CBEST or Praxis Core; and tests or coursework on the Nevada Constitution, Nevada School Law, and U.S. Constitution.

Program Locations: Incline Village/Reno, and Las Vegas Campuses

Students at all sites must meet identical requirements for admission, candidacy for student teaching, and completion of the program.

MAT Program Assessments

Graduate students are constantly being assessed before, during, and after enrollment at Sierra Nevada College. Since no single assessment tool guarantees student success, teacher education uses multiple assessments, including summative and formative evaluations, performance-based assessments, and professional dispositions. Table 1 below addresses these assessments.

Table 1: Teacher Education Assessments

Area Assessed	Assessment Instrument	Assessor(s)	Frequency	Use
STUDENTS	<i>PRAXIS Core (or CBEST)</i>	<i>Educational Testing Service (ETS)</i>	<i>Schedule published by ETS</i>	<i>Program admission and completion</i>
STUDENTS	<i>Classroom observations, assignments and tests</i>	<i>TED instructors</i>	<i>Periodically throughout courses</i>	<i>Course completion</i>
STUDENT TEACHERS	<i>TED developed, based on standards in InTASC</i>	<i>Lead Teachers</i>	<i>2x/semester (mid-term and final)</i>	<i>Completion of student teaching requirement</i>
STUDENT TEACHERS	<i>TED developed, based on InTASC standards</i>	<i>College Supervisors</i>	<i>6x/semester</i>	<i>Completion of student teaching requirement</i>
INSTRUCTORS	<i>SNC Faculty Course Assessment</i>	<i>Students</i>	<i>1x/semester</i>	<i>Instructor evaluation</i>
COURSES	<i>SNC Faculty Course Assessment</i>	<i>Students</i>	<i>1x/semester</i>	<i>Curriculum review/revision</i>
PROGRAM	<i>Evaluation of Teacher Education Program</i>	<i>Lead Teachers</i>	<i>1x/semester</i>	<i>Program review/revision</i>
	<i>PRAXIS II Content & Pedagogy tests</i>	<i>ETS</i>	<i>Annually</i>	<i>Federal Title II Reporting Requirements</i>
STUDENT/PROGRAM	<i>MAT Portfolio</i>	<i>TED Portfolio Committee</i>	<i>3x over the course of the program</i>	<i>Proof of InTASC competencies at individual student level and at program level</i>

Mid-level assessment checkpoints include instructor evaluations of student-led discussions, lesson preparation and presentation to peers, instructor prepared tests, and student driven feedback. Nationally norm-referenced tests published by the Educational Testing Services (ETS) assess content areas, teaching methodology, and pedagogy for pre-service teachers.

MAT Phase II

In Phase II, candidates focus their learning on the advanced pedagogical studies of a chosen teaching field and their own professional development guided by the professional standards of their chosen teaching field. The culminating activity is a professional project. The required courses are EDUC 628 and 635.

Candidates who require additional time to complete their degree after enrollment in EDUC 635 must register for EDUC 699P (project completion) each semester until their work is completed.

Additional information regarding Phase II requirements is available in the MAT Phase II Handbook available through the SNC website.

Professional Project

The purpose of the professional project is the improvement of teaching practices. Projects focus on specific teaching fields. Projects must reflect current research in the field and must be broad enough in scope to be of value to other teachers in the field of study.

Professional Project Committee (PPC) and Project Directors

The PPC meets each semester to review and approve professional project proposals. PPC members also evaluate the completed professional projects and recommend candidates for graduation. The Teacher Education Program Coordinator assigns candidates to Project Directors for EDUC 635 once proposals are approved.

Timeline for Completion of the MAT

Candidates have two (2) years to complete the professional project once they have registered in EDUC 635. If they are unable to complete their project during their enrollment in EDUC 635, candidates must maintain continuous enrollment by registering for EDUC 699P, Project Completion, each additional semester until completion. In addition, candidates must show continuous progress toward completion of the work each semester.

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Candidates who make significant progress but are unable to complete EDUC 635 in a semester, will receive an "In Progress" grade (IP) on their transcripts until such time that they complete the project. All IP grades will automatically default to "No Pass" (NP) on the first day of the semester after the two year deadline has passed.

Candidates who do not complete the professional project may petition to extend the project timeline if they have made continuous progress throughout the previous semesters. Candidates who register for EDUC 699P and do not show progress toward completion as attested to by their project director, will not be granted an extension.

Chair Reassignments

Chair Reassignment requests by a student must be accompanied with documentation. Documentation must include detailed communications (date, time, content) with the faculty member, the Directors, and/or the Department Chair. The student may petition the college by writing a letter and providing documentation to petitions committee to request refund or reassignment. Students may be charged an extra fee for Chair reassignments.

Graduate Programs

Master of Arts in Teaching Alternative Route to Licensure Track

ARL Track Overview

The ARL Track within MAT program allows students who are truly enrolled in the MAT program to begin working in licensed, paid teaching positions in Nevada school districts; thus, satisfying school district's need to fill hard-to-fill teaching positions with resident interns who are in the process of becoming highly qualified. The ARL Track also allows MAT students to gain valuable, on-the-job teaching experience, while concurrently completing teacher licensure coursework. The Master of Arts in Teaching (MAT)

Alternative Route to Licensure (ARL) Track at Sierra Nevada College (SNC) offers licensure tracks in three areas, with proposed tracks in two additional areas pending:

- Elementary (Grades K-8)
- Secondary Mathematics (Grades 7-12)
- Special Education (Generalist)
- Secondary English (Grades 7-12) – application pending
- Secondary Science (Grades 7-12) – application pending

ARL Track Curriculum

The MAT degree program consists of 47 credits for an Elementary major, 41 credits for a Secondary major, and 48 credits for a Special Education major. Majors may be completed through part-time or full-time enrollment in the MAT program. All MAT ARL Track students take a core of foundational and methods courses. For the remainder ARL program completion, there is an administrative and supervision fee.

The ARL Track within the MAT program is divided into three phases: The Initial Phase, Phase I, and Phase II. Upon acceptance into the MAT program, students interested in the ARL Track must complete the initial phase of the program prior to acceptance into the ARL Track. The Initial Phase consists of completing all teacher licensure required testing (NV School Law, NV Constitution, PRAXIS I Core, PRAXIS II PLT or Pedagogy, and PRAXIS II Content, when applicable), an Introduction to Education and Educational Research course (EDUC 560), and an Effective Instructional Practices and Classroom Management course (EDUC 565) or, for Special Education majors, a course in Exceptional Students (EDUC 555) or an equivalent required course. Once students have completed the initial phase and have obtained an offer of employment from a Nevada school district, they are granted an ARL license by the Nevada Department of Education (NV DOE) and may begin working as teachers. Upon completion of the Phase I of the MAT program (licensure), ARL students must apply with the NV DOE to convert the conditional ARL license into a standard teaching license.

Students entering the MAT program, who are interested in the Secondary license through ARL, must have either a teachable major as recognized by the Nevada Department of Education, or complete testing requirements before entering the MAT program.

Upon completion of Phase I and the obtainment of the standard teaching license, ARL students begin Phase II of the MAT program. Phase II of the program consists of two 600 level courses (EDUC 628 and EDUC 635). ARL students may petition to the Department of Teacher Education Faculty to begin 600 level coursework during the resident internship once all of the 500 level teacher licensure coursework is complete. Petitions will be granted based on academic advisor recommendation, instructor recommendations, successful academic and resident internship experience, and strong professional dispositions.

School-Based Experience Requirement

Upon admission into the program and then, again, when students apply for student teaching, ARL Track students will submit a Verification of Teaching Experience Application. This application will be reviewed by the ARL Field Experience Coordinator and the student's academic advisor. The ARL Coordinator will verify accuracy and authenticity of work experience. The academic advisor will track the student's field experience concurrently with coursework progression. The approved Verification of Teaching Experience Application and work experience tracking will remain in the student's academic file. Upon application for student teaching, an audit will be conducted by SNC staff to ensure all coursework, testing, and work experience requirements have been met. Student's work experience must be a minimum of 2.5 years prior to acceptance into student teaching. Students will be denied access into student teaching until all ARL requirements have been met. SNC anticipates placing students in the following school districts/private schools under Resident Intern Model contracts:

Clark County School District
 Washoe County School District
 Caron City School District
 Lyon County School District
 Churchill County School District
 State and District Approved Charter Schools
 State Recognized/Approved Private Schools

School-based experience promotes educator effectiveness through hands-on active engagement with real-life teaching. During teaching, students are experiencing lesson planning; lesson execution with diverse strategies; teaching to objectives and high levels of cognition;

Graduate Programs

classroom management; working with administration, colleagues, and parents; exercising professional dispositions; and understanding assessment and data decision-making. Concurrent coursework, taught by experienced professionals, augments the field experience process through guided assignments, lesson planning, reflections, research, individual and group activities, lecture, Socratic dialogues, integration of technology, and ongoing constructive feedback.

Part of the Resident Internship Contract includes identifying a Lead Mentor Teacher at the school of internship. Lead Mentor Teachers will provide support for student interns agreed upon by the school district or private school. Formal, written assessment is conducted on student progress during Practicum and Student Teaching. Two Student Teacher Observation Rubrics will be conducted during the Practicum and six Performance Evaluation Assessments will be conducted during student teaching.

Length of school-based experience will total three (3) years. Length of school-based experience while students are in the MAT ARL Track may vary due to prior work experience upon admission into the program, but be a minimum of 1.5 years of teaching experience with concurrent MAT coursework.

Student Teaching Eligibility

Students must be in good standing to advance to student teaching and/or graduate from the program. In rare circumstances, this might require students to take additional coursework beyond the program requirements in order to raise the cumulative GPA to 3.0 or higher. Any student receive a grade of C+ or below in any course is required to repeat the course, regardless of the student's current academic student. Students may still receive financial aid funds during the probation period while making up the grade point average and/or credit deficiencies.

Student teachers are evaluated on classroom performance six (6) times during the student teaching semester by both the SNC Field Experience Supervisor and the school district Mentor Lead Teacher. Students must receive satisfactory reevaluations in all of the following areas to receive a passing grade for student teaching ELEM 595/SECD 595/9/SPED 595: professionalism, classroom management and effective learning environment, preparation and planning for instructions, instruction and assessment of student learning.

Transitional ARL Students

Students who are in the Clark County School District (CCSD) ARL program should remain in that ARL program while completing the SNC MAT program. The CCSD ARL program does not offer students the MAT degree, only licensure. The SNC ARL program provides students an opportunity to meet teacher licensure requirements and earn a MAT degree. Students may not be in two ARL program simultaneously.

Completion of MAT ARL Track

After completion of the ARL Track of the MAT Program, students may complete two, consecutive 600 level courses in two (2) semesters for completion of the Master of Arts in Teaching. From the point of entry into the first 600 level course, students have a maximum of two (2) years (six semesters) to complete the Professional Project (EDUC 635).

The culminating experience for demonstrating understanding of theoretical frameworks that guide teaching practices (phase II) is the professional project (EDUC 635). In order to complete the MAT degree, graduate students are required to design a project that reflects their academic readings and professional experience, articulates a coherent philosophy and vision for their teaching aimed at raising student achievements, and engages critically with a relevant educational issue.

Graduate Programs

Master of Education (M.Ed.) in Advanced Teaching and Leadership

Program Overview

The Teacher Education Department at Sierra Nevada College (SNC) offers a 36 semester-hour Master in Education in Advanced Teaching and Leadership with a teaching specialization from a choice of two (2) educational areas designated as high needs (e.g., Administrative Leadership (ALDR) and Teaching English as a Second Language (TESL)). The SNC M.Ed. program is designed for classroom teachers who desire to develop and hone their leadership skills at the teaching, community, or advocate level. The program approaches leadership from the perspective of teachers as leaders in the classroom, community, and world. Within these leadership roles teachers explore and develop exemplary teaching, continuous learning for all, a need to balance change with stability and the importance of peaceful existence in a diverse community of learners and how to contribute as teacher advocates, to society. To that end, teachers will enhance their abilities to lead not only in their classrooms, but also in their schools, communities, and society by working with curriculum, becoming mentor/master teachers, developing new programs, and through a variety of other activities that improve schooling for all children.

Taken at an accelerated pace, the M.Ed. can be completed in just one year, but a two-year completion option is also available. Instructional contact time is a minimum of fifteen clock hours for each semester hour of credit. Candidates are expected to spend a minimum of six hours per week on independent preparation and assignments. The amount of time that is actually spent on an Action Plan project far exceeds the minimum of six hours per week. These requirements are the same as those for students attending on-campus classes.

Professional Disposition

Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions. Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching.

Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct. They also should maintain screening and assessment procedures to assure that teacher candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs. The teacher education program at Sierra Nevada College assesses their candidates' knowledge, skills, and *dispositions*. Teaching dispositions also extend to maintaining the ethical standards of teachers' professional societies (for example, Council for Exceptional Children, National Council of Teachers of Mathematics, etc.).

Sierra Nevada College teacher education has identified the InTASC critical dispositions that should be possessed by program graduates. Please refer to your course syllabus and program handbook for detailed professional disposition expectations.

M.Ed. Student Learning Objectives

The M.Ed. degree program learning objectives are a natural outgrowth of Sierra Nevada College's mission and core themes. Specifically, the M.Ed. program seeks to prepare graduate students to:

- Comprehend basic theoretical concepts in educational leadership, community leadership, practical advocacy and community based situations: **(L)**
- Apply theoretical concepts of educational leadership, community leadership, and practical advocacy to educational and community-based situations: **(E)**
- Analyze theory of educational leadership, community leadership and practical advocacy in relation to educational contexts: **(S)**
- Analyze components of best practices in relation to the betterment of the community-at-large: **(S)**
- Evaluate and synthesize appropriate theory to practice by completion of an action plan: **(S, P)**

Courses and Sequence

From an instructional viewpoint, the Teaching and Learning program learning model involves three components: theory/content, specialization/process, and application/advocacy. The complete learning cycle: begins with students being informed; assists student development of an area of specialization and implementation of new this knowledge; and prepares students to implement and/or evaluate results and make recommendations for positive change. To progress in the M.Ed. Program, the student must successfully pass the preceding TLDR course with a minimum grade of a B. In order to enroll in the TLDR 6051 Administrative Leadership Internship course, students must have a minimum of three (3) years of successful teaching experience and advisor approval. Student TLDR 6051 Internships must occur within the State of Nevada.

Continuous Enrollment Policy for Master of Education (M.Ed.) Students

Any student who does not maintain continuous enrollment in the M.Ed. program every semester (Fall, Spring and Summer) after their initial term of enrollment, will be expected to either apply for readmission or have an advisor approved Leave of Absence request on file

Graduate Programs

with the department. The process after readmission depends on factors such as academic status, course completion, and subsequent program changes. A student must successfully complete and pass elective courses to be eligible to remain in the degree-seeking program. Once a student is unsuccessful in any two elective courses, the student will not be eligible to continue in any endorsement area.

When a student has been withdrawn or on a leave of absence for over one semester, the Director of the M.Ed. program and the student's advisor will review and revise the student's academic plan for course revisions and possible additional coursework to provide for successful program completion. The student's new academic plan must be approved by the Director of the M.Ed. program.

Teacher Education Attendance Policy

Teacher Education students are expected to access and begin working on the online platform the day the online course(s) launch. Students unable to access the online platform for more than three (3) consecutive days, and at the discretion of the instructor, may be asked to withdraw from the online course and repeat it at a later date.

Graduate Programs

**Masters of Education (M.Ed.) in Advanced Teaching and Leadership
Teaching Specialization in Administrative Leadership (ALDR)
(Online Program Only)**

Program Overview

Students completing the coursework for the M.Ed. program with area of specialization ALDR will be given theory, content knowledge and pedagogical skills to effectively lead others of diverse cultures, backgrounds, and learning styles. Offered in an online platform, this program provides opportunities to interact with fellow classmates, learn research-based theory and apply it to meaningful experiences, as well as meet Nevada State Administrative Leadership endorsement requirements.

M.Ed. Administrative Leadership Student Learning Outcomes

- Comprehend basic theoretical concepts of leadership in given situations; **(S)**
- Apply concepts of leadership to individual leadership practice; **(P)**
- Analyze components of best practices in relation to leadership contexts; **(S)**
- Evaluate and synthesize appropriate theory to practice; **(S, E)**
- Comprehend and apply basic theoretical concepts to community-based situations; **(S)**
- Analyze components of best practices in relation to the betterment of the community-at-large. **(S)**

Courses and Sequence

APPLIED THEORY		
COURSE NUMBER	COURSE TITLE	CREDITS
ELEC 102*	M.Ed. Online Training	0
TLDR 500**	Graduate Writing Directed Study	(1)
TLDR 501	Understanding Teachers as Leaders	3
TLDR 502	Understanding Community Leadership	3
TLDR 503	Understanding Practical Advocacy	3

TEACHING SPECIALIZATION: Administrative Leadership		
COURSE NUMBER	COURSE TITLE	CREDITS
ALDR 501	Examining Theories of Organizational Leadership and Administration	3
ALDR 502	Exploring School Finance	3
ALDR 503	Understanding School Law	3
ALDR 504	Leadership and Supervision: Considerations for Instruction	3
ALDR 505	Strategies for Personal Success: Developing Personnel	3
ALDR 506	Curriculum Design and Development in Education	3

APPLIED LEADERSHIP		
COURSE NUMBER	COURSE TITLE	CREDITS
TLDR 601	Exploring Applied Leadership	3
TLDR 602	Collaborative Leadership	3
TLDR 603	Leadership in Action	3
Total Degree Credits:		36

ADDITIONAL REQUIREMENTS FOR NEVADA ENDORSEMENT		
COURSE NUMBER	COURSE TITLE	CREDITS
TLDR 599	Educational Research	3
TLDR 605I	Internship Course	6
Total with Additional Nevada Endorsement Credits		45

**ELEC 102 is a required prerequisite for all online TLDR courses.*

*** Credits do not count toward final degree. TLDR 500 may be assigned per academic advisor recommendation.*

In order to enroll in the TLDR 605 Administrative Leadership Internship course, students must have a minimum of three (3) years of successful student teaching experience and advisor approval.

Graduate Programs

M.Ed. in Advanced Teaching and Leadership
Teaching Specialization in Teaching English as a Second Language (TESL)
(Online Program Only)

Program Overview

Students completing the coursework for the M.Ed. program with area of specialization TESL will be given theory, content knowledge, and pedagogical skills to effectively lead others of diverse cultures, backgrounds, and learning styles. Offered in an online platform, this program provides opportunities to interact with fellow classmates, learn research-based theory and apply it to meaningful experiences, as well as meet Nevada State Teaching English as a Second Language endorsement requirements.

Teaching Specialization: Teaching English as a Second Language (TESL) Student Learning Outcomes

Students graduating with a TESL Endorsement will be able to:

- Develop theoretical knowledge necessary to teach diverse student populations, including bilingual students (e.g., students speaking other languages); **(L)**
- Advance comprehension of theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(L)**
- Apply theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(P)**
- Analyze teaching, in relation to best practices supported in theory, to determine which practices support teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(S)**
- Apply and analyze theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(P)**
- Evaluate and synthesize theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); **(S, E)**

APPLIED THEORY		
Course #	Master of Education	Credits
ELEC 102*	M.Ed. Online Training	0
TLDR 500**	Graduate Writing Directed Study	(1)
TLDR 501	Understanding Teachers as Leaders	3
TLDR 502	Understanding Community Leadership	3
TLDR 503	Understanding Practical Advocacy	3
TEACHING SPECIALIZATION: Teaching English as a Second Language (TESL)		
Course #	Master of Education	Credits
TESL 561	Assessment Considerations and Non-Native Speaking Students	3
TESL 562	Developing Curriculum for Non-Native English Speaking Students	3
TESL 563	Methods and Materials for Teaching Non-Native English Speaking Students	3
TESL 564	Theories of Language Development, Structure and Acquisition	3
TESL 565	Teaching Language Arts-Listening, Speaking, Reading, and Writing for English Language Learners	3
TESL 566	Theories of Second Language-Linguistics and Cultural Diversity for English Language Learners	3

APPLIED LEADERSHIP		
Course #	Master of Education	Credits
TLDR 601	Exploring Applied Leadership	3
TLDR 602	Collaborative Leadership	3
TLDR 603	Leadership in Action	3

Total Degree Credits	36
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*ELEC 102 is a required prerequisite for all online TLDR courses.

** Credits do not count toward final degree. TLDR 500 may be assigned per academic advisor recommendation.

Master of Arts in Administration (M.A.A.)

Program Overview

The Teacher Education Department at Sierra Nevada College (SNC) offers a 36 semester-hour hybrid Master of Arts in Administration (M.A.A.). The SNC M.A.A. program is designed for classroom teachers who desire to develop their leadership skills while meeting the Nevada State Administrative Leadership endorsement requirements.

The Master of Arts in Administration exemplifies Sierra Nevada College's core themes of Professional Preparedness, Entrepreneurial Thinking, and Educational and Economic Sustainability. This degree program is in sync with the Teacher Education's strategic plan, which states, "teaching in the graduate program focuses on providing students with the opportunity to learn in an innovative, intimate, and change-oriented environment."

The Master of Arts in Administration offers an advanced endorsement in Administration that is specifically designed to integrate advanced practices in education with the theory and internship practice of administration. This will assist educators in shaping their expertise and passion into a career in administration.

The M.A.A. program is designed to span approximately two years or six months of enrollment of every term (Fall, Spring, Summer) after the first term of registration.

Professional Disposition

Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional disposition. Dispositions are similar to professional beliefs or value systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching.

Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct. They also should maintain screening and assessment procedures to assure that teacher candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs. The teacher education program at Sierra Nevada College assessed their candidates' knowledge, skills, and dispositions. Teaching dispositions also extend to maintaining the ethical standards of teachers' professional societies (for example, Council for Exceptional Children, National Council of Teachers of Mathematics, etc.).

Sierra Nevada College teacher education has identified the InTASC critical dispositions that should be possessed by program graduates. Please refer to your course syllabus and program handbook for detailed professional disposition expectations.

M.A.A. Learning Outcomes

Graduate students who successfully complete the M.A.A. will be eligible for licensure in the State of Nevada and will be able to:

- Analyze policy and procedures in administration; **(S,P)**
- Comprehend basic theoretical concepts of leadership in given situations; **(S)**
- Apply concepts of leadership to individual leadership practice; **(P)**
- Analyze components of best practices in relation to leadership contexts; **(S)**
- Evaluate and synthesize appropriate theory to practice; **(S,E)**
- Comprehend and apply basic theoretical concepts to community-based situations; **(S)**
- Analyze components of best practices in relation to the betterment of the community-at-large. **(S)**

Graduate Programs

Master of Arts in Administration / 36 Credits to Endorse Hybrid

APPLIED THEORY			
Course #	Course Title	Credits	Format
EDUC 501*	MAA Graduate Writing Directed Study	1	Independent Study
EDUC 627	Introduction to Educational Administration Policy and Practice (16 weeks)	3	On-ground
EDUC 629	Educational Research in Administration and Reflective Practice (16 weeks)	3	On-ground
EDUC 640	Administrative Research Project (16 weeks)	3	On-ground
TEACHING SPECIALIZATION: Administrative Leadership			
Course #	Course Title	Credits	Format
ELEC 101**	Online Training	--	
ALDR 501	Examining Theories of Organizational Leadership and Administration	3	On-line
ALDR 502	Exploring School Finance	3	On-line
ALDR 503	Understanding Law School	3	On-line
ALDR 504	Leadership and Supervision: Considerations for Instruction	3	On-line
ALDR 505	Strategies for Personal Success: Developing Personnel	3	On-line
ALDR 506	Curriculum Design and Development in Education	3	On-line
APPLIED LEADERSHIP			
Course #	Course Title	Credits	Format
EDUC 645	Current Issues and Trends in Education	3	On-ground
TLDR 605I	Internship Course (16 weeks)	16	On-ground
Total Degree Credits		36	Hybrid

*Credits do not count towards final degree. EDUC 501 may be assigned per academic advisor recommendation

**ELEC 101 is a required prerequisite for all online courses.

Semester 1: EDUC 627 – Introduction to Educational Administration Policy and Practice

Semester 2: EDUC 629 – Educational Research in Administration and Reflective Practitioner

Semester 3: EDUC 640 – Administration Research Project

Semester 4: ALDR Online Coursework

Semester 5: ALDR Online Coursework

Semester 6: EDUC 645 – Current Issues and Trends in Education and TLDR 605I – Internship

Continuous Enrollment Policy for Master of Arts in Administration (M.A.A.) Students

Any student who does not maintain continuous enrollment in the M.A.A. program every semester (Fall, Spring, and Summer) after their initial term of enrollment, will be expected to either apply for readmission or have an advisor approved Leave of Absence request on file with the department. The process after readmission depends on factors, such as academic status, course completion, and subsequent program changes.

DEPARTMENT of TEACHER RECERTIFICATION

The Sierra Nevada College Teacher Recertification Program came into existence in 1990. The primary reason for the emergence of the program stems from the State of Nevada requirement that all licensed teachers must demonstrate professional growth in order to qualify for the renewal of their teaching license. The mission of the Teacher Recertification Program is to facilitate the delivery of high quality graduate-level college staff development courses to the teachers of Nevada.

Teacher Recertification 500 Level Courses: Sierra Nevada College at Lake Tahoe is accredited by the Northwest Association of Schools and Colleges and is authorized to offer coursework through the Teacher Recertification Division. Teacher Recertification graduate-level courses do not comprise a graduate program in and of themselves but may be used for several purposes: 1. Professional advancement upon approval of the appropriate district office; 2. Under pre-approved circumstances from the graduate institution, to satisfy graduate degree requirements; 3. To satisfy license renewal requirements.

All classes are taught at the graduate level (500 level) and are offered in the areas, including: **Gifted and Talented, and TESL**. These classes may also be used towards an endorsement in those fields. For each credit offered, 15 hours of student/teacher contact time is required. All classes are taught by teachers who are currently teaching in the field of instruction, or who have a particular expertise in that field. Instructors must possess a Master's degree or higher to teach a course. To accommodate teachers, classes are offered late afternoons, evenings and weekends. Classes are taught in various locations around the State of Nevada.

For more information, contact Beth Taliaferro: (775) 831-1314, ext. 7459, or btaliaferro@sierranevada.edu.

Graduate Programs

Master of Fine Arts in Creative Writing

Program Chair: Brian Turner

The Master of Fine Arts in Creative Writing builds upon and moves beyond the BA/BFA level in English, allowing students the opportunity to earn an advanced degree, thereby furthering their careers in writing, editing and publishing. This low residency, two year program requires five 10-day residencies in which students will choose a focus track of Poetry, Fiction or Literary Nonfiction. The residency periods will expose students to renowned writers, speakers, editors and publishers. Students will also be expected to attend conferences, public readings, workshops and other events that will lead to an enhanced relationship with the community both locally and in a broader context. This supports the SNC institutional commitment to produce students who are scholars of and contributors to society, while encouraging cultural and educational sustainability through life-long learning.

Master of Fine Arts in Creative Writing Student Learning Outcomes

The MFA in Creative Writing student learning outcomes are tied to one or more of the SNC core themes. Indication is as follows:

Liberal Arts: L

Entrepreneurial Thinking: E

Professional Preparedness: P

Sustainability: S

Students who graduate with a Master of Fine Arts in Creative Writing will:

1. Write to a professional standard in a variety of modes and genres both creatively and critically with attention to the processes of writing, revision and presentation, both written and oral, of their work; **(P)**
2. Experiment with different approaches to writing using various literary techniques and forms across genres while mastering one specific genre, challenging the established boundaries of that genre, and adding their voice to an ongoing dialectic of artistic creation; **(L)**
3. Recognize, discuss and analyze the history, literary movements, traditions, subgenres, innovations, and contemporary practice of their genre of specialization; **(L)**
4. Demonstrate excellence in craft and aesthetic technique in their genre of specialization in successively higher levels each academic year; **(L)**
5. Engage in a broader community of writers through attendance at residencies, interaction with teachers/mentors, public readings, conference attendance, and other participatory activities; **(P)**
6. Demonstrate a knowledge of pedagogical strategies for the teaching of creative writing;
7. Relate writing to the concerns of larger communities, both local and global, and to other disciplines; **(L)**
8. Submit both original shorter works and book-length manuscripts to appropriate markets for publication. **(P)**

Graduation and Commencement

The following policies apply to graduation and eligibility to participate in the commencement ceremonies at Sierra Nevada College:

Petitions

Every student must file a formal petition to graduate with the MFA office. The deadline for submission of these petitions will be strictly observed. If a student does not submit a graduation petition by the established deadline as listed in the Academic Calendar, the student's petition may be rejected. Late petition are subject to a \$50.00 late fee. Sierra Nevada College has August, December, and May graduation dates. The May ceremony held in Incline Village is the only graduation with a public ceremony. A ceremony will be held during the MFA residency for graduate candidates.

Participation in Commencement

In order to participate (walk) in graduation ceremonies, a student must have submitted a graduation petition by the deadline published in the Academic Calendar and completed all requirements. Students must complete all requirements, including MFA Thesis and defense. Students that have their final residency in Fall/August 2015 are invited to walk in the May 2015 ceremony if they are within 6 credits of completion. Academic regalia must be worn in order to participate in the graduation ceremony.

Graduation Requirements

Candidates for degrees must meet all College and departmental requirements: In particular:

1. A formal petition for graduation must be submitted by the deadline as posted in the Academic Calendar and must specify the catalog year, which determines the major requirements.
2. All academic requirements, including testing requirements, in effect at the time of graduation must be completed.

Exceptions may be made for students that wish to walk in May but are within six (6) credits of completion.

Graduate Programs

OVERVIEW OF REQUIREMENTS
Master of Fine Arts in Creative Writing

The MFA in Creative Writing may be taken with emphases on poetry, fiction or literary nonfiction. Course work is taken over five residencies and four semesters. For example, the poetry emphasis could assume the following configuration:

Residency/Semester	Course	Title	Credits
First Residency	ENGL 513R	Craft of Poetry Workshop	4
	ENGL 505, 507, 580, or 680	Choose: Seminar/Special Topics	2
First Semester	ENGL 513	The Craft of Poetry	6
Second Residency	ENGL 523R	Craft of Poetry Workshop	4
	ENGL 551 or 580	Choose: Critical Theory or Special Topics	2
Second Semester	ENGL 613	Poetry Workshop	6
Third Residency	ENGL 533R	Craft of Poetry Workshop	4
	ENGL 505, 507, 580, or 680	Choose Seminar/Special Topics	2
Third Semester	ENGL 623	Advanced Poetry Workshop	6
Fourth Residency	ENGL 543R	Craft of Poetry Workshop	4
	ENGL 561	Teaching Creative Writing (Pedagogy)	2
Fourth Semester	ENGL 683	Thesis Production (Poetry)	6
Fifth Residency	ENGL 553R	Craft of Poetry Workshop	4
	ENGL 693	Portfolio Defense (Poetry)	2
TOTAL			54 Credits

The fiction emphasis could assume the following configuration:

Residency/Semester	Course	Title	Credits
First Residency	ENGL 515R	Craft of Fiction Workshop	4
	ENGL 503, 507, 580, or 680	Choose: Seminar/Special Topics	2
First Semester	ENGL 515	The Craft of Fiction	6
Second Residency	ENGL 525R	Craft of Fiction Workshop	4
	ENGL 551, 580 or 680	Choose: Critical Theory or Special Topics	2
Second Semester	ENGL 615	Fiction Workshop	6
Third Residency	ENGL 535R	Craft of Fiction Workshop	4
	ENGL 503, 507, 580, or 680	Choose Seminar/Special Topics	2
Third Semester	ENGL 625	Advanced Fiction Workshop	6
Fourth Residency	ENGL 545R	Craft of Fiction Workshop	4
	ENGL 561	Teaching Creative Writing (Pedagogy)	2
Fourth Semester	ENGL 683	Thesis Production (Fiction)	6
Fifth Residency	ENGL 555R	Craft of Fiction Workshop	4
	ENGL 695	Portfolio Defense (Fiction)	2
TOTAL			54 Credits

Graduate Programs

The literary nonfiction emphasis could assume the following configuration:

Residency/Semester	Course	Title	Credits
First Residency	ENGL 517R	Craft of Literary Nonfiction Workshop	4
	ENGL 503, 505, 580, or 680	Choose: Seminar/Special Topics	2
First Semester	ENGL 517	The Craft of Nonfiction	6
Second Residency	ENGL 527R	Craft of Literary Nonfiction Workshop	4
	ENGL 551, 580 or 680	Choose: Critical Theory or Special Topics	2
Second Semester	ENGL 617	Nonfiction Workshop	6
Third Residency	ENGL 537R	Craft of Literary Nonfiction Workshop	4
	ENGL 503, 505, 580, or 680	Choose Seminar/Special Topics	2
Third Semester	ENGL 627	Advanced Nonfiction Workshop	6
Fourth Residency	ENGL 547R	Craft of Literary Nonfiction Workshop	4
	ENGL 561	Teaching Creative Writing (Pedagogy)	2
Fourth Semester	ENGL 687	Thesis Production (Nonfiction)	6
Fifth Residency	ENGL 557R	Craft of Literary Nonfiction Workshop	4
	ENGL 697	Portfolio Defense (Literary Nonfiction)	2
TOTAL			54 Credits

Master of Fine Arts in Interdisciplinary Arts
Program Chair: Russell Dudley

The Sierra Nevada College Master of Fine Arts in Interdisciplinary Arts is a focus for creative art making, fostered by critical thinking, with an emphasis on community. The experience and exploration of embodied place is a central element of this distinctive program, encouraging students' multi-dimensional relationship with their environment both here in the Tahoe Basin and within their own communities. Through a multi-disciplinary approach to art making, the program encourages participants to consider how we engage the material and social worlds of our respective environments from personal, to political, to planetary.

This low residency program takes advantage of emerging technologies in education to combine two intensive 10-days residency periods each year in beautiful Lake Tahoe, full-time work in the student's local studio, and a dynamic group of faculty, renowned visiting artists, professional mentors and peers. Residencies bring students, faculty and visiting artists together in a collaborative community to engage, critique, and explore unfamiliar ideas and cross-disciplinary questions. Personalized mentorship and extensive studio time will help students develop the expressive and professional skills to realize their personal visions.

Sierra Nevada College's interdisciplinary approach addresses the challenges and responsibilities faced by contemporary artists in an evolving global environment by focusing on the skill development, experimentation, and collaborative dialogue that fosters creative solutions and the practice of art.

Master of Fine Arts in Interdisciplinary Arts Student Learning Outcomes

The MFA in Interdisciplinary Arts student learning outcomes are tied to one or more of the SNC core themes. Indication is as follows:

Liberal Arts: L

Entrepreneurial Thinking: E

Professional Preparedness: P

Sustainability: S

Students who graduate with a Master of Fine Arts in Interdisciplinary Arts will:

1. Students will have manifested an articulate and creative idiosyncratic voice, demonstrated in their midway and final exhibition portfolios and defenses, and be aware of the complexities of contest in which their voice participates;
2. Students will be able to design and execute artworks and projects of vision that come from a sustainable practice. Sustainability is understood to be the ability to live a creative and ethical life capable of cultural participation. For example, students will be able to place their practice both in and beyond traditional art venues.
3. Students will have integrated entrepreneurial spirit into their practice and be capable of imaging diverse and creative responses to a variety of opportunities.
4. Students will have a deep understanding of how their individual practices embody a sense of place, and are part of a complex system of intersecting life forms and a multiplicity of community interests.
5. Students will have experienced collaborative art-making, and will be capable of synthesizing a wide variety of perspectives and of working toward a common goal with participants from different disciplines.
6. Students will be able to speak and write about their work and others' work informed by a fluid set of critical and historical contexts.

Graduation and Commencement

The following policies apply to graduation and eligibility to participate in the commencement ceremonies at Sierra Nevada College:

Petitions

Every student must file a formal petition to graduate with the MFA office. The deadline for submission of these petitions will be strictly observed. If a student does not submit a graduation petition by the established deadline as listed in the Academic Calendar, the student's petition may be rejected. Late petition are subject to a \$50.00 late fee. Sierra Nevada College has August, December, and May graduation dates. The May ceremony held in Incline Village is the only graduation with a public ceremony. A ceremony will be held during the MFA residency for graduate candidates.

Participation in Commencement

In order to participate (walk) in graduation ceremonies, a student must have submitted a graduation petition by the deadline published in the Academic Calendar and completed all requirements. Students must complete all requirements, including MFA Thesis and defense. Students that have their final residency in Fall/August 2015 are invited to walk in the May 2015 ceremony if they are within 6 credits of completion. Academic regalia must be worn in order to participate in the graduation ceremony.

Graduate Programs

Graduation Requirements

Candidates for degrees must meet all College and departmental requirements: In particular:

1. A formal petition for graduation must be submitted by the deadline as posted in the Academic Calendar and must specify the catalog year, which determines the major requirements.
2. All academic requirements, including testing requirements, in effect at the time of graduation must be completed.

Exceptions may be made for students that wish to walk in May but are within six (6) credits of completion.

Graduate Programs

OVERVIEW OF REQUIREMENTS
Master of Fine Arts in Interdisciplinary Arts

Residency/Semester	Course	Title	Credits
First Residency	FNAR 505	Professional Practices: Core Themes	3
	FNAR 605	Focused Studio Practice	3
	ARTH 506	Context and Culture of Contemporary Theory and Practice	3
First Semester	NWGN 611	Graduate Seminar: Community/Alternative Modes of Display	1.5
	FNAR 620	Mentored Studio Practice	3
Second Residency	FNAR 507	Creative Problem Solving/Entrepreneurial Strategies	3
	NWGN 510	High Desert Installation	3
	FNAR 605	Focused Studio Practice	3
Second Semester	ARTH 612	Graduate Seminar: Curatorial Practices and Art Writing	1.5
	FNAR 620	Mentored Studio Practice	3
Third Residency	FNAR 560	Midway Exhibition	3
	FNAR 605	Focused Studio Practice	3
	ARTH 509	Contemporary Critical Theory	3
Third Semester	NWGN 613	Graduate Seminar: Collaborative Strategies	1.5
	FNAR 620	Mentored Studio Practice	3
Fourth Residency	FNAR 507	Creative Problem Solving/Entrepreneurial Strategies	3
	NWGN 530	Burning Man Installation	3
	FNAR 605	Focused Studio Practice	3
Fourth Semester	FNAR 614	Graduate Seminar: Portfolio Building	105
	FNAR 620	Mentored Studio Practice	3
Fifth Residency	NWGN 550	Practicum: Community Application	3
	FNAR 690	MFA Thesis Project and Portfolio	3

GRADUATE COURSE DESCRIPTIONS

*** Course Fees are Subject to Change

Administrative Leadership (ALDR)**ALDR 501: Examining Theories of Organizational Leadership and Administration (3) [ES]**

This course introduces prospective students to theories of organizational behavior and practices of managing and leading people within the context of the school organization. Students also examine high-impact principles and practices as they may relate to the forces reshaping our society and our schools. The course will address topics such as values-based behavior [courage, trust, ethics], professional code, power and authority, individual motivation, cohesion, team and group effectiveness, crisis leadership organizational models, characteristics of leadership, change systems, vision development and school design. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the ISLLC Standards.

ALDR 502: Exploring School Finance (3) [ES]

This course provides background and understanding of public school finance. Students investigate both principles and practices utilized in collecting, distributing, and managing district and school revenues, with emphasis on specific state regulation. Collective bargaining practices and capital facilities development also emphasized. Introduction to the concepts, methods, and problems of financial and managerial accounting addressed. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the ISLLC Standards.

ALDR 503: Understanding School Law (3) [ES]

In this course, students become acquainted with legal issues relating to public education. Students begin to consider rights and responsibilities of students, teachers, and educational practitioners. In addition, students are asked to relate these rights to school programs and operations as determined by state and federal laws and court decisions. Federal and state cases are affecting the administration of our educational system are examined. Topics include student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; employee rights. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the ISLLC Standards.

ALDR 504: Leadership and Supervision: Considerations for Instruction (3) [ES]

This course will examine principles and theoretical base of supervision as they relate to improving instructional and professional practices. In addition, students will explore the structure and significance of school reform, teaching and learning theories, Standards Theory, the change process, and how instructional improvement relies on leadership and resourcefulness. Other topics include recognizing the purpose of followership and leadership through identifying the fundamentals of leadership, including core values. In addition, this course emphasizes research findings and recommended

practices. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the ISLLC Standards.

ALDR 505: Strategies for Personal Success: Developing Personnel (3) [ES]

This course has a major emphasis on the analysis of factors to be considered in the selection and evaluation of teachers and administrators and considerations in staff development. Students will be provided a broad overview of matters having to do with leadership and organization of school personnel. The following topics will be explored: staff recruitment and selection; employee induction; professional development; supervision and evaluation; discipline and dismissal; the work environment; compensation and benefits; administering employee contracts and legal issues in personnel management. Students will be asked to explore their multiple roles and responsibilities, levels of personal accountability, possible sources of conflict, and developing and applying strategies for conflict resolution in relation to leadership. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the ISLLC Standards.

ALDR 506: Curriculum Design and Development in Education (3) [ES]

During this course, students examine theories, principles, and foundations of curriculum, emphasizing program planning and current curriculum trends. Students will be provided a comprehensive overview of the concepts, strategies and resources associated with planning, implementing and evaluating school curricula. Attention will be focused on contemporary research regarding constructivist principles, invitational learning, cooperative learning, outcome-based education, multiculturalism, learning styles, multiple intelligences and techniques that support curricular change. The course combines theory with practical strategies. In addition, this course provides students with a greater understanding and knowledge into the fields of leadership through the design of curriculum. This course fulfills part of the Nevada State Diversity Education endorsement requirement and is aligned with the ISLLC Standards.

Art History (ARTH) – Program Launch Summer 2015
Department of Fine Arts**ARTH 506: Context and Culture of Contemporary Theory and Practice (3) [AS]**

This course will draw from the expertise of individual Visiting Artists and Scholars to provide context for contemporary practice and creative problem-solving. Topics may include Postcolonial Theory, Rewriting History, Modernism/ Postmodernism, Structure of Contemporary Identities, The Image in a Time of War, or Feminist Performance, Then and Now. Students will build a working knowledge of contemporary art theory and practice.

Graduate Programs

ARTH 509: Contemporary Critical Theory (3) [ES]

Following Context and Culture of Contemporary Theory and Practice, this course deepens the study of contemporary visual art theory and criticism. Readings are selected from contemporary art journals and from anthologies of cultural studies and art criticism. Based on the trajectory defined in the Midway Exhibition, students will develop a personal interpretation of theory and criticism as it applies to their work.

ARTH 612: Graduate Seminar: Curatorial Practices and Art Writing (1.5) [ES]

Building on the Graduate Seminar: Community/Alternative Modes of Display, in this course, the student will extend personal practice into both curating and art-writing as a way of empowering the vision that is at the core of the idiosyncratic voice. By design, this extension is to complicate the idiosyncratic, to promote or advocate for an integration of the personal with communal and/or global perspectives. The student will participate in a redistribution of ideas implicit in the contemporary reenergizing of public voice and will be able to synthesize the small and the large, or the intimate and the vast.

Autism Spectrum Disorders (AUTS)

AUTS 501: Understanding the Nature of Autism Spectrum Disorders (3)

This introductory course is designed to help educators better understand the characteristics of individuals with Autism Spectrum Disorder (ASD) and the complex challenges they face, both educationally and socially. The characteristics of diverse students with ASD, historical perspectives and etiology of ASD are explored. Assessment procedures, as well as current and emerging practices that have proven to be successful are a major focus of the course. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 502: Behavior Support and Intervention (3)

Design and application of behavioral and instructional support for diverse learners with Autism Spectrum Disorders (ASD). Strategies for conducting functional analysis of problem behaviors and developing teaching plans are reviewed. General understanding of Applied Behavior Analysis (ABA) principles, and how they can be used to teach various skills to support student behavior. Application of concepts and principles through role playing and other hands-on activities. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 503: Communication and Language Development in Students with Autism Spectrum Disorders (3)

This course focuses on the development of communication, language acquisition, and language development and how it differs in individuals with ASD. Effective methods and instructional strategies for promoting the development of cognitive, language, and communication skills will be explored. Students will identify and evaluate needs, develop goals, and design interventions to improve communication skills for individuals with ASD. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 504: Augmentative and Alternative Communication and Instruction (3)

Preparation in the design and instruction of augmentative communication systems that include the use of graphic symbols to support diverse learners with ASD. Focus on students with ASD who do not develop spoken language by facilitating communication through teaching vocalization, gesture, sign, and/or point to or exchange objects or pictures. Students design and construct communication aids and develop strategies for integrating augmentative communication systems into the classroom and home to enhance communication.

AUTS 505: Methods and Strategies for Teaching Students with Autism Spectrum Disorders (ASD) (3)

Students examine the design and implementation of current best practices and methodologies for teaching a wide range of students with ASD. Application of research based models and practices including social pragmatic and social cognitive approaches, adult directed, child-centered, and peer mediated practices. Strategies for inclusion with typical students and siblings in the school, home, and school settings will be explored. Includes methods to enhance social competence through strategies such as play therapy, art, drama, film making, music, and animal therapy. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 506: Collaboration, Partnerships, and Life Issues (3)

This course is designed to identify contemporary issues facing families and individuals on the Autism Spectrum. Considerations for success in nonacademic school environments such as physical education, lunch, driver's education and extracurricular activities in the school setting. Implementation of current practices in collaboration used for program planning. Transitions, family, school and community supports and partnerships are explored.

Education (EDUC)

Undergraduates enroll in courses at 400 levels. Graduate students enroll in courses at 500-600 levels.

EDUC 500: M.A.T. Graduate Writing Directed Study (1) [ES] Pass/Fail

This course requires the student to master writing proficiencies, which will be required for written documents at the graduate level. With instructor feedback, the student will develop writing skills to produce grammatically correct work that demonstrates precision, clarity, coherence, and unity.

EDUC 501: M.A.A. Graduate Writing Directed Study (1) [ES] Pass/Fail

Students will comprehend components of the writing process in relation to yourself as a writer; identify viable media and Internet resources to assist you with your writing; apply basic grammar and punctuation to your professional writing, specifically in relation to your proposal project idea; analyze viable Internet and/or library Web research that pertains to your writing and your overall project proposal idea; evaluate and document appropriate and viable sources used for your research writing, specifically in relation to your proposals and

Graduate Programs

evaluate how to use appropriate citations in the research writing process.

EDUC 502: Nevada School Law for Educators (1) [AS] Pass/Fail Course Fee: \$150***

Fulfills Nevada licensure requirements. This course is designed for assist teacher candidates in successfully completing the licensure requirements through the Nevada Department of Education. It covers Nevada school governance, teacher rights, responsibilities and employment, educator liability, student rights and responsibilities, religious expression and curriculum issues, and special education.

EDUC 505: Evaluation, Assessment, Data and Student Learning (1) [AS]

This graduate class prepares teacher candidates to use assessment to improve student learning. The focus is on understanding summative and formative assessment, implementing technology to manage data, analyzing assessment results, and developing classroom assessment tools.

EDUC 510: Psychological Foundations of Education (3) [AS]

This course focuses on explanations of how people learn, including people of ethnic and cultural diversity. Theories and research are included with emphases on practical applications, such as methods used to improve learning and teaching, and how learning relates to motivation, personality, development, creativity, and perception. Current brain-based research and its application are reviewed.

EDUC 515: Sociological Foundations of Education (3)

Focuses on methods, theories, and findings in sociology with implications for the teaching/learning process and for the understanding of the social structure of schools and the American educational system. Historical, philosophical and legal foundations of education are emphasized. Small group dynamics, social structure of the classroom, and ethnic and cultural diversity and their educational implications are covered.

EDUC 520: Parent Engagement, Family Involvement, and Classroom Practices (3) [AS]

This course focuses on pre-service teachers who seek to develop new ideas for forming collaborative relationships with student families, facilitating the interrelationship of families, teachers, and community for meaningful learning opportunities. Focus includes working and collaborating with parents, professionals, and community services to develop appreciation and understanding of families from diverse backgrounds. It is aligned with the INTASC standards and consistent with NRS 392.457.

EDUC 540: Health Education (2)

Short-term course. Current literature and teaching tools are presented in relation to personal health, wellness, nutrition, diet, fitness and cardiovascular health. Current research regarding sexually transmitted diseases, alcohol, drugs, tobacco, stress, communicable diseases, health curriculum, first aid, cardiopulmonary resuscitation (CPR) training and legal

responsibilities related to health and safety situations in an educational setting are included. Lab fee required.

EDUC 555: Exceptional Individuals (3) [AS]

A survey course to familiarize students with the characteristics of individuals with exceptional needs in public-school programs and strategies to use for integration. Included are processes used to identify these individuals; placement procedures and major educational and psychological intervention techniques; current state and federal legislation dealing with special education; procedures and processes for gifted children and their special needs; discussion and review of ethnic and multi-cultural learning styles and programs.

EDUC 560: Introduction to Education & Educational Research (3) [AS]

This course focuses on the historical, social, psychological, and political foundations of education, with a strong emphasis on reading and evaluating educational research. Teacher candidates learn professional writing style (APA) and the importance of research in teaching and learning.

EDUC 565: Effective Instructional Practices & Classroom Management (3) [AS]

Research-based best practices (K – 12) are presented and analyzed. Teacher candidates will explore how strategies are used to teach state mandated core standards and to differentiate instruction based on student cognitive, social and cultural needs. Methods, theories and resources in class management will provide a foundation for constructing a comprehensive Behavior Management Plan.

EDUC 570: Teaching with Technology (1) [AS]

This class is designed to provide an overview of techniques in classroom uses of computers and other devices. Hands-on simulation activities using PC and Macintosh products related to teaching major and teacher utility needs. Topics include contemporary technology used in schools and presentation of multimedia project production.

EDUC 589: Testing Review (3) [ES] Pass/Fail

Individualized testing preparation and review.

EDUC 595: Student Teaching Seminar (Elementary and Secondary) (10) [ES] Pass/Fail

Course Fee: \$600***

Distance Fee: \$1,200

Full-time supervised teaching for 20 weeks, half-time in elementary, half-time in secondary schools; students required to attend weekly seminars.

EDUC 596: Student Teaching Continuation Course (3) [ES] Pass/Fail

Course Fee: \$600***

This course is designed for the students who have taken but not completed EDUC 595. Students must meet with the Director of Field Experiences for approval and file a pre-professional plan. (Attendance at the seminar classes is at the discretion of the Director of Field Experiences.)

Graduate Programs

EDUC 598: Independent Study: K-12 (1-6) [OC]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with an instructor. Weekly conferences.

EDUC 599: Special Topics: K-12 (1-6) [OC]

This course will explore special topics in education outside the purview of the normal curriculum.

EDUC 627: Introduction to Educational Administration Policy and Procedure (3) [ES]

Prerequisites: The candidate must hold a valid teaching license and have completed one year or more of successful teaching in a K-12 accredited school. This course focuses on professional scholarly writing using the American Psychological Association style, provides an overview of research methods used in education administration policy and practice inquiry, and enable students to review and analyze a variety of educational research studies conducted on current educational administration policy and practice issues. Teacher candidates analyze educational research and relate it to their classroom practices.

EDUC 628: Educational Research and Reflective Practice (3) [ES] Pass/Fail

Course Fee: \$160***

Distance Fee: \$320

Prerequisites: Completion of student teaching and all testing requirement. Teacher candidates analyze educational research and relate it to their classroom practices. Focus on professional reflection as candidates prepare proposal for projects or action research theses. Professional writing using APA style is stressed.

EDUC 629: Educational Research in Administration and Reflective Practice (3) [ES]

Pass/Fail

Course Fee: \$160

Distance Fee: \$320

Prerequisites: Completion of EDUC 627 and completion of one year or more of successful teaching in a K-12 accredited school. Administrative candidates analyze educational research and relate it to their administrative practices. Focus on professional reflection as candidates prepare proposal for an administrative research project. Professional writing using APA style is required.

EDUC 630: Thesis (3) Pass/Fail

Course Fee: \$650***

Distance Fee: \$1,300

Prerequisites: Successful completion of EDUC 628 and all MAT testing requirements. This graduate level applied research course builds upon knowledge in EDUC 628 Under the direction of a thesis chair, candidates complete their proposed research and present findings to committee members during a Thesis presentation.

EDUC 635: Professional Project (3) [ES/Summer] Pass/Fail

Course Fee: \$650***

Distance Fee: \$1,300

Prerequisites: Successful completion of EDUC 628 and all MAT testing requirements. During this graduate level class, candidates complete their approved professional projects with the assistance of an assigned project director. At the end of each semester, candidates present their projects at the SNC Masters Project Conference.

EDUC 640: Administrative Research Project (3) [ES] Pass/Fail

Course Fee: \$650

Distance Fee: \$1,300

Prerequisites: Completion of EDUC 627, EDUC 629 and completion of one year or more of successful teaching in a K-12 accredited school. Administrative candidates analyze educational research and relate it to administrative policy and practice. Candidates create their capstone administrative research project. Professional writing using APA style is required.

EDUC 645: Current Issues and Trends in Education (3)[ES]

Prerequisites: EDUC 627, EDUC 629, EDUC 640, ALDR 501, 502, 503, 504, 505, 506, and completion of one year or more of successful teaching in a K-12 accredited school. This course provides an overview of current issues and trends in the field of education specifically targeting the field of educational leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.

EDUC 680: Special Topics for Education (1-3)

EDUC 699A: Administrative Research Project Completion (3) [ES] Pass/Fail

Course Fee: \$350

Prerequisites: Completion of EDUC 627, EDUC 629, EDUC 640, EDUC 645, ALDR 501, ALDR 502, ALDR 503, ALDR 504, ALDR 505, ALDR 506, and completion of one year or more of successful teaching in a K-12 accredited school. Candidates enroll in EDUC 699A when an additional semester is needed to complete their administrative research project.

EDUC 699P: Project Completion (3) [ES/Summer] Pass/Fail

Course Fee: \$350

Prerequisite: Previous enrollment in EDUC 635. Candidates enroll in EDUC 699 when an additional semester is needed to complete their professional projects. May be repeated.

EDUC 699T: Thesis Completion (3) Pass/Fail

Course Fee: \$350

Prerequisite: Previous enrollment in EDUC 630. Candidates enroll in EDUC 699 when an additional semester is needed to complete their thesis. May be repeated.

Graduate Programs

Elective (ELEC)

ELEC 101: Online Training (0) [ES] Pass/Fail

Course Fee: \$145***

This course prepares students to take online classes by familiarizing them with the basic navigational, technical and procedural aspects of the SNC online learning platform. This course is a prerequisite for all other online courses at SNC.

ELEC 102: M.Ed. Online Training (0) [ES] Pass/Fail

Course Fee: \$145***

Required if taking online M.Ed./TLDR courses. This course prepares students to take online classes by familiarizing them with the basic navigational, technical and procedural aspects of the SNC online learning platform. Students will identify an idea for a project proposal that will sustain through the entirety of their TLDR coursework. This experience will provide the foundation and preparation for future work in Sierra Nevada College's Teaching and Leadership (TLDR) degree program. This course is a prerequisite for all TLDR online courses at SNC.

Elementary Education (ELEM)

ELEM 501: Teaching Methods of Elementary Reading I (3) [AS]

A comprehensive reading instruction course which is research based and includes the study of: phonemic awareness and phonics; comprehension; vocabulary development; spelling patterns; ongoing assessment and diagnostic techniques; and methodologies for a balanced literacy approach to teaching reading which are appropriate to students' developmental levels. Developmental methods that are effective with students who are delayed, culturally diverse or who have learning differences and/or difficulties are also taught. This course focuses on the primary grade learner.

ELEM 502: Teaching Methods of Elementary Reading II (3) [AS]

Prerequisite: Reading I or special permission. Co-requisite: ELEM 590. A comprehensive reading instruction course which is research based, takes a balanced literacy approach, and includes the study of: phonics; comprehension; spelling patterns; and methods for delivering a strong literature based program with emphasis on content area reading, comprehension and ongoing assessment and diagnostic techniques. Developmental methods that are effective with students who are delayed, culturally diverse or who have learning differences and/or difficulties are also taught. This course focuses on the intermediate grade learner.

ELEM 510: Teaching Methods of Elementary Language Arts (3) [AS]

Explores the language needs of children with emphasis on writing, speaking and listening, language development as related to individual and cultural differences.

ELEM 512: Teaching Methods of Elementary Social Studies (3) [AS]

Presents current methods for teaching social studies in the elementary classroom including principles underlying children's development in all domains of the social studies. Addresses multicultural education and culturally responsive classrooms.

ELEM 513: Teaching Methods of Social Studies and Curriculum Integration (3) [AS]

Presents current methods for teaching social studies in the elementary classroom including principles underlying children's development in all domains of the social studies. Addresses multicultural education and culturally responsive classrooms. Explores methods of integrating the social studies into other curricular areas.

ELEM 519: Teaching Methods of Art (3) [OC]

This workshop provides a broad base of fundamentals in art for the elementary classroom teacher. Using the elements of art — line, shape, pattern, texture, space, light and color — a variety of projects will be shown that are suitable for grades K-6. The projects explore different medias and techniques. Art history is incorporated in order to promote an understanding and appreciation of art, both past and present. This workshop helps teachers become more aware of the importance of art education and encourage self-expression and individual success in each child.

ELEM 520: Teaching Methods of Math and Science (Elementary) (4) [AS]

Designed to assist teachers with developing the child's understanding and appreciation of mathematics and science. Methods of mathematics include remediation of pupil difficulties, skill in computation and recent trends, and organizing science education at the various elementary grade levels. Learning includes demonstration techniques.

ELEM 525: Teaching Methods of Math (3) [AS]

This course is designed to introduce content and methods for teaching mathematics to elementary students. Topics include theory, assessment, skill in computation and recent trends, remediation of pupil difficulties, and an overview of content included in the elementary mathematics curriculum. The primary focus is to assist teachers with developing the child's understanding and appreciation of mathematics.

ELEM 526: Teaching Methods of Science and Health (3) [AS]

This course is designed to introduce content and methods for teaching science and health to elementary students. Topics include scientific methods and processes, remediation of pupil difficulties, and recent trends in science and health education. The primary focus is to assist teachers with developing the child's understanding and appreciation of science and health.

ELEM 590: Elementary Practicum (1) [ES] Pass/Fail **Course Fee: \$300*****

Corequisite: ELEM 502. The intent of this clinical experience is to promote the integration of methods and field experiences and to link educational theory practice. The university course instructor will highlight elements of the course and direct students with the assignments and activities in the practicum classroom setting experience.

Graduate Programs

ELEM 595: ELEM Student Teaching Seminar (8) [ES] Pass/Fail

Course Fee: \$600***

Distance Fee: \$1,200

This course provides full-time supervised teaching in elementary schools. Students are required to attend weekly seminar throughout the term.

ELEM 596: Student Teaching Continuation Course (Elementary) (1-6) [ES] Pass/Fail

Course Fee: \$600***

Distance Fee: \$1,200

This course is designed for the students who have taken, but have not completed, ELEM 595. Students must meet with the Director of Field Experiences for approval and file a pre-professional plan. (Attendance at the seminar classes is at the discretion of the Director of Field Experiences.)

ELEM 598: Independent Study: Elementary (1-6) [OC]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with an instructor. Weekly conferences.

ELEM 599: Special Topics: Elementary (1-6) [OC]

This course will explore special topics in elementary education outside the purview of the normal curriculum.

English (ENGL)

ENGL 503: Seminar in Poetics (2) [AS]

This intensive course covers a variety of poetic forms. Students submit original work, and receive feedback and give feedback to others in a workshop setting. Additional topics may include particular sub-genres of poetry.

ENGL 505: Seminar in Fiction (S) [AS]

This intensive course covers crucial aspects of fiction such as narrative, dialogue, character, plot, and setting. Students submit original work, and receive feedback and give feedback to others in a workshop setting. Additional topics may include particular sub-genres of fiction.

ENGL 507: Seminar in Literary Nonfiction (2) [AS]

This intensive course covers literary nonfiction forms and may include the essay, the mixed-genre essay, the memoir, literary journalism, and journaling. Students submit original work, and receive feedback and give feedback to others in a workshop setting.

ENGL 510: Sierra Nevada Review Editing Workshop (4) [ES]

Prerequisite: Consent of instructor. This course offers students direct experience in the editing and publishing field by serving as editorial staff on the Sierra Nevada Review literary magazine. Students will read submissions and select work as an editorial staff. Involvement in all stages of the publication process is required.

ENGL 513: The Craft of Poetry (6) [ES]

This course covers the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive

feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone and voice.

ENGL 513R: Craft of Poetry Workshop (4) [ES]

This residency workshop focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone and voice. This class may be taken multiple times for credit.

ENGL 515: The Craft of Fiction (6) [ES]

This course covers the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 515R: Craft of Fiction Workshop (4) [ES]

This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone. This class may be taken multiple times for credit.

ENGL 517: The Craft of Literary Nonfiction (6) [ES]

This course covers the fundamentals of literary nonfiction. Students practice and receive feedback on essay writing, the mixed-genre essay, memoir, literary journalism and journaling, with emphasis upon the differences in tone, content and structure of each.

ENGL 517R: Craft of Literary Nonfiction Workshop (4) [ES]

This residency workshop focuses on the fundamentals of literary nonfiction. Students practice and receive feedback on essay writing, the mixed-genre essay, memoir, literary journalism and journaling, with emphasis upon the differences in tone, content and structure of each. This class may be taken multiple times for credit.

ENGL 523R: Craft of Poetry Workshop II (4) [ES]

This is the second workshop a poetry student will take during their second residence. This residency course focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone, and voice.

ENGL 525R: Craft of Fiction Workshop II (4) [ES]

This is the second workshop a fiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 527R: Craft of Literary Nonfiction Workshop II (4) [ES]

This is the second workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of literary nonfiction. Students practice and receive feedback on essay writing, the mixed-

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genre essay, memoir, literary journalism and journaling, with emphasis upon the differences in tone, content and structure of each.

ENGL 533R: Craft of Poetry Workshop III (4) [ES]

This is the third workshop a poetry student will take during their third residence. This residency course focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone, and voice.

ENGL 535R: Craft of Fiction Workshop III (4) [ES]

This is the third workshop a fiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 537R: Craft of Literary Nonfiction Workshop III (4) [ES]

This is the fifth workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 543R: Craft of Poetry Workshop IV (4) [ES]

This is the fourth workshop a poetry student will take during their third residence. This residency course focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone, and voice.

ENGL 545R: Craft of Fiction Workshop IV (4) [ES]

This is the fourth workshop a fiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 547R: Craft of Literary Nonfiction Workshop IV (4) [ES]

This is the fourth workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 551: Critical Theory (2) [ES]

This course covers core theories and movements in literary critical theory. Emphasis is on theories of culture (and modes of multiculturalism), gender, class, psyche, and language. Students will discuss and analyze readings, and write critical response papers.

ENGL 553R: Craft of Poetry Workshop V (4) [ES]

This is the fifth workshop a poetry student will take during their third residence. This residency course focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone, and voice.

ENGL 555R: Craft of Fiction Workshop V (4) [ES]

This is the fifth workshop a fiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 557R: Craft of Literary Nonfiction Workshop V (4) [ES]

This is the fifth workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 561: Teaching Creative Writing (Pedagogy) (2) [ES]

This course introduces a variety of techniques for teaching creative writing. Students engage in practical, hands-on teaching.

ENGL 580: Special Topics in Literature and Writing (2) [AS]

This course focuses on varying topics of importance in the examination of literature and creative writing. This class may be taken multiple times for credit.

ENGL 613: Poetry Workshop (6) [ES]

Prerequisite: ENGL 513. Students write and receive feedback on their own poetry. Students also read, and write a variety of critical papers about, the work of eminent authors in the genre. Emphasis is upon the development of voice and literary technique, as well as increased knowledge of the genre.

ENGL 615: Fiction Workshop (6) [ES]

Prerequisite: ENGL 515. Students write and receive feedback on their own fiction. Students also read, and write a variety of critical papers about, the work of eminent authors in the genre. Emphasis is upon the development of voice and literary technique, as well as increased knowledge of the genre.

ENGL 617: Nonfiction Workshop (6) [ES]

Prerequisite: ENGL 517. Students write and receive feedback on their own literary nonfiction. Students also read, and write a variety of critical papers about, the work of eminent authors in the genre. Emphasis is upon the development of voice and literary technique, as well as increased knowledge of the genre.

ENGL 623: Advanced Poetry Workshop (6) [ES]

Prerequisites: ENGL 513 and ENGL 613. Students produce original poetry of an advanced caliber. Students engage in an active dialogue concerning areas of their work that need further attention and development. This course also emphasizes

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further reading in the genre and a variety of in-depth critical responses to that reading.

ENGL 625: Advanced Fiction Workshop (6) [ES]

Prerequisites: ENGL 515 and ENGL 615. Students produce original fiction of an advanced caliber. Students engage in an active dialogue concerning areas of their work that need further attention and development. This course also emphasizes further reading in the genre and a variety of in-depth critical responses to that reading.

ENGL 627: Advanced Nonfiction Workshop (6) [ES]

Prerequisites: ENGL 517 and ENGL 617. Students produce original literary nonfiction of an advanced caliber. Students engage in an active dialogue concerning areas of their work that need further attention and development. This course also emphasizes further reading in the genre and a variety of in-depth critical responses to that reading.

ENGL 680: Special Topics in Literature and Writing (2) [AS]

This course focuses on varying topics of importance in the examination of literature and creative writing. This class may be taken multiple times for credit.

ENGL 683: Thesis Production (Poetry) (6) [ES]

Prerequisites: ENGL 513, ENGL 613, and ENGL 623. Students revise and complete an original, full-length (generally 48-60 pages) poetry manuscript of publishable quality. The thesis may include a mixture of new work and work from previous semesters.

ENGL 685: Thesis Production (Fiction) (6) [ES]

Prerequisites: ENGL 515, ENGL 615, and ENGL 625. Students revise and complete an original, full-length (generally 150-300 pages) fiction manuscript of publishable quality. The thesis may include a mixture of new work and work from previous semesters.

ENGL 687: Thesis Production (Literary Nonfiction) (6) [ES]

Prerequisites: ENGL 517, ENGL 617, and ENGL 627. Students revise and complete an original, full-length (generally 150-300 pages) literary nonfiction manuscript of publishable quality. The thesis may include a mixture of new work and work from previous semesters.

ENGL 693: Portfolio Defense (Poetry) (2) [ES]

Prerequisites: ENGL 513, ENGL 613, ENGL 623, and ENGL 683. Students will write an essay introducing and contextualizing their thesis. Students will give a public reading, to include selections from their thesis, during their final residency.

ENGL 695: Portfolio Defense (Fiction) (2) [ES]

Prerequisites: ENGL 515, ENGL 615, ENGL 625, and ENGL 685. Students write an essay introducing and contextualizing their thesis. Students will give a public reading, to include selections from their thesis, during their final residency.

ENGL 697: Portfolio Defense (Literary Nonfiction) (2) [ES]

Prerequisites: ENGL 517, ENGL 617, ENGL 627, and ENGL 687. Students write an essay introducing and contextualizing their

thesis. Students will give a public reading, to include selections from their thesis, during their final residency.

Fine Arts and Exhibition (FNAR) - Program Launch Summer 2015

Department of Fine Arts

FNAR 505: Professional Practices: Core Themes (3) [AS]

This course introduces the six core themes of our program while emphasizing the definition and possibilities of the entrepreneurial spirit and its application in contemporary art practice. SNC faculty, along with Visiting Artists, contribute to teach the course collaboratively. This course immerses the student in the Sierra Nevada College community of artists and educators.

FNAR 507: Creative Problem Solving/Entrepreneurial Strategies (3) [ES]

This interdisciplinary course melds contemporary practice with entrepreneurial thinking and creative problem solving. The passions that propel creative practice to be ethically engaged, also require artistic practice to be entrepreneurial in order to be sustainable. In addition to SNC faculty widening the scope of imaginative problem solving, entrepreneurs will give guest lectures to provide opportunities for creative application to the business world and other modes of professional preparedness.

FNAR 560: Midway Exhibition (3) [ES]

In this course, the student will present an exhibition or project that demonstrates a serious engagement with embodied practice. This project is designed to extend and activate the student's understanding of how art intersects with multiple communities. In addition, this project helps the student articulate to the committee what directions the work should address for the last year of program participation.

FNAR 605: Focused Studio Practice (3) [AS]

Focused Studio Practice is a special topics studio course designed to take advantage of a particular vision and expertise of the teaching Visiting Artist or Scholar, who expands our sense of community from the Tahoe Basin outward. Regardless of a particular Visiting Artist's focus, she or he will present a course that integrates individual practice with a culturally activated sense of place, collaboration, or creative problem-solving.

FNAR 614: Graduate Seminar: Portfolio Build (1.5) [ES]

In this course, the student will integrate the theory and practice of previous coursework into a discussion of the possibilities of what a portfolio is and how it can serve a multitude of intentions. The student will construct both a thesis model and a five-year plan for post-graduation. Augmenting the student's committee conversation this course highlights the input of student peer group and extended communities.

FNAR 620: Mentored Studio Practice (3) [ES]

This course is designed to activate the student's studio practice and integrate that practice into a wider cultural context. The student will develop an individual plan with a mentor for the studio work to be completed over the course of the term. The mentor and student will meet monthly to assess the movement

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of the artwork, the work's equality, and the trajectory of ongoing practice.

FNAR 690: MFA Thesis Project and Portfolio (3) [ES]

The MFA Thesis Project Exhibition and Portfolio is the final integrative gesture of the Interdisciplinary MFA and the cornerstone of our program. The project culminates in a portfolio that, in exhibition, demonstrates the student's understanding of the program's interdisciplinary themes, namely the integration of our three principles of embodied place, creative problem-solving/entrepreneurial thinking, and fluid practice. The student will work in consultation with their committee and be responsible for all facets of the project.

Gifted and Talented Education (GTED)

GTED 554: Gifted Program Design and Administration (3) [OC]

This class explores various models of program design for gifted students, including intra-classroom and extra-classroom prototypes. Related issues such as parent education, school and community relations, communication networks and advocacy issues are addressed. It fulfills part of the Nevada State GTED endorsement requirement. It is aligned with the InTASC Standards.

GTED 558: Creativity and the Gifted Learner [OC]

This course defines creativity, examines fluency, flexibility and originality. Think tanks are reviewed and creative problems solving and scientific inquiry models are examined. Also included is the "New Bloom's Taxonomy." It fulfills part of the Nevada State GTED endorsement requirement. It is aligned with the InTASC Standards.

GTED 560: Models of Thinking Strategies and Brain Research as it Relates to the Gifted Learner (3) [OC]

This course includes the Guilford, Renzulli, Terman, & Treffinger Models. Also included, is brain research and how it relates to giftedness and the milestones of brain development and optimizing giftedness. It fulfills part of the Nevada State GTED endorsement requirement. It is aligned with the InTASC Standards.

GTED 561: Assessment and Culture of Individual Gifted Learners (3) [OC]

This course defines giftedness and explores the culture and ability levels which may impact gifted students. We will be analyzing a variety of assessments used to evaluate linguistic and non-verbal behaviors, and classroom performances. Culturally responsive pedagogical strategies and classroom adaptations are discussed. It fulfills part of the Nevada State GTED endorsement requirement. It is aligned with the InTASC Standards.

GTED 562: Curriculum Development for Gifted & Talented Learners (3) [OC]

This course provides students with frameworks and models to develop curriculum appropriate for individualized learners, particularly English language learners and students identified as gifted/talented. It fulfills part of the Nevada State GTED

endorsement requirement. It is aligned with the InTASC Standards.

GTED 563: Social/Emotional Needs of the Gifted Student (3) [OC]

This is a survey course to introduce students with the social and emotional characteristics of gifted students and teachers of the gifted students. The course includes procedures for assisting GTED students in their independent and collective journey in maximizing their own talent. Creative GT students and their special needs will be explored. It fulfills part of the Nevada State GTED endorsement requirement. It is aligned with the InTASC Standards.

New Genres (NWGN) – Program Launch Summer 2015 **Department of Fine Arts**

NWGN 510: High Desert Installation (3) [OC]

High Desert Installation is a field work, studio course creating projects on-site in different high desert locations in the Great Basin. Students will explore large issues of sustainable practice, land use, and alternative display by preparing and presenting artwork in the landscape. Students will camp in various locations over a two-week period.

NWGN 530: Burning Man Installation (3) [AY]

This course utilizes the international arts event, burning Man, as an interdisciplinary platform for exploring and demonstrating hybrid nodes of artistic display. The student will build and maintain the theme camp Starland, while producing a collaborative art piece and installing that work at the Burning Man event. The course will pay particular attention to collaborative strategies and the wide social applications of Black Rock City.

NWGN 550: Practicum: Community Application (3) [ES]

The will integrate his or her practice in an expansive way, building on the principles demonstrated in their developing Portfolio, their Midway Exhibition, and Mentored Practice to activate an audience of their choosing. Taking a step beyond the process inculcated by the Collaborative Strategies course, students will develop dialogue within their unique communities, where they will foster a sustainable relationship between their work and life.

NWGN: 560: Guided Individual Research (1) [ES]

Co-requisite: NWGN 561. Working together with the two-credit course, the one-credit Individual Research classes are designed to serve as an opportunity for MFA-IA students to create an additional written component to their visual art works based on various topics. Guided by a faculty mentor, MFA-IA students will delve deeper into relevant histories around the topic at hand and create a written reference paper that lends depth to their projects. These papers can be seen as historical or contextual anchors into the subjects with which they are working.

NWGN 561: Directed Collaborative Research (2) [ES]

Co-requisite: NWGN 560. Directed Collaborative Research is a two-credit course that will encourage students to collaborate with MFA's in Creative Writing while taking on various and

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complex topics, which span the spectrum from visual to linguistic. Guided by Visiting Artist and Resident Faculty, students will create individual and collaborative projects inspired by various subjects, texts, and exploration.

NWGN 611: Graduate Seminar: Community/Alternative Modes of Display (1.5) [AS]

In this course, the student will investigate, articulate, and participate in a variety of strategies for community building through aesthetic practice and various modes of display. This course provides an overview of the possible intersections of aesthetic practices and an implementation of tangible outcomes from pop-up exhibitions, to alternative press and social media. The student will participate in the wider definitions of community and organizational practice while investigating strategies of display that extend the role of the artist beyond the gallery or museum.

NWGN 613: Grad Seminar: Collaborative (1.5) [ES]

In this course, the student will integrate collaborative art-marking into their practice. Particular emphasis will be placed on the value that different voices and perspectives add to the artwork's complexity. The student will be asked to see and establish a collaborative project within his or her own community.

Secondary Education (SECD)

SECD 501: Teaching Methods of Reading (Middle School) (3) [AS]

A comprehensive reading instruction course which is research based and includes the study of: phonics, vocabulary, spelling; meaning/patterns, writing; and adolescent literature, with emphases on skills needed for content area reading and comprehension including study skills and ongoing assessment and diagnostic techniques. Developmental methods that are effective with students who are delayed, culturally diverse or who have learning differences and/or difficulties are also taught. This course focuses on the middle-school learner.

SECD 502: Teaching Methods of Reading (Secondary) (3) [AS]

A comprehensive reading instruction course which is research based and includes the study of: phonics, vocabulary, spelling, meaning/patterns, writing, and adolescent literature, with emphasis on skills needed for content area reading and comprehension including study skills and ongoing assessment and diagnostic techniques. Developmental methods that are effective with students who are delayed, culturally diverse or who have learning differences and/or difficulties are also taught. This course focuses on the secondary-school learner.

SECD 511 - 519: Teaching Methods in Major/Minor I (Secondary) (3) [AS]

Corequisite: SECD 590. This course is a comprehensive introduction to the methodology of teaching in secondary schools: current trends in teaching methods and techniques; creation and use of materials as applied in curricular presentation. This course presents methods, theories, and successful practice for teaching in student's field of study (e.g., science, math, English), including technology and strategies for

reaching exceptional and limited English proficiency (LEP) students. Additional classroom strategies are introduced as well as ideas to move students from the concrete to the abstract. Participants will take away practical ideas and tools to use as they embed methods/theories into their own learning.

SECD 511: Teaching Methods of English
 SECD 512: Teaching Methods of Social Science
 SECD 513: Teaching Methods of Sciences
 SECD 514: Teaching Methods of Math
 SECD 515: Teaching Methods of Physical Education
 SECD 517: Teaching Methods of Foreign Language
 SECD 518: Teaching Methods of Speech/Drama
 SECD 519: Methods of Teaching Arts in the Secondary School

SECD 532: Interactive Approaches in Secondary Curriculum Design and Instruction (Secondary) (3) [AS]

Scope and sequence in instructional programming, with methods and strategies used in teaching student's major and minor discipline. Special emphasis on developing materials and resources related to the teaching of state curriculum requirements by the states of Nevada and California. Small group strategies.

SECD 580: Learning Theories and Classroom Practices (Secondary) (3) [AS]

Includes learning theories, motivation, alternative management systems for learning environments, teaching behaviors, diagnosis, prescriptions, instructional treatment, evaluation, interpersonal relations, motivational skills, and multi-cultural instructional techniques.

SECD 585: Adolescent Development and Learning (3) [AS]

Adolescent Development and Learning examines brain research on adolescent development and its implications for preteen and teenage learning and teaching in middle school and high schools. The impact of peer pressure, gangs, and bullying on adolescent learning is addressed. Teacher candidates will develop learning environments and activities that reflect adolescent cognitive, social, and emotional development. Health issues for adolescents are studied.

SECD 590: Secondary Practicum (1) [ES] Pass/Fail Course Fee: \$300***

Pre-service practicum students are required to work with a pre-service mentor teacher as a teacher assistant and to complete a comprehensive log describing general teaching strategies and classroom management strategies. Activities for pre-service practicum students include: tutoring small groups of students, checking assignments, securing and operating multimedia, accompanying pupils to special classes, grading papers, preparing bulletin boards and teaching materials and assisting with classroom activities as designated by the pre-service mentor teacher.

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SECD 595: SECD Student Teaching Seminar (8) [ES] Pass/Fail

Course Fee: \$600***

Distance Fee: \$1,200

This course provides full-time supervised teaching in secondary schools. Students are required to attend weekly seminars throughout the term.

SECD 596: Student Teaching Continuation Course (Secondary) (1-6) [ES] Pass/Fail

Course Fee: \$600***

Distance Fee: \$1,200

This course is designed for the students who have taken, but not completed, SECD 595. Students must meet with the Director of Field Experiences for approval and file a pre-professional plan. (Attendance at the seminar classes is at the discretion of the Director of Field Experiences.)

SECD 598: Independent Study: Secondary (1-6) [OC]

Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with an instructor. Weekly conferences.

SECD 599: Special topics: Secondary (1-6) [OC]

This course will explore special topics in secondary education outside the purview of the normal curriculum.

Special Education Generalist Resource Room

SPED 510: Assessment and Program Planning (3) [AS]

This course surveys the formal and informal assessment strategies for students with disabilities. Attention is given to developing individual education programs based on formal and informal assessment results that include parent involvement. The course focuses on designing school programs based on State curriculum standards. Transition and placement options for students are addressed. Implications of State and Federal legislation are covered. It fulfills part of the Nevada State SPED endorsement requirement. It is aligned with the INTASC Standards.

SPED 520: Advanced Teaching and Learning Strategies in Special Education (3) [ES]

Corequisite: SPED 590. This course focuses on the development of education programs and curriculum strategies for students with learning disabilities, emotional disabilities, and/or cognitive Disabilities. In addition, attention is given to the modification and adaptation of regular classroom and curriculum, including intervention strategies and career planning. It fulfills part of the Nevada State SPED endorsement requirement. It is aligned with the INTASC Standards.

SPED 530: Behavior Interventions: Methods and Practices in Special Education (3) [AS]

Effective behavior management strategies are described and assessed. Application of research-based management techniques are applied to schools, classrooms, and individual students. Focus on functional behavioral assessments and individualized intervention. A practical approach to developing management plans is emphasized. It fulfills part of the Nevada

State SPED endorsement requirement. It is aligned with the INTASC Standards.

SPED 540: Collaboration and Transition Issues with Families and Professionals (3) [AS]

Course focuses on working effectively with families of students with disabilities. Course explores ways of collaborating with classroom teachers and other professionals in planning and adapting curriculum. Transition issues and procedures are addressed. Attention is given to implications of current federal legislation and parents' rights. Local and national resources are explored. It fulfills part of the Nevada State SPED endorsement requirement. It is aligned with the INTASC Standards.

SPED 550: Characteristics of Students with Learning Disabilities, Emotional Problems, and Related Disorders (3) [AS]

Prerequisites: EDUC 455 and EDUC 555. This course focuses on students with mild to moderate disabilities that are included in the regular classroom setting. The development and characteristics of learners with specific learning disabilities, emotional and cognitive challenges and related disorders are explored. This course fulfills part of the Nevada Generalist endorsement for special education teaching. It is aligned with the INTASC Standards.

SPED 563: Human Development (3) [AY]

A study of human development from conception through old age. Physical, intellectual, social and emotional growth are examined in each of the eight stages of development (prenatal, infancy, early childhood, school age children, adolescence, early adulthood, middle adulthood and later adulthood) from the biological, psychological, socio cultural and life-cycle theoretical perspectives. This course fulfills part of the Nevada Generalist endorsement for special education teaching. It is aligned with the INTASC Standards.

SPED 590: Special Education Practicum (1) [ES] Pass/Fail

Course Fee: \$300***

Corequisite: SPED 520. The intent of this clinical experience is to promote the integration of methods and field experiences, and to link educational theory and practice. The university course instructor will highlight elements of the course and direct students with the assignments and activities in the practicum classroom setting experience.

SPED 595: Special Education: Student Teaching Seminar (8) [II] Pass/Fail

Course Fee: \$600***

Distance Fee: \$1,200

Full-time supervised teaching in special education in elementary or secondary schools. Students are required to attend weekly seminars throughout the term.

Graduate Programs

Teaching English As A Second Language (TESL) Department of Teacher Education

TESL 561: Assessment Considerations and Non-Native Speaking Students (3) [AS]

This course addresses factors that may influence and affect the academic performance of English language learners. Traditional, as well as current, strategies for individual and group assessment will be examined. Assessment of discrete language skills will be considered. Students will have the opportunity for hands-on experience with various authentic assessment instruments. The course will cover a glossary of terms used in assessment and language instruction for English language learners. This course fulfills part of the Nevada State TESL endorsement requirement and is aligned with the INTASC Standards.

TESL 562: Developing Curriculum for Non-Native English Speaking Students (3) [AS]

Frameworks and models for developing curriculum appropriate for English language learners are examined. Learning styles, aspects of culture, previous education systems and other considerations that may affect appropriate instruction and student learning are also examined. The course covers a glossary of terms used in language instruction. This course fulfills part of the Nevada State TESL endorsement requirement and is aligned with the INTASC Standards.

TESL 563: Methods and Materials for Teaching Non-Native English Speaking Students (3) [AS]

This course addresses instruction for English as a second language development (ESL), and other specially designed academic instructional methods for teaching English language learners, K-12. The course touches on historical methods, theory of language acquisition, best practices models, materials, the integration of standards and the assessment of language and content area skills. This course fulfills part of the Nevada State TESL endorsement requirement and is aligned with the INTASC Standards.

TESL 564: Theories of Language Development, Structure and Acquisition (3) [AS]

This course addresses the history and structure of language focusing on theories of first and second language acquisition, universals and differences in language structure and usage. The course covers a glossary of terms used in language instruction. It fulfills part of the Nevada State TESL endorsement requirement and is aligned with the INTASC Standards.

TESL 565: Teaching Language Arts-Listening, Speaking, Reading & Writing for ELL Students (3) [AS]

This course addresses literacy development in the areas of language arts: listening, speaking, reading and writing for English Language Learners (ELL). This course explores classroom practices in the instruction of ELL students including adaptation of content, strategies and assessment to promote academic achievement for learners at all levels of English language acquisition. It fulfills the Nevada State TESL endorsement requirement and is aligned with the INTASC Standards.

TESL 566: Theories of Second Language Linguistics and Cultural Diversity for English Language Learners (3) [AS]

This course addresses issues of first and second language acquisition and the relationship on effective communication with students and parents. This course explores linguistic implications of language in society. It focuses on the study of characteristics and backgrounds of various cultures to promote understanding for recognizing, appreciating and valuing contributions of individuals. Second language strategies will be reviewed as well. It fulfills part of the Nevada State TESL endorsement requirement and is aligned with the INTASC Standards.

Teachers as Leaders (TLDR)

TLDR 500: Graduate Writing Directed Study (1) [ES] Pass/Fail

This course requires the student to master writing proficiencies which will be required for written documents at the graduate level. With instructor feedback, the student will learn to produce grammatically correct written work that demonstrates precision, clarity, coherence, and unity.

TLDR 501: Understanding Teachers as Leaders (3) [ES]

Prerequisite: ELEC 102. Students examine their current knowledge base, skill sets and leadership abilities with an eye toward improvement and engagement. Expansion of roles and responsibilities for leadership within the framework of teaching is a major focus of this course. Students explore their leadership approaches, learning styles, and communications styles in order to maximize their professional growth and development as leaders. In this course, examination of leadership theories and approaches serves as primary source of inquiry and research for students as they begin to develop a proposal for professional development of training session in order to apply theory to practice.

TLDR 502: Understanding Community Leadership (3) [ES]

Prerequisites: ELEC 102 and TLDR 501. Students examine their current knowledge base, skill sets and leadership abilities with an eye toward improvement and engagement. Expansion of roles and responsibilities within the framework of a professional as a community leader is a major focus of this course. Topics will include history, theory, and definitions of community leadership, as well as methods and resources for introducing concepts of community leadership into any classroom. In this course, examination of leadership philosophies serve as primary sources of inquiry and research for teachers as they begin to develop a community-based action plan in order to apply theory to practice.

TLDR 503: Understanding Practical Advocacy (3) [ES]

Prerequisites: ELEC 102, TLDR 501, and TLDR 502. To assume leadership roles and to become change agents in their respective schools, students analyze the influences, trends, social and political forces that generate and impact educational change at varying levels, (i.e. classroom, school, community, state, and national levels). Students develop knowledge of the stages of systemic educational change and strategies needed to achieve and sustain momentum for change. In this course, examination of advocacy philosophies serve as primary sources

Graduate Programs

of inquiry and research as students begin to develop an "action plan" of change, in order to apply theory to practice.

TLDR 599 – Educational Research (Research Option 2 required for Nevada ALDR Endorsement) (3)

Research Option 1: Research conducted should consider one of the following: (1) an issue related to their proposal, (2) a specific challenge pertinent to their proposal and how this might be addressed, (3) methods of proposal improvement, and (4) specific and long-term impacts of the proposal. Students will address one consideration through an extensive review of the literature. In addition, students will be asked to provide a brief presentation of their findings and what changes and/or adjustments would be made to their proposal based on the research.

Research Option 2: Research conducted should consider one of the following: (1) a current issue related to educational administrative leadership, and (2) a specific challenge pertinent to educational administrative leadership and how this might be addressed.

TLDR 601: Exploring Applied Leadership (3) [ES]

Prerequisites: ELEC 102, TLDR 501, TLDR 502, and TLDR 503. This course is designed as a lecture series and is meant to serve as a culminating look at leadership as an inside-out, relational phenomenon – from individual development (teacher leadership) to group dynamics (community leadership) and eventually complex organizations (practical advocacy). A broad range of leadership topics including self-development, diversity, communications, conflict resolution, group roles, teamwork, decision-making, ethics, organizational design and change, community building and renewal is covered by invited "experts."

TLDR 602: Collaborative Leadership (3) [ES]

Prerequisites: ELEC 102, TLDR 501, TLDR 502, TLDR 503, and TLDR 601. This course provides an opportunity for students to apply and test leadership knowledge, skills, and abilities.

Students are placed in a position of leadership, through a community-based opportunity, to practice theory and examine personal obligations to citizenship and community. Culminating "action-plans" derived in student teams, organized in areas of specialization, will be developed.

TLDR 603: Leadership in Action (3) [ES]

Course Fee: \$600***

Prerequisites: ELEC 102, TLDR 501, TLDR 502, TLDR 503, TLDR 601, and TLDR 602. Investigates the processes involved in, factors influencing effectiveness of, and strategies for effecting change in general and in educational milieus in particular; emphasizes strategies for identifying, prioritizing and designing collaborative plans to effect needed school improvement. Students will present their "action plans" developed during their Collaborative Leadership course, to an Advisory Board, reflecting on how, as leaders, teachers can impact their classrooms, their communities, and society.

TLDR 605I: Administrative Leadership Internship (6) [ES]

Pass/Fail

Course Fee: \$600***

Distance Fee: \$1,200

Practical experience in the students Administrative Leadership Endorsement under close supervision and direction of local school system personnel and university staff members, required to occur within the State of Nevada. Experience areas selected by student, advisor, Site Mentor, and SNC Supervisor.

TLDR 605P: Action Plan Publication (3) [ES] Pass/Fail

Students will be encouraged to conduct both a pre- and post-assessment to determine validity of proposal and overall proposal implementation. In addition, students will be asked to provide a brief presentation of their implementation findings and what changes and/or adjustments would be made to their proposal based on their initial implementation.

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VI. SIERRA NEVADA COLLEGE PRESIDENTS

Shannon Beets (Interim)	2014 -
Dr. Lynn G. Gillette	2011 - 2014
Richard Rubsamen	2010-2011
Dr. Robert C. Maxson	2007-2010
Dr. Larry D. Large	2006-2007
Dr. Paul B. Ranslow	2005-2006
Benjamin J. Solomon	2003-2005
Dr. James L. Ash, Jr.	2001-2003
Dr. Jane C. Rohrer (Acting)	2001
Dr. Vance Peterson	1996-2000
Dr. Robert Funk (Acting)	1996
Dr. Mark Hurtubise	1993–1996
Benjamin J. Solomon	1980–1992
Dr. Gilbert A. Ralston	1972–1980
Dr. Friedrich A. von Brincken	1969–1971

VII. STAFF AND FACULTY

How to Contact Members of the Staff and Faculty

Directories of all staff members and faculty are published on the SNC website and can be accessed by clicking on the Contacts link from the main page.

Administrative Staff

Office of the President

Shannon Beets. Interim President. M.A., Claremont Graduate University.
 Kristine Young. Executive Assistant to the President.
 Deborah M. Prout. Special Assistant to the President. M.A.S., The Johns Hopkins University.

Office of Academic Affairs

Shannon Beets. Executive Vice President and Provost. M.A., Claremont Graduate University.
 Nancy Beigel. Executive Assistant to the Provost. B.A., University of California, Los Angeles.
 Dr. Dan O'Bryan. Professor, Associate Provost, and Humanities and Social Studies Department Chair. Ph.D., University of Washington.

Office of Development and Alumni Relations

Barbara Alvarez. Director of Corporate and Foundations Relations. B.A., University of Pennsylvania.
 Dianne Severance. Director of Grants and Special Programs. M.A., University of California, Los Angeles.
 James Uyeda. Director of Annual Giving & Alumni/Parent Relations. B.A., University of San Diego.
 Agnieszka Dabrowska. Director of Development Services. M.B.A., University of Economics in Katowice, Poland.

Office of Accounting and Business

Susan Johnson. Chief Financial Officer. B.S., University of Nevada, Reno.
 Lynda Odell. Controller. A.S., Stevens Henager Business College.
 Wendy Wilson. Senior Accountant. M.A., Pacifica Graduate Institute; M.T.S., Graduate Theological Union/Pacific School of Religion.
 Maia Rowland. Director of Financial Services. B.S., Sierra Nevada College.
 Jacqueline Dontcho. Student Accounts.
 Amy Sweikar. Senior Accountant – GL and Reporting. A.A., Western International University.
 Angela Ogletree. Senior Accounts Payable.

Food Services

Aaron Zendner. General Manager, Executive Chef.

Academic Support Services

Henry Conover. Director of Academic Support Services. B.A., Azusa Pacific University.

Campus Bookstore

Annamarie Jones. Campus Store Manager. B.S., M.A., Sierra Nevada College.

Library

Dr. Elizabeth Markle. Library Director; Associate Professor. Ph.D., Colorado State University.
 Robin Barnett. Library Assistant. M.A., Nazareth College.
 Phyllis Rogers. Library Assistant. B.A., Brigham Young University.

Registrar

Roseanna Wehby. Registrar. B.A., California State University, Sacramento.
 Jane Rainwater. Assistant Registrar.
 Joyce Flynn. Assistant Registrar (Las Vegas).
 Shannon Hameister. Graduate Support Service. B.A., University of California, Santa Barbara.
 Alexis Phillips. Administrative Assistant to the Registrar. B.S., Sierra Nevada College.

Student Affairs

Will Hoida. Dean of Students and Director of Student Activities. B.S., Cal Poly: San Luis Obispo.
 Elizabeth Thibodeau. Director of Student Affairs and Housing. M.A., Sierra Nevada College.
 Holly Atkins. Assistant Director of Student Affairs. B.A., Middlebury College.
 Richard Garrecht. Parking Enforcement and Security Officer.
 Hamed Chowdury. Security Officer. B.A., University of Montana.

Staff and Faculty

Athletics

Branko Zagar. Athletic Director and Head Alpine Ski Coach. M.A., Ljubljana, Slovenia.
 Jon Cherry. Assistant Athletic Director, Snowboard and Freestyle Ski Coach. B.S.B.A., Sierra Nevada College.
 Max Leabman. Head Snowboard Coach. B.S.B.A., University of Denver.
 Christian DeLeon. Women's Head Soccer Coach. B.A., Northland College.
 James Barlow. Men's Head Soccer Coach. M.Ed., National University.
 Matt Blamey. Men's Head Lacrosse Coach.

Teacher Education

Beth Taliaferro Bouchard. Department Chair, Teacher Education; Professor. M.A., University of Colorado.
 Keli Brown. Assistant Academic Director; Assistant Professor (Reno). M.A., University of Nevada, Reno.
 Dr. Jeanne Klockow. Director of M.Ed. Program; Professor. Ph.D., University of Nevada, Las Vegas.
 Dr. Dorothy Kulesza. M.Ed., Administrative Internship and Online Coordinator. Ph.D., University of Nevada, Las Vegas.
 Dr. Winship Varner. Program Coordinator. Ph.D., Purdue University.
 Meghan Perry. M.Ed., Program Assistant. B.A., University of Mississippi.
 Susan Hrybiniak. M.Ed. Assistant. B.S. Miami University.
 Corinna Adornetto. M.A.T. Program Assistant and Office Manager. A.A., Cuyahoga Community College.
 Marissa Owens. M.Ed., Online Support Coordinator, M.A., Roosevelt University.

Institutional Effectiveness and Compliance

Annamarie Jones. Director of Assessment. B.S., M.A., Sierra Nevada College.

Facilities

Brian Schultes. Director of Facilities.
 Zeb Sharp. Administrative Assistant.

Human Resources

Veronica Shearin. Human Resource Manager. B.S., Pontifical Catholic University of Peru.

Science and Technology Lab.

Gigi Giles. Science and Technology Lab Manager. B.S., Houston Baptist University.

Financial Aid

Nicole Ferguson. Director of Financial Aid and IT. B.S., Sierra Nevada College.
 Judy Roberts. Assistant Director of Financial Aid. M.F.A., National University.

Information Technology

Nicole Ferguson. Director of Financial Aid and IT. B.S., Sierra Nevada College.
 Rodney Bonnell. Network/System/Email/Phone Administrator.
 Steve Hamilton. Computer Support Specialist.
 Forest Goodman. Information Technology Coordinator. B.S., Sierra Nevada College.
 James Bosco. Banner Analyst.

Marketing

Sarah Berry, Marketing Director. B.S., Dickinson State University.
 Erika Cole Gillette. Senior Director, Communications. M.A., University of Texas, Austin.
 Susan Paigen. Web and Social Media Manager. B.A., Brandeis University.

Admissions

Undergraduate

Steve Berry. Interim Vice President of Enrollment Services. B.A., Central Washington University.
 Stacey Hamilton. Assistant Director of Admissions. B.A., Ripon College.
 Jacob Yale. Assistant Director of Admissions. M.S., Clarion University.
 Chris Marshall. Transfer Coordinator. B.S., University of Nevada. Reno.
 Natalie Gough. Admissions Counselor. B.P.E., University of Toronto.
 Julie Hernandez. Admissions Office Manager. LVN, University of California, Santa Barbara.

Graduate

Katrina Midgley. Director of Graduate Admissions. B.A., University of the Pacific.

Barbara Gnatovich. Graduate Admissions Counselor. M.Ed., University of Nevada, Las Vegas.

Tierra Tranquillo. Graduate Admissions Counselor. B.A., Nevada State College.

Sophie Cherry. MFA Program Coordinator and Graduate Admissions Counselor. B.A., Anderson University.

CURRENT FACULTY

Department program codes are:

BU	Management (Business Administration)
FA	Fine Arts
HS	Humanities and Social Sciences
IS	International Studies
PE	Physical Education
ST	Science and Technology
TE	Teacher Education

Incline Village Campus

Aalbers, Dan (2011). Instructor. B.A., University of Nevada, Reno; M.A., Long Island University; Ph.D., York University. HS

Adams, Dawn (2009). Teacher Recertification. B.A., M.A., University of Nevada, Reno. TE

Altunin, Valery I. (2010). Adjunct Faculty. B.S., M.S., Gorky University; Ph.D., Soviet Academy of Sciences. ST

Anderson, Christopher (2012). Assistant Professor. B.A., San Diego State University; N.A., San Francisco State University. HS

Andrews, Laureen (2009). Adjunct Faculty. Student Teacher Supervisor. M.A., University of Phoenix, Reno. TE

Axton, Donna (1986). Professor. Program Chair-Music. B.S., Allegheny College; M.A., Pacifica Graduate Institute. FA, HS

Bankston, Samantha (2010). Honors Program Director. Associate Professor. B.A., University of Colorado, Boulder; M.A., The New School for Social Research; Ph.D., Purdue. HS

Beets, Shannon (2007). Assistant Professor. B.A., University of La Verne; M.A. Claremont Graduate University. HS

Bekkeli, Kai (2010). Adjunct Faculty. B.S., Sierra Nevada College; M.A., University of Manchester. HS

Bennett, Laura (2012). Adjunct Faculty. B.A., Humboldt State University; M.F.A., University of Houston. FA

Bigelsen, Adam (2010). Adjunct Faculty. B.A., Lewis and Clark College. FA

Blackwell, Laird R. (1981). Professor Emeritus. B.A., Haverford College; M.S. Pennsylvania State University; Ph.D., Stanford University. HS

Bouchard, Beth (2009). Department Chair, Teacher Education. Professor. Professional Project Director. B.A., University of Arkansas; M.A., University of CO. TE

Brancamp, David. (2010). Adjunct Faculty. B.A., Fresno State University; M.Ed., University of Phoenix. TE

Brandeis, Gayle. (2014). Distinguished Visiting Professor, Writer in Residence, and M.F.A. Faculty. B.A., Redlands University; M.F.A., Antioch University. HS

Brown, Ann Marie (2011). Assistant Professor. B.A., Pomona College; M.A. Stanford. HS

Brown, Keli (2010). Assistant Professor. B.S., M.A., University of Nevada, Reno. TE

Brown, Thomas (2011). Adjunct Faculty. B.A., University of Nevada, Reno. HS

Canino, Tanya (2009). Adjunct Faculty. B.A., Kansas State University. HS

Cardenas, Soraya (2013). Associate Professor. B.A. and M.S.; University of Nebraska at Omaha; Ph.D., University of Nebraska-Lincoln. HS

Caron, Tanya (2009). Adjunct Faculty. B.A., University of California, Los Angeles; M.Ed., United States International University; Ph.D., University of Nevada, Reno. TE

Chandler, Jennifer (2015). Adjunct Faculty. B.A., M.Ed., Grand Canyon University, Phoenix. TE

Staff and Faculty

- Cohee, Tim (2007). Assistant Professor. Program Director Ski Business and Resort Management. B.A., California State University, Long Beach. BU
- Conover, Henry (2009). Adjunct Faculty. B.A., Azusa Pacific University. HS
- Cook, Tedra (2015). Adjunct Faculty. B.A., M.A., University of Nevada, Reno. TE
- Cooper, Patricia (2015). Assistant Professor. M.Ed., University of Nevada. TE
- Cooper, Stacey (2011). Adjunct Faculty. B.A., M.A., M.Ed., University of Findlay. TE
- D'Ault, Sally (2012). Adjunct Faculty. B.A., University of Nevada, Reno; M.A., University of Phoenix. TE
- DeLauer, Debbie (2013). Adjunct Faculty. B.S., Arizona State University; M.Ed., University of Nevada, Reno. TE, BU
- Dudley, Russell (1991). Professor. B.A., University of Oregon; M.F.A., University of Arizona. FA
- Eberhardt, Diane (2008). Adjunct Faculty. M.A., Saint Mary's College of California. HS
- Ellsworth, Steve (1992). Math Program Chair. Professor. B.S., M.S. University of Michigan; Ph.D., University of California at Davis. ST
- Ewing, Julie (2009). Adjunct Faculty. B.A., Eastern Oregon University; M.A., Boise State University. HS
- Feist, Travis (2009). Adjunct Faculty. B.A., State University of New York; M.B.A., Gonzaga University. HS
- Frederick, Christina (2009). Psychology Program Chair. Associate Professor. B.S., University of California, Davis; M.A., Ph.D., University Of California, Berkeley. HS
- Giles, Gigi (2014). Adjunct Faculty. B.S., Houston Baptist University. ST
- Gire, Richard (2008). Assistant Professor. M.B.A., University of Southern California; J.D., Loyola Law School. BU
- Gollery, Suzanne (1997). Department Chair, Science and Technology. Professor. B.S., Arizona State University; Ph.D., University of California, Berkeley. ST
- Greysen, Katherine (2008). Adjunct Faculty. B.A., M.A., and Ph.D., University of New Mexico. TE
- Groom, Kelle (2012). MFA Faculty. B.A., M.A., M.F.A., University of Central Florida. HS
- Hackett, Bret (2009). Adjunct Faculty. B.A., Prescott College. HS
- Hackett, Rosie (2009). Assistant Professor. Program Director-Outdoor Adventure Leadership and Physical Education. B.A., Bowdoin College; M.A., National University. HS
- Handal, Natalie (2012). MFA Faculty. B.A., M.A., Simmons College; M.F.A., Bennington College. HS
- Hardie, Kirk (2010). Adjunct Faculty. B.A., University of Boulder; M.S., University of Nevada, Reno. ST
- Hanson, Keith (2010). Visiting Professor. B.A., M.A., Stanford; M.A. Johns Hopkins; E.M.B.A. Stanford. BU
- Hansen, Marji (2010). Adjunct Faculty. B.A., M.A.T., Stanford. BU
- Herrick, Lee (2012). MFA Faculty. B.A., M.A., California State University, Stanislaus. HS
- Hoida, Will (2005). Adjunct Faculty. B.S., California Polytechnic State University. HS
- Holbrook, Freeman (2013). Adjunct Faculty. B.S., University of Nevada, Reno; B.A., M.A.T., M.Ed., Sierra Nevada College. TE
- Howland, Kimberly (2010). Teacher Recertification. M.Ed., University of Nevada, Reno. TE

Staff and Faculty

- Huddy, Shannon (2010). Assistant Professor. B.A., Arizona State; M.B.A., Capella University. BU
- Huie, Gretchen. (2014). Adjunct Faculty. B.S., University of Arkansas, Fayetteville; M.S., University of Freiburg, Germany. ST
- Hustedt, Suzanne (2004). Adjunct Faculty. B.A., University of Arizona. PE
- Keller, Alyssa. (2006). Adjunct Faculty. B.S. San Diego State University; M.S., Stanford University; J.D., University of San Francisco, School of Law. ST
- Kelly, Daniel (2015). Instructor. M.F.A. University of Wisconsin. FA
- Kelly, Meghan (2012). Adjunct Faculty. B.S., Cornell University; M.S., University of Michigan. ST
- Kenny, Mary (2002). Associate Professor. B.A., Baldwin-Wallace College. M.F.A., Kent State University. FA
- King, Robert (2010). Honors Program Director. Associate Professor. B.A., University of Florida; M.A., and Ph.D., Purdue. HS
- Lagasse, Brennan R (2010). Adjunct Faculty. B.A., Colgate University; M.A., Humboldt State University. HS, ST
- Lanier, Chris (2007). Associate Professor. B.A., New College of California, San Francisco; M.F.A., University of California Davis. FA
- Lauletta, Michael (2004). Adjunct Faculty. M.A., California State University at San Jose. TE
- Laverdure, Ashley (2014). Adjunct Faculty. B.S., M.S., University of Nevada, Reno. TE
- Levitan, Charles (1986). Professor. B.S., B.A., University of Washington. Ph.D., Dartmouth College. ST
- Lewellen, Mary (2005). Professor. B.S., M.B.A., Arizona State University, Tempe; M.S., National War College. CPA. IS/BU
- Lisicky, Paul (2012). MFA Faculty. B.A., M.A., Rutgers University; M.F.A., University of Iowa Writers Workshop. HS
- Lucas, Julie (2013). Teacher Recertification. B.A., University of Arizona; M.Ed., Northern Arizona University. TE
- Maloney, Patricia (2011). Adjunct Faculty, B.S., University of New Hampshire; M.S., Northern Arizona University; Ph.D., University of California, Davis. ST
- Markle, Elizabeth (2007). Associate Professor. Thesis Chair. B.A., National Louis University; M.L.S., Dominican University; Ph.D., Colorado State University. TE, BU
- Maynard, Mark. (2013). Adjunct Faculty. B.A., University of San Diego; M.F.A., Antioch. HS
- McConaghy, Katie (2010). Adjunct Faculty. B.S., James Madison University; M.S., San Diego State University. ST
- McCune, Jacqueline. (2014). Adjunct Professor. B.A., University of Nevada, Reno; M.A.Ed., University of Phoenix, Reno. TE
- Meschery, Joanne (2012). MFA Faculty. B.S., University of Nevada, Reno; M.F.A., Iowa Writers Workshop. HS
- Mills, Chris (2015). Distinguished Visiting Professor, Writer in Residence. M.F.A., Goddard College. HS
- Normington, Richard (2006). Professor Emeritus. B.A., University of California, Davis; M.S., Pace University. BU
- Obreht, Tea (2012). MFA Faculty. B.A., University of Southern California; M.F.A., Cornell University. HS
- O'Bryan, Daniel W. (1992). Associate Provost, Department Chair, Humanities and Social Sciences. Professor. B.A., University of Nevada, Reno; M.A., University of California, Berkeley; Ph.D., University of Washington. HS
- O'Connor, Sheri Leigh (1997). Chair, Department of Fine Arts, Professor, Director of Summer Visiting Artist Workshops. B.F.A., University of Colorado; M.F.A., Claremont Graduate University. FA.

Staff and Faculty

- Odegard, Kirsten (2013). Assistant Professor. B.S., California Lutheran University; M.A., San Diego State University, TE
- Ossman, April (2012). MFA Faculty. B.A., Dartmouth; M.F.A., Vermont College of Fine Arts. HS
- Pahmeier, Gailmarie (2012). MFA Faculty. B.A., Southern Illinois University; M.F.A., University of Arkansas. HS
- Parkhill, Ted (2013). Assistant Professor. B.A., University of Manitoba; M.B.A., Cornell University. BU
- Parsons, Rick (2009). Associate Professor. B.A., Stephen F. Austin State University; M.A. and M.F.A., University of Dallas. FA
- Peltier, Therese (2010). Adjunct Faculty. Ed.S. and M.Ed., University of Nevada, Reno. TE
- Pollack, Bary (2001). Adjunct Faculty. S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University. ST
- Riggs, Lisa (2009). Teacher Recertification. B.A., Washington State University; M.A., University of Victoria; M.A., City University. TE
- Roberts, Judy (2012). Adjunct Faculty. B.A., Sierra Nevada College; M.A., National University. HS
- Roberts, Suzanne (2011). Adjunct Faculty. MFA Faculty. B.A., Ph.D., University of Nevada, Reno. HS
- Rost, Andy (2003). Associate Professor. B.A., University of Vermont; M.A. and Ph.D., University of Nevada, Reno. ST
- Ryland, Sean (2012). Adjunct Faculty. B.S., Point Loma Nazarene University; M.A., Ph.D., University of Colorado, Boulder. ST
- Saraceno, June Sylvester (1987). English Program Chair. Professor. B.A., East Carolina State University; M.F.A., Bowling Green State University. HS
- Schwadron, Julia. (2013). Adjunct Faculty. B.A., University of California, San Diego, La Jolla, CA; M.F.A., Tyler School of Art, Philadelphia, PA. FA
- Selby, Michael (2009). Adjunct Faculty. B.A., University of California, Santa Cruz; M.A., California State University, Chico; Ed.D., University of Nevada, Reno. HS
- Shade, Coleen (2012). Adjunct Faculty. B.S., M.Ed., Humboldt State University. ST
- Shipley, Anne (1984). Professor Emeritus. B.S., Northern Arizona University; M.A., University of California, Santa Barbara. FA
- Smith, Patricia (2012). MFA Faculty. M.F.A., Stonecoast. HS
- Smith, Roderick (1979). Adjunct Faculty. B.A., M.A., San Francisco State University. TE
- Stanley, Jared (2012). Instructor. B.A., University of California, Berkeley; M.F.A., University of Iowa Writers Workshop. HS
- Taylor, Ryan. (2013). Adjunct Faculty. B.A., University of Southern Maine. FA
- Taylor, Stacy (2012). Assistant Professor. B.A., Washington State University; M.B.A., Portland State University. BU
- Teittinen, Daryl (2012). Instructor. B.A., Prescott College. HS
- Trakas, Denise. (2009). Adjunct Faculty. B.S., MSW, University of Nevada, Reno; M.A.T., Sierra Nevada College. TE
- Turner, Brian (2010). Director, M.F.A. in Creative Writing. Associate Professor. B.A., Fresno State; M.F.A., University of Oregon. HS
- Valentine, Scott (2010). Adjunct Faculty. B.A., University of California, Santa Barbara; M.S., San Diego State University. HS
- Walker, Deborah. (2009). Adjunct Faculty. B.A., University of California, Santa Barbara; D.N.M., Bastyr University. ST
- Walker, Diana (2009). Teacher Recertification. B.A., University of Nevada, Reno; M.A., Wichita State University. TE
- Warner, Elizabeth (2009). Teacher Recertification. B.S., East Carolina University; M.A., University of Nevada, Reno. TE
- Watson, Sheryl (2009). Adjunct Faculty. Project Director. M.Ed., University of Nevada, Reno. TE

Staff and Faculty

- Welsch, Sue (1983). Professor Emeritus. B.A. University of California, Berkeley; M.A. University of California, Irvine. ST
- Wetherington, Laura (2012). MFA Faculty. B.A., University of California, Berkeley; M.F.A., University of Michigan. HS
- Wiedenmayer, Toby (2011). Adjunct Faculty. M.A.T., Sierra Nevada College. TE
- Williamson, Christine (2013). Teacher Recertification. B.A., State University of New Jersey; M.A., University of Connecticut. TE
- Williamson, Hayley (2012). Adjunct Faculty. B.A., University of Wisconsin-Stevens Point; M.A., University of Cambridge, Newnham College; J.D., Vermont Law School. BU, ST
- Winfield, Rick (2014). Instructor. B.A., University of Pennsylvania; M.B.A., Columbia Business School, London Business School, Hong Kong University. BU
- Wong, Kendra (2008). Chair, Department of Business. Interim Harold Walter Siebens Entrepreneurship Chair. Associate Professor. B.S., University of California, Davis; M.B.A., Arizona State University; CPA. BU
- Zagar, Branko (2007). Ski Team Coach. M.A., Ljubljana Slovenia. PE
- Zanto, Katherine (2004). Associate Professor; Program Chair, Interdisciplinary Studies. B.A., Dartmouth College; M.A., Stanford. HS
- Zentner, Alexi (2012) MFA Faculty. M.F.A., Cornell University. HS

Las Vegas Campus

- Abell, Trudi (2010). Adjunct Faculty. B.A., M.S., University of Nevada, Las Vegas. TE
- Allen, Jacquie (2011). Adjunct Faculty. B.A., University of California, Los Angeles; M.A., California State University, Northridge; Ed.D., Nova Southwestern University. TE
- Barnes, Robert (2008). Adjunct Faculty. Student Teacher Supervisor. B.S., M.Ed., University of Nevada, Las Vegas TE
- Cipriano, Lisa (2010). Adjunct Faculty. B.S., M.Ed., University of Nevada, Las Vegas. TE
- Cooper, Patricia (2013). Adjunct Faculty and Field Experience Coordinator. B.S., Central Connecticut State University; M.Ed., University of Nevada, Reno. TE
- Findley, Janet (2015). Adjunct Faculty. B.A., Augustana College; M.S., Western Illinois University. TE
- Geiger, Angela (2012). Adjunct Faculty. B.A., University of Nevada, Las Vegas; M.S., Nova Southeastern University, Las Vegas. TE
- Gratix, Ritzie (2010). Adjunct Faculty. B.S., M.Ed., University of Nevada, Las Vegas.
- Hall, Darren (2011). Adjunct Faculty. B.S., Drake University; M.Ed., University of Phoenix; Ed.D., Nova Southeastern University. TE
- Hendricks, Susan. (2014). Adjunct Faculty. B.A., San Diego State University; M.A., University of Nevada, Las Vegas. TE
- Houston, Caprice. (2013). Adjunct Faculty. B.S., University of Nevada, Las Vegas; M.Ed., University of Nevada, Las Vegas. TE
- Huffman, Kristopher (2015). Adjunct Faculty. B.A., San Jose State University; M.Ed., University of Nevada, Las Vegas. TE
- Kenyon James (2010). Adjunct Faculty. B.S., Syracuse University; M.Ed., Loyola Marymount University; M.Ed., Florida State University; Ph.D., Florida State University. TE
- Leavitt, Lucas (2009). Adjunct Faculty. B.A., M.Ed., University of Nevada, Las Vegas. TE
- Mathis, Jan (2015). Adjunct Faculty. B.A., University of Nevada, Las Vegas; M.Ed., University of Nevada, Las Vegas. TE

Staff and Faculty

McEnaney, Richard (2007). Adjunct Faculty. B.A., University of Arizona; M.A., University of Nevada, Las Vegas; Ed.D., Northern Arizona University. TE

Meyerson, Maria. (2008). Adjunct Faculty. B.S., M.S., Ph.D., State University of New York at Buffalo. TE

Monga, Michele (2014). Adjunct Faculty. B.S., Brigham Young University, Hawaii; M.Ed., University of Nevada, Las Vegas; M.Ed., Nova South Eastern University. TE

Mullins, Tom (2008). Thesis Advisor. B.A., M.A., M.Ed., University of Nevada, Las Vegas; Ed.D., Nova Southeastern University. TE

Putnam, Margaret (2014). Adjunct Faculty. M.S., Nova Southeastern University. TE

Russell, Darlene (2010). Adjunct Faculty. B.S., M.A., Ed.D., Wayne State University. TE

Skramstad, Erik A. (2008). Adjunct Faculty. B.S., University of Nevada, Las Vegas; M.B.A., Nova Southeastern University; Ed.D., Instructional Technology and Distance Education, Nova Southeastern University. TE

Wiatt, Michael (2011). Student Teacher Supervisor. B.A., University of California, Irvine; M.Ed., University of Nevada, Las Vegas. TE

Online Teacher Education

Avery, Thomas (2014). Adjunct Faculty. B.A., University of Wisconsin; M.Ed., University of Nevada, Las Vegas; M.Ed., Sierra Nevada College. TE

Charles, Kelly (2012). Adjunct Faculty. B.S., University of Nevada, Las Vegas; M.Ed., Sierra Nevada College. TE

Culbertson, Brittany (2011), Adjunct Faculty. RCA Advisor. B.A., University of Nevada, Reno; M.A.T., M.Ed., Sierra Nevada College. TE

Davis, Deanna (2010). Adjunct Faculty. B.S., San Diego State University; N.A., New York University; Ph.D., University of Nevada, Las Vegas. TE

Dominguez, Debbie (2014). Adjunct Faculty. B.A., South Florida University, Tampa; M.A., University of Nevada, Las Vegas; M.A., National University. TE

Grandy, Cirstina (2014). Adjunct Faculty. B.S., M.S., Texas A&M, Corpus Christi. TE

Henderson, LaDonna (2014). Adjunct Faculty. B.A., DePaul University; M.S., Nova Southeastern University. TE

Honig, Heather (2010). Adjunct Faculty. B.A., Humboldt State University; M.A., Grand Canyon University, Arizona. TE

Houston, Caprice. (2013). Adjunct Faculty. B.S., University of Nevada, Las Vegas; M.Ed., University of Nevada, Las Vegas. TE

Jaramillo, Darian (2014). Adjunct Faculty. B.S., New Mexico State University; M.Ed., M.A.T., Grand Canyon University, Arizona; M.A., University of the Southwest. TE

Keener, Matthew (2010). Adjunct Faculty. B.A., Slipper Rock University; M.Ed., Grand Canyon University, Arizona; M.Ed., Walden University Minnesota. TE

Killeen, Michael (2015). Adjunct Faculty. B.A., University of Lethbridge; M.S., Brigham Young University; Ph.D., Utah State University. TE

Klockow, Jeanne (2007). Professor. B.A., M.A., Governors State University; Ph.D., University of Nevada, Las Vegas. TE

Krasch, Delilah (2010). Adjunct Faculty. B.A., University of Nevada, Las Vegas; M.S., Southeastern University; M.Ed., Ph.D., University of Nevada, Las Vegas. TE

Kulesza, Dorothy (2009). Instructor. B.S., M.Ed., Ph.D. University of Nevada, Las Vegas. TE

Muniz, Tammy (2010). Adjunct Faculty. B.A., M.Ed., University of Nevada, Las Vegas. TE

Staff and Faculty

Murdock, Jacob (2010). Adjunct Faculty. B.A., Fort Lewis College, Durango; M.Ed., University of Arkansas. TE

Newman, Sharon (2014). Adjunct Faculty. B.A., Prairie View A&M University of Texas; M.Ed., University of Phoenix. TE

O'Keefe, Lisa (2014). Adjunct Faculty. B.S., M.Ed., University of Nevada, Las Vegas. TE

Owens, Marissa (2014). Adjunct Faculty. B.S., M.A., Roosevelt University. TE

Patefield, Linda (2011). Adjunct Faculty. B.S., Robert Morris College; M.A., Argosy University. TE

Solomon, Robert. (2013). Adjunct Faculty. B.S., University of Nevada, Las Vegas' M.Ed., University of Nevada, Las Vegas. TE

Spiezio, Ericka (2014). Adjunct Faculty. B.S., University of Central Oklahoma; M.A., Grand Canyon University. TE

Staub, Stephanie (2012). Adjunct Faculty. B.A., State University of New York at New Paltz; M.S., Hofstra University, Hempstead; M.S., The College of New Rochelle. TE

Sullivan, John (2014). Adjunct Faculty. B.S., Elon College; M.S. Nova University. TE

Varner, Winship (2013). Adjunct Faculty. B.A., Covenant College; Ph.D., Purdue University, Indiana. TE

Wamsley, Patricia. (2013). Adjunct Faculty. B.S., Central Michigan University; M.Ed., Sierra Nevada College. TE

Williams, Karen (2014). Adjunct Faculty. B.S., Virginia State University; M.S., Trinity University. TE

Wipperman, Keith (2014). Adjunct Faculty. B.S., State University of New York; M.Ed., University of Nevada, Las Vegas. TE

Academic Calendars

VIII. ACADEMIC CALENDARS

Undergraduate	Fall 2015
2015/2015 FASFA Available for Filing	January 1, 2015
Wilderness Outdoor Orientation	August 12, 2015
Faculty returns	August 10, 2015
Housing facilities open for new students	August 10, 2015
Orientation week	August 10-13, 2015
Advising and Registration for new students	August 12-13, 2015
Registration non pursuing degree/non-credit students	August 14, 2015
Semester Official Start	August 17, 2015
Instruction begins for on ground courses full term/Tuition Due	August 17, 2015
Last day to drop with 100% for full term courses *	August 23, 2015
ODP Module A	August 18, 2015 - September 27, 2015
Labor Day (College closed)	September 7, 2015
Junior English Proficiency Test	September 24 and 25, 2015
ODP Module B	September 29, 2015 - November 8, 2015
Midterms	October 5-9, 2015
Midterm grades filed with Registrar	October 15, 2015
Last day to change grade status or withdraw from a course without academic penalty full time courses	October 26, 2015
Advising for Spring 2016 term	October 26, 2015 - November 5, 2015
Nevada Day recess (College closed)	October 30, 2015
Veterans Day (College closed on ground courses)	November 11, 2015
ODP Module C	November 10, 2015 - December 20, 2015
May and August 2016 graduation petitions due	November 6 - November 9, 2015
Registration for returning students for Spring term	Friday, November 6 and Monday-Tuesday, November 9 & 10, 2015
Contingency/Weather Make Up Day	November 14, 2015
Thanksgiving Break (no classes)	November 23, 2015 - November 27, 2015
Thanksgiving Holiday (College Closed)	November 25-27, 2015
Prepare for Finals/No Scheduled Class	Monday December 7, 2015
Final Exam Week	Tuesday December 8 - Saturday Dec 12, 2015
Instruction ends for 16 week ground courses	December 13, 2015
Semester Official Ends	December 13, 2015
Final grades filed with Registrar	December 16, 2015
Administrative Offices Closed	December 21, 2015-January 3, 2015

***Short Term Courses Drop/Withdrawal and Refund Policy**

Full-term courses (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first day of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.

Academic Calendars

January 2016 Intersession (2 weeks)	
Instruction Begins	January 4, 2016
Last day to change grade status or withdraw from a course without academic penalty full time courses	January 11, 2016
Instruction Ends	January 17, 2016

***Short Term Courses Drop/Withdrawal and Refund Policy**

Full-term courses (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first day of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.

Academic Calendars

Undergraduate	Spring 2016
2016/2016 FASFA Available for Filing	January 1, 2016
Administrative Offices Open	January 4, 2016
Faculty returns	January 11, 2016
ODP Module A	January 12, 2016 - February 21, 2016
Housing facilities open for New on ground Students	January 14, 2016
Orientation week	January 14-15, 2016
Advising and Registration for new students	January 14-15, 2016
Registration non pursuing degree/non-credit students	January 15, 2016
Martin Luther King Day (College closed)	January 18, 2016
Semester Official Start	January 18, 2016
Instruction begins for on ground courses/Tuition Due	January 19, 2016
Last day to drop with 100% for full term courses *	January 24, 2016
President's Day (College closed)	February 15, 2016
ODP Module B	February 23, 2016 - April 3, 2016
Junior English Proficiency Test	February 25 & 26, 2016
Contingency/Weather Make Up Day	March 6, 2016
Midterms	March 7-11, 2016
Spring Break	March 14-18, 2016
Midterm grades filed with Registrar	March 17, 2016
Advising for Summer and Fall terms	March 28, 2016 - April 8, 2016
Last day to change grade status or withdraw from a course without academic penalty full time courses	March 28, 2016
ODP Module C	April 5, 2016 - May 15, 2016
December graduation petitions due	April 11, 2016
Registration for returning students Summer/Fall	April 11-13, 2016
Contingency/Weather Make Up Day	April 17, 2016
Prepare for Finals/No Scheduled Class	Wednesday, May 4 -Thursday, May 5, 2016
Final exam week	Friday, May 6, Saturday, May 7 and Monday, May 9 - Wednesday, May 11, 2016
Commencement	May 14, 2016
Instruction ends for 16 week ground courses	May 15, 2016
Semester Official Ends	May 15, 2016
Final grades filed with Registrar	May 20, 2016

***Short Term Courses Drop/Withdrawal and Refund Policy**

Full-term courses (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first day of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.

Academic Calendars

Undergraduate	Summer 2016
2015/16 FASFA Available for Filing	January 1, 2015
Registration for non-pursuing degree/non-credit students and dual enrollment	May 16, 2016
Semester Official Start	May 17, 2016
Instruction begins/Tuition Due	May 17, 2016
ODP Module A	May 17, 2016 - June 26, 2016
Memorial Day (College closed for on ground courses)	May 30, 2016
ODP Module B	May 31, 2016 - August 7, 2016
Independence Day observed (College closed for on ground courses)	July 4, 2016
Last day to change grade status or withdraw from a course without academic penalty	See Refund Policy
Semester Official Ends	August 7, 2016
Faculty report back for Fall 2016	August 15, 2016
Instruction begins for Fall 2016	August 22, 2016

***Short Term Courses Drop/Withdrawal and Refund Policy**

Full-term (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first day of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.

Final grades for Summer 2015

Final grades for Summer 2015 are due to the Registrar's office 5 days after the end of the course.

Academic Calendars

Masters of Arts in Teaching (M.A.T.) and Master of Arts in Administration (M.A.A.)		Fall 2015
2015/16 FASFA Available for Filing		January 1, 2015
MAT/MAA Student Registration Opens for Fall		June 1, 2015
Semester Official Start		August 17, 2015
Instruction begins for on ground courses full term/Tuition Due		August 17, 2015
Online Orientation Course (ELEC 101) for Mod A begins		August 17, 2015
On-ground Instruction Begins		August 17, 2015
Last day to drop with 100% refund for full term courses that started 8/17		August 23, 2015
Online Orientation Course (ELEC 101) for Mod A ends		August 30, 2015
Online Mod A Instruction Begins (first 7 week courses)		August 31, 2015
Date to drop with 100% refund for online courses that started 8/31		August 31, 2015
Labor Day (College Closed for On Ground Courses)		September 7, 2015
Online Orientation Course (ELEC 101) for Mod B begins		October 5, 2015
MAT Mod B on-ground classes begin		October 12, 2015
Date to drop with 100% refund for on-ground courses that started 10/12		October 12, 2015
Online Orientation Course (ELEC 101) for Mod B ends		October 18, 2015
Online Mod A Instruction Ends (first seven week courses)		October 18, 2015
Online Mod B Instruction Begins (both 7 week and 8 week courses)		October 19, 2015
Date to drop with 100% refund for online courses that started 10/19		October 19, 2015
Last day to change grade status or withdraw from a full term course without academic penalty		October 26, 2015
Nevada Day recess (College Closed for On Ground Courses)		October 30, 2015
Spring Student Teaching Applications Due		November 1, 2015
Current Student Registration for Spring Begins		November 2, 2015
Deadline to file "Intent to Present" form for Professional Project		November 9, 2015
Veterans Day Holiday (Incline, Reno & Las Vegas campuses closed for on-ground courses)		November 11, 2015
Deadline for Professional Project Technical Review		November 16, 2015
Thanksgiving Break (College Closed for On Ground Courses)		November 23, 2015 - November 27, 2015
Deadline to submit Professional Project Proposals for evaluation		November 30, 2015
Deadline for Professional Project Presentation for Spring graduation		December 4, 2015
Graduation Paperwork due for December Graduation		December 4, 2015
Online instruction for Mod B 7 week courses ends		December 6, 2015
Student Registration Ends		December 10, 2015
Online instruction for Mod B 8 week courses ends		December 13, 2015
Semester Official Ends		December 13, 2015
Final Grades Filed with Registrar		December 16, 2015
Administrative Offices Closed		December 21, 2015-January 3, 2015
*Drop/Withdrawal and Refund Policy		
Full-term (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first <u>day</u> of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.		

Academic Calendars

Masters of Arts in Teaching (M.A.T.) and Master of Arts in Administration (M.A.A.)		Spring 2016
2015/2016 FAFSA Available for Filing		January 1, 2015
MAT/MAA Student Registration Opens for Spring		November 2, 2015
Administrative Offices Reopen		January 4, 2016
Semester Official Start		January 18, 2016
Martin Luther King Day (College Closed for On Ground Courses)		January 18, 2016
Online instruction begins/Tuition due		January 18, 2016
Online Orientation Course (ELEC 101) begins for Mod A		January 18, 2016
On-ground Instruction Begins		January 19, 2016
Date to drop with 100% refund for full term on-ground courses that started 1/19		January 25, 2016
Online Orientation Course (ELEC 101) ends for Mod A		January 31, 2016
Online Mod A Instruction Begins (first 7 week courses)		February 1, 2016
Date to drop with 100% refund for online courses that started 2/1		February 1, 2016
President's Day Holiday (Incline, Reno & Vegas campuses closed for on-ground courses)		February 15, 2016
Fall Student Teaching Applications Due		March 1, 2016
Current Student Registration Begins		March 1, 2016
Contingency/Weather Make Up Day		March 6, 2016
Online Orientation Course (ELEC 101) for Mod B begins		March 7, 2016
Spring Break (no on-ground classes)		March 14-18, 2016
Online Mod A Instruction Ends (first 7 week courses)		March 20, 2016
Online Orientation Course (ELEC 101) ends for Mod B		March 20, 2016
Online Mod B Instruction Begins (both 7 week and 8 week courses)		March 21, 2016
Date to drop with 100% refund for MAT online courses that started 3/21		March 21, 2016
Last day to change grade status or withdraw from a full term course without academic penalty		March 28, 2016
Deadline to file "Intent to Present" form for Professional Project		March 28, 2016
Application for Fall 2016 ALDR Internship due		April 1, 2016
Deadline for Professional Project Technical Review		April 4, 2016
Student Registration Ends		April 15, 2016
Deadline for Professional Project Presentation for Spring graduation		April 18, 2016
Graduation Paperwork due for May Graduation		April 18, 2016
Deadline to submit Professional Project Proposals for evaluation		April 25, 2016
Online instruction for Mod B 7 week courses ends		May 8, 2016
Commencement Incline Village		May 14, 2016
Online instruction for Mod B 8 week courses ends		May 15, 2016
Semester Ends		May 15, 2016
Final Grades Filed with Registrar		May 20, 2016
*Drop/Withdrawal and Refund Policy		
Full-term (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first <u>day</u> of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.		

Academic Calendars

Masters of Arts in Teaching (M.A.T.) and Master of Arts in Administration (M.A.A.)		Summer 2016
2015/16 FAFSA Available for Filing		January 1, 2015
MAT/MAA Student Registration Opens for Summer		March 1, 2016
Semester Official Start		May 16, 2016
Online Orientation Course (ELEC 101) begins		May 16, 2016
On-ground instruction begins/Tuition due		May 17, 2016
Last day to drop with 100% refund for full term courses that started 5/17		May 17, 2016
Online Orientation Course (ELEC 101) ends		May 29, 2016
Memorial Day Holiday (Incline, Reno & Las Vegas campuses closed for on-ground courses)		May 30, 2016
Current Student Registration Begins for Fall		June 1, 2016
Online Instruction Begins (both 7 week and 8 week courses)		May 30, 2016
Date to drop with 100% refund for online courses that started 5/30		May 30, 2016
FAFSA Deadline for 2016-2017 academic year		June 27, 2016
Independence Day recess (College Closed for On Ground Courses)		July 4, 2016
Last day to change grade status or withdraw from a full term course without academic penalty		July 5, 2016
Current Student Registration Ends		July 15, 2016
Online instruction for 7 week courses ends		July 17, 2016
Deadline to file "Intent to Present" form for Professional Project		July 18, 2016
Deadline to submit Professional Project Proposals for evaluation		July 18, 2016
Online instruction for 8 week courses ends		July 24, 2016
Deadline for Professional Project Technical Review		July 25, 2016
Deadline for Professional Project Presentation for Summer Graduation		August 5, 2016
Graduation paperwork due for summer graduation		August 5, 2016
Semester Official ends		August 7, 2016
Final Grades Filed with Registrar		August 11, 2016
Instruction begins for Fall 2016		August 22, 2016
*Drop/Withdrawal and Refund Policy		
<p>Full-term courses (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first <u>day</u> of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.</p>		

Academic Calendars

Master of Education (M.Ed.) in Administrative Leadership (Online) or Teaching English as a Second Language (Online)		Fall 2015
2015/16 FAFSA Available for Filing		January 1, 2015
ALDR Internship Launch		August 17, 2015
M.Ed online instruction begins/Tuition due		August 17, 2015
Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)		August 17, 2015
M.Ed. Online Orientation Course (ELEC 102) begins for M.Ed. Prgm. Students TLDR Courses (2 week course)		August 17, 2015
Date to drop with 100% refund for M.Ed. online courses		August 17, 2015
Online Orientation Course (ELEC 101) ends for NPD/Endorsements		August 30, 2015
M.Ed. Online Orientation Course (ELEC 102) ends for M.Ed. Prgm. TLDR Courses		August 30, 2015
Labor Day (College Closed for On Ground Courses)		September 7, 2015
M.Ed. Online Instruction Begins-(first 7 week courses)		August 31, 2015
Date to drop with 100% refund for M.Ed. online courses that started 8/31		August 31, 2015
Final Grades Filed with Registrar (ELEC 101 and 102)		September 1, 2015
Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)		October 5, 2015
M.Ed. New Students-ELEC 102 begins (2 week course)		October 5, 2015
Online Orientation Course (ELEC 101) ends for NPD/Endorsements		October 18, 2015
M.Ed. New Students-ELEC 102 ends		October 18, 2015
M.Ed. Online Instruction Ends-(first 7 week courses)		October 18, 2015
New and continuing M.Ed. Online Instruction Begins-(second 7 week courses)		October 19, 2015
Date to drop with 100% refund for M.Ed. online courses that started 10/19		October 19, 2015
Final Grades Filed with Registrar-(ELEC 101, 102 & first 7 week courses)		October 20, 2015
Nevada Day recess (College Closed for On Ground Courses)		October 30, 2015
Current Student Registration Begins		November 1, 2015
Application for Spring 2016 ALDR Internship due		November 2, 2015
Veterans Day Holiday (Incline, Reno & Las Vegas campuses closed for on-ground courses)		November 11, 2015
Thanksgiving Break (College Closed for On Ground Courses)		November 23-27, 2015
Graduation Paperwork due for December Graduation		December 4, 2015
M.Ed. Online Instruction Ends-(second 7 week courses)		December 6, 2015
Final Grades Filed with Registrar-(second 7 week courses)		December 8, 2015
Current Student Registration Ends		December 10, 2015
ALDR Internship Complete		December 11, 2015
Semester Ends		December 13, 2015
Administrative Offices Closed		December 21, 2015 - January 3, 2016
2015/16 FAFSA Available for Filing		January 1, 2015
*Drop/Withdrawal and Refund Policy		
Full-term courses (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first <u>day</u> of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.		

Academic Calendars

Master of Education (M.Ed.) in Administrative Leadership (Online) or Teaching English as a Second Language (Online)		Spring 2016
2015/16 FAFSA Available for Filing		January 1, 2016
Administrative Offices Reopen		January 4, 2016
Martin Luther King Day (College Closed for On Ground Courses)		January 18, 2016
M.Ed online instruction begins/Tuition due		January 18, 2016
Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)		January 18, 2016
M.Ed. Online Orientation Course (ELEC 102) begins for M.Ed. Prgm. Students TLDR Courses (2 week course)		January 18, 2016
Date to drop with 100% refund for M.Ed. online courses		January 18, 2016
ALDR Internship Launch		January 19, 2016
Online Orientation Course (ELEC 101) ends for NPD/Endorsements		January 31, 2016
M.Ed. Online Orientation Course (ELEC 102) ends for M.Ed. Prgm. TLDR Courses		January 31, 2016
M.Ed. Online Instruction Begins (first 7 week courses)		February 1, 2016
Date to drop with 100% refund for M.Ed. online courses that started 2/1		February 1, 2016
Final Grades Files with Registrar (ELEC 101 & ELEC 102)		February 2, 2016
President's Day Holiday (Incline, Reno & Vegas campuses closed for on-ground courses)		February 15, 2016
Contingency/Weather Make Up Day		March 8, 2016
Current Student Registration Begins		March 1, 2016
Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)		March 7, 2016
M.Ed. New Students-ELEC 102 begins (2 week course)		March 7, 2016
Online Orientation Course (ELEC 101) ends for NPD/Endorsements		March 20, 2016
M.Ed. New Students-ELEC 102 ends (2 week course)		March 20, 2016
M.Ed. Online Instruction Ends(first 7 week courses)		March 20, 2016
M.Ed. Online Instruction Begins (second 7 week courses)		March 21, 2016
Date to drop with 100% refund for M.Ed. online courses that started 3/21		March 21, 2016
Final Grades Filed with Registrar-(101, 102 and first 7 week courses)		March 22, 2016
Contingency/Weather Make Up Day		April 12, 2016
Current Student Registration Ends		April 15, 2016
Graduation Paperwork due for May Graduation		April 18, 2016
M.Ed. Online Instruction Ends(second 7 week courses)		May 8, 2016
Final Grades Filed with Registrar-(second 7 week courses)		May 10, 2016
Application for Fall 2016 ALDR Internship due		May 13, 2016
ALDR Internship Complete		May 13, 2016
Commencement Incline Village		May 14, 2016
Semester Ends		May 15, 2016
2015/16 FAFSA Available for Filing		January 1, 2016
Administrative Offices Reopen		January 4, 2016
*Drop/Withdrawal and Refund Policy		
Full-term courses (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first <u>day</u> of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.		

Academic Calendars

Master of Education (M.Ed.) in Administrative Leadership (Online) or Teaching English as a Second Language (Online)		Summer 2016
2013/14 FAFSA Available for Filing		January 1, 2016
M.Ed online instruction begins/Tuition due		May 16, 2016
Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)		May 16, 2016
M.Ed. Online Orientation Course (ELEC 102) begins M.Ed. Prgm.TLDR Courses (2 week course)		May 16, 2016
Date to drop with 100% refund for M.Ed. online courses		May 16, 2016
Memorial Day Holiday (Incline, Reno & Las Vegas campuses closed for on-ground courses)		May 30, 2016
Online Orientation Course (ELEC 101) ends for NPD/Endorsements		May 29, 2016
M.Ed. Online Orientation Course (ELEC 102) ends M.Ed. Prgm.TLDR Courses		May 29, 2016
M.Ed. Online Instruction Begins (first 7 week courses)		May 30, 2016
Date to drop with 100% refund for M.Ed. online courses that started 5/30		May 30, 2016
Final Grades Files with Registrar (ELEC 101 & ELEC 102)		May 31, 2016
Current Student Registration Begins		June 1, 2016
FAFSA Deadline for 2016-2017 academic year		June 27, 2016
Independence Day recess (College Closed for On Ground Courses)		July 4, 2016
Current Student Registration Ends		July 15, 2016
M.Ed. Online Instruction Ends(first 7 week courses)		July 17, 2016
Final Grades Filed with Registrar-(first 7 week courses)		July 19, 2016
Graduation paperwork due for summer graduation		August 5, 2016
Semester Ends		August 7, 2016
*Drop/Withdrawal and Refund Policy		
<p>Full-term courses (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first <u>day</u> of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.</p>		

Academic Calendars

Masters of Fine Arts (M.F.A.)		Fall 2015
2015/2016 FASFA Available for Filing		January 1, 2015
New Student Orientation for new MFA students		July 31, 2015
MFA Residency Begins/Tuition Due		August 1, 2015
MFA Summer Residency Ends		August 9, 2015
Semester Official Start		August 17, 2015
Instruction begins for Correspondence Courses		August 17, 2015
Final Grades due for residency courses		August 17, 2015
Labor Day (College closed)		September 7, 2015
Last day to change grade status or withdraw from a full term course without academic penalty		October 26, 2015
Nevada Day recess (College closed)		October 30, 2015
Veterans Day (College closed)		November 11, 2015
Thanksgiving Break (no classes)		November 23, 2015 - November 27, 2015
Thanksgiving Holiday (College Closed)		November 25-27, 2015
MFA Instruction ends		December 13, 2015
Semester Official Ends		December 13, 2015
Final grades filed with Registrar		December 16, 2015
Administrative Offices Closed		December 21, 2015-January 3, 2015

Masters of Fine Arts (M.F.A.)		Spring 2016
2015/2016 FASFA Available for Filing		January 1, 2015
Administrative Offices Open		January 4, 2016
MFA Students Arrive		January 1, 2016
MFA Winter Residency Begins/Tuition Due		January 1, 2016
New Student Orientation for new MFA students		January 1, 2016
MFA Winter Residency Ends/Students Depart		January 10, 2016
Martin Luther King Day (College closed)		January 18, 2016
Semester Official Start		January 18, 2016
Instruction begins for Correspondence Courses		January 19, 2016
Final Grades due for residency courses		January 19, 2015
President's Day (College closed)		February 15, 2016
Last day to change grade status or withdraw from a full term course without academic penalty		March 28, 2016
MFA Instruction Ends		May 15, 2015
Semester Official Ends		May 15, 2016
Final grades filed with Registrar		May 18, 2015

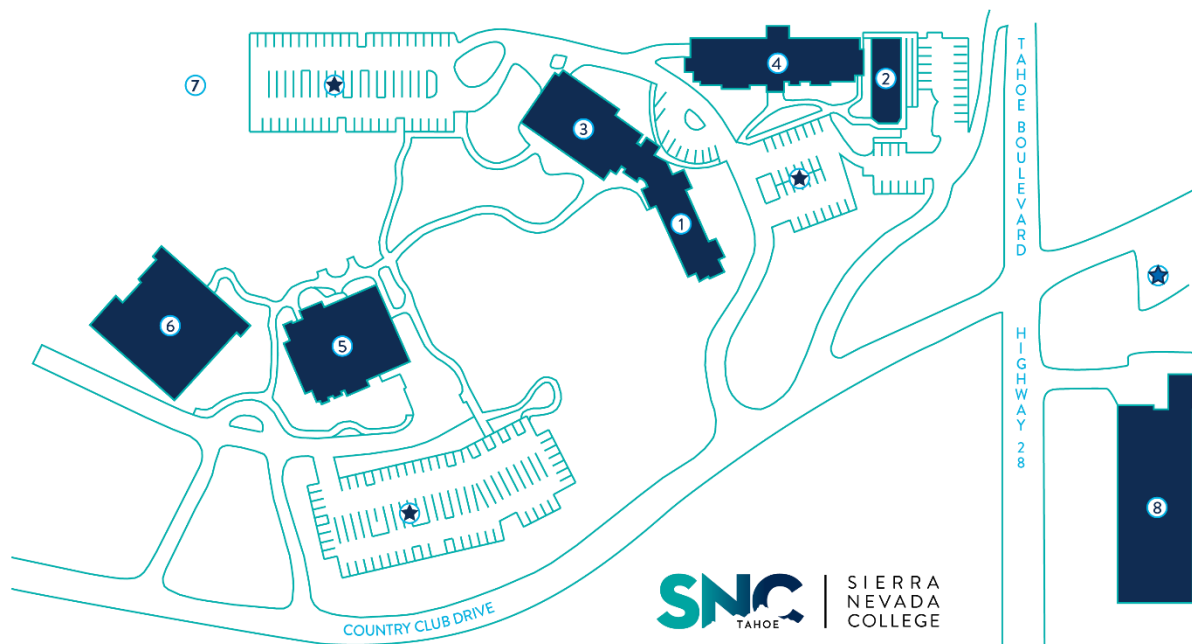
***Short Term Courses Drop/Withdrawal and Refund Policy**

Full-term (courses 10 weeks or more) that are dropped before or during the first week of the term, all tuition and refundable fees are refunded. Short-term courses (courses less than 10 weeks) that are dropped on or before the first day of instruction receive 100% refund. During the withdrawal period, tuition is refunded a pro rata amount based on the time attended up to 60% of the term.

CAMPUS MAP

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999 Tahoe Boulevard | Incline Village, Nevada 89451 | 775.831.1314 | SierraNevada.edu



1. CAMPBELL-FRIEDMAN HALL
• Residence Hall

2. DAVID HALL
• Financial Aid
• Registrar
• Student Accounts

3. PATTERSON HALL
• Cafeteria
• Luria Dining Hall

4. PRIM-SCHULTZ HALL
• Residence Hall

5. PRIM LIBRARY
• Admissions Office
• Office of the President
• Rodney & Evelyn
Smallwood Campus Store
• Scarsella-Boleky Tutoring Center
• Tahoe & Reference Galleries

6. TAHOE CENTER FOR ENVIRONMENTAL SCIENCES
• Greenhouse & Herbarium
• Science Teaching Laboratories
• Thomas J. Long Foundation Education Center
• UC Davis Tahoe Environmental Research Center

7. NORTH LAKE TAHOE DEMONSTRATION GARDEN

8. HOLMAN ARTS & MEDIA CENTER
• Art Studios
• Garage Door Gallery

PARKING