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2018-2019 UNDERGRADUATE CATALOG

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President's Message

I. PRESIDENT'S MESSAGE

Dear Students,

Welcome to Sierra Nevada College. We are glad you are here! You picked a great school to attend. Be prepared to be amazed. Be prepared to learn things about yourself that you didn't know and discover what you can do. Be prepared for the time of your life while you prepare for the rest of your life.

At Sierra Nevada College we know you have many choices when it comes to deciding how, when and where, to pursue your academic goals and other pursuits. We also know that college is one of the most important investments that you will make in yourself. At Sierra Nevada College, we are committed to providing you with unequalled value for that investment. And, as a future graduate of Sierra Nevada College, we pledge to do everything in our power to add value to the degree that you will earn.

Fulfilling this important value proposition begins with having great faculty. While all our faculty engage in varying forms of scholarship to stay current in their respective fields, their primary passion is teaching. Aided by small class sizes, our faculty gets to know students on a personal level, to a degree that you cannot find at larger institutions. They will help you succeed in-and-outside the classroom. We want each student to feel like our only student. With this kind of personal attention, it's no wonder that year-after-year we've seen our high-performing business students bring home top spots at the D.W. Reynolds Governor's Cup Business Plan Competition, while our ski and snowboard teams dominate at the USCSA National Championships (and, for the second time, our relatively new men's lacrosse team won their conference championship and represented SNC Tahoe at Nationals). For our graduate programs, our MFA in creative writing continues to evolve into one of the leading programs of its type in the country, while dozens of graduates from our teacher education programs at satellite centers in Reno and Las Vegas are helping build the classrooms of tomorrow while relieving Nevada's critical teacher shortage.

Add to the talented faculty and supportive staff, a unique living/learning environment like no other, and you have Sierra Nevada College. It's only fitting that a world class destination like Lake Tahoe is home to a world class institution of higher education like Sierra Nevada College. It's beautiful here. Snow-capped mountains rising from a crystal clear lake in a blanket of pristine forest. It's one of the most photographed locations in the world (we are glad you are in the picture). Sierra Nevada College offers unique academic programs that take advantage of this remarkable environment for the benefit of recreation and preservation.

Beyond this breath-taking lake and mountain cradle, we also connect students to the larger world. Whether it's through participating in a service learning project in South Africa; an internship with Sierra Angels, Tahoe's venture capital group or a summer job with IT Convergence (a global enterprise service provider), at Sierra Nevada College you have an opportunity to be a part of something that will change your life and change the world. And, that is what we do at Sierra Nevada College.

It's great to be an Eagle,



Alan G. Walker
President



Accreditation & Legal Notices

II. 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 Northwest Commission on Colleges and Universities is one of seven regional organizations recognized by the U.S. Department of Education to accredit postsecondary institutions within the United States. 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, 2018.
- 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.

III. 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 or Extension Centers. 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

Accreditation & Legal Notices

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, 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 ping, 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

Accreditation & Legal Notices

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 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.

Account for Student Indemnification

SNC abides by the requirement(s) under NRS 394.553 Account for Student Indemnification which states:

1. The Account for Student Indemnification is hereby created in the State General Fund. The existence of the Account does not create a right in any person to receive money from the Account. The Administrator shall administer the Account in accordance with regulations adopted by the Commission.
2. Except as otherwise limited by subsection 3, the money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:
 - (a) The discontinuance of operation of a postsecondary educational institution licensed in this state; or
 - (b) The violation by such an institution of any provision of [NRS 394.383](#) to [394.560](#), inclusive, or the regulations adopted pursuant thereto.
3. If a student or enrollee is entitled to indemnification from a surety bond pursuant to [NRS 394.480](#), the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.
4. In addition to the expenditures made for indemnification pursuant to subsection 2, the Administrator may use the money in the Account to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the operation of a postsecondary educational institution licensed in this state. Money expended pursuant to this subsection must not exceed, for each institution for which indemnification is made, 15 percent of the total amount expended for indemnification pursuant to subsection 2 or \$10,000, whichever is less.
5. No expenditure may be made from the Account if the expenditure would cause the balance in the Account to fall below \$10,000.
6. Interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.
7. The money in the Account does not lapse to the State General Fund at the end of any fiscal year. (Added to NRS by [1995, 323](#)) Any students with questions related to the related NRS for Account for Student Indemnification can contact the Nevada Commission of Postsecondary Education.

Undergraduate Programs

IV. 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.

Undergraduate Programs

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.

Reno Campus – 9480 Gateway Drive, Suite 150, Reno, Nevada 89521

The Sierra Nevada College Department of Teacher Education Reno campus is conveniently located in South Reno off of South Meadows Parkway at 9480 Gateway Drive, Suite 150. The location provides wireless connectivity, student computer and copier access, digital projectors, an interactive whiteboard, and other learning resources. The campus features ample parking.

Henderson Campus – 4300 E. Sunset Avenue, E-1, Henderson, Nevada 89014

The Sierra Nevada College Department of Teacher Education Henderson campus is conveniently located at Sunset Avenue and Green Valley Parkway at the Green Valley Town Center in Henderson, Nevada. The campus features spacious classrooms with wireless connectivity, digital projectors, interactive whiteboards, and other learning resources. Student computer and copier access are provided. Plenty of parking space is available.

SNC collaborates with other higher education institutions to offer our four-year degree programs to students who are unable to attend classes on the Incline Village campus.

Extension Centers:

Truckee Meadows Community College – TMCC’s primary campus is located at 7000 Dandini Boulevard, Reno, Nevada. Located in North Reno, the main Dandini Campus opened in 1976 as a comprehensive campus and offers instruction in general education, science and liberal arts, including regionally and nationally ranked allied health programs. Current SNC programs being offered are BSBA in Global Business Management, BSBA in Entrepreneurship, BA in Art, and BA in Psychology.

Although all information and policies in this catalog apply to all Sierra Nevada College students, the information and policies provided in the following section (pages 11 through 17) are applicable only to students completing a degree program through SNC’s Lake Tahoe Community College (LTCC) campus in California. Information in this section supersedes any conflict in information given after page 17 of this catalog.

Lake Tahoe Community College – LTCC is located at One College Drive, South Lake Tahoe, California. <http://www.ltcc.edu/>

All LTCC classes will be held at this location. The college is located on 164 acres in the Lake Tahoe forest. Current SNC programs being offered are BA in Psychology, BSBA in Global Business Management, and BSBA in Ski Business and Resort Management.

The campus includes a Child Development Center, Technology Wing, College Theatre, Learning Support Complex, Physical Education building, Library, Art Gallery. The college has an open wireless network for students to use. Parking is free on the LTCC campus and does not require a parking permit.

At Lake Tahoe Community College, the Roberta Mason Library is a 27,000 square foot library is a beautiful facility that includes an art gallery, wireless technology, twenty-five computer Internet stations, a cozy fireside reading area, and several study rooms for groups. The library's collection has over 40,000 volumes, as well as a rich access to ebooks and subscriptions to 10,000 print and online journals and newspapers, music on CD and LP records, plus a DVD/video collection which supports the college curriculum. Additionally, the library features a Spanish language aisle, an adaptive technology station for persons with disabilities, a children's section, plus popular movies for home checkout. Lastly, the library offers a unique rare book collection comprised of out-of-print books about Tahoe. Information services are offered at the reference desk, or teaching station, where online research skills are taught one-on-one. The library's online resources, such as its catalog and online databases, can be accessed 24 hours a day via its web site. Library services and borrowing privileges are extended to all members of the Lake Tahoe community. Students, especially newcomers, are warmly encouraged to make good use of this resource. Library staff welcome the entire community to enjoy the library.

Since the LTCC campus is separate from the main SNC campus in Incline Village, SNC does not provide dormitory rooms for extension center students near the LTCC campus. Students are welcome to apply for residence in the dormitories that are under the control of SNC and located at the main campus in Incline Village, however, SNC does not assume responsibility for finding or assisting students in finding housing located reasonably near the LTCC extension center. An estimation of the approximate cost of housing in the South Lake Tahoe, CA area is between \$1,400 for a one-bedroom apartment to \$2,000 for a two-bedroom apartment. These are approximations only and these costs are subject to change based on availability, weather, seasonality, and other housing factors that affect the area.

Undergraduate Programs

Pursuant to Educational Code §94900, SNC shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program at SNC's LTCC Extension Center.

SNC will retain student records for LTCC Extension Center students in compliance with the following regulations:

5 CCR §71920(a) The institution shall maintain a file for each student who enrolls in the institution whether or not the student completes the educational service.

5 CCR §71920(b) In addition to the requirements of section 94900, the file shall contain all of the following pertinent student records:

5 CCR §71920(b)(1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:

5 CCR §71920(b)(1)(B) Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program;

5 CCR §71920(b)(1)(C) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;

5 CCR §71920(b)(1)(D) All of the documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit;

5 CCR §71920(b)(2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;

5 CCR §71920(b)(3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;

5 CCR §71920(b)(4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and

5 CCR §71920(b)(5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all of the following:

5 CCR §71920(b)(5)(A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;

5 CCR §71920(b)(5)(B) Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit;

5 CCR §71920(b)(5)(C) Credit for courses earned at other institutions;

5 CCR §71920(b)(5)(D) Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes;

5 CCR §71920(b)(5)(E) The name, address, website address, and telephone number of the institution.

5 CCR §71920(b)(6) For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course;

5 CCR §71920(b)(7) The dissertations, theses, and other student projects submitted by graduate students;

5 CCR §71920(b)(8) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;

5 CCR §71920(b)(9) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;

5 CCR §71920(b)(10) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;

5 CCR §71920(b)(11) Copies of any official advisory notices or warnings regarding the student's progress; and

5 CCR §71920(b)(12) Complaints received from the student.

Pursuant to California Private Postsecondary Education Act of 2009 (CEC) and Title 5, an institution shall be in compliance with the catalog minimum requirements. Please see "Bureau for Private Postsecondary Education" below for additional compliance requirements.

California Bureau for Private Postsecondary Education

Sierra Nevada College is a private institution approved to operate by the California Bureau for Private Postsecondary Education, and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. Sierra Nevada College is approved to offer degrees at Lake Tahoe Community College, California campus. The approval was granted pursuant to Section 94900 of the California Education Code. Sierra Nevada College has never filed for bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under Federal law that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq. CEC 94909 (a)(12). A catalog is available at www.sierranevada.edu/resources/catalog and any interested person or prospective student is sent this link and listed in publications. The academic catalog is updated annually each academic year and becomes effective on the first day of the Academic Year (Fall Semester/Term) and remain in effect until the first day of the following academic year (Fall semester/Term).

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NOTE TO ALL PROSPECTIVE STUDENTS

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution, may be directed to:

Mailing Address:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

Physical Address:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento California, 95833
Phone: (916) 431-6959
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Web site: www.bppe.ca.gov
General E-mail: bppe@dca.ca.gov

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov – 94909(a)(3)(C)

For semester long courses (10-17 weeks), students must register for classes by the last business day before the first day of classes. For short-term courses (less than 10 weeks), students must register for classes at least one week prior to the first day of classes.

TOTAL FEES/CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT \$0

***This amount is comprised of the application fee (if not previously paid by the student), and any registration fee and/or admission deposit.

TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE \$4,338 (based on part-time enrollment of 8 semesters and completion of 60 credits toward degree program):

**This estimate is comprised of the application fee, registration fee, estimated tuition, fees, books and supplies, and any STRF, for the first semester.

ESTIMATED TOTAL FEES/CHARGES ARE SUBJECT TO THE FOLLOWING: (1) TUITION AND REQUIRED UNIVERSITY FEES (SEE PAGE 2 OF 5) ARE SUBJECT TO CHANGE. STUDENTS ARE REQUIRED TO PAY THE THEN-CURRENT RATES FOR PROGRAM TUITION AND REQUIRED FEES EACH SEMESTER (TUITION TYPICALLY INCREASES EACH ACADEMIC YEAR); AND (2) THE AMOUNT QUOTED DOES NOT INCLUDE ANY SCHOLARSHIPS OR SIMILAR AWARDS THAT HAVE BEEN OR MAY BE AWARDED TO THE STUDENT PURSUANT TO THE STUDENT'S OFFICIAL FINANCIAL AWARD OR ADMISSION LETTER(S) FROM SIERRA NEVADA COLLEGE; AND (3) THE AMOUNT OF STRF ACTUALLY DUE FROM THE STUDENT MAY BE LESS THAN THE AMOUNT OF STRF INCLUDED IN THE ABOVE QUOTE (SEE PAGE 2 OF 5 OF THE ENROLLMENT AGREEMENT).

ESTIMATED TOTAL FEES/CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM \$34,704

***YOU ARE RESPONSIBLE FOR THIS AMOUNT. IF YOU OBTAIN A STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST, LESS THE AMOUNT OF ANY REFUND.**

****IF YOU RECEIVE FEDERAL STUDENT FINANCIAL AID FUNDS, YOU ARE ENTITLED TO A REFUND OF THE MONEYS NOT PAID FROM FEDERAL STUDENT FINANCIAL AID PROGRAM FUNDS.**

ESTIMATED TOTAL FEES/CHARGES ARE SUBJECT TO THE FOLLOWING: (1) TUITION AND REQUIRED UNIVERSITY FEES (SEE PAGE 2 OF 5 OF THE ENROLLMENT AGREEMENT) ARE SUBJECT TO CHANGE. STUDENTS ARE REQUIRED TO PAY THE THEN-CURRENT RATES FOR PROGRAM TUITION AND REQUIRED FEES EACH SEMESTER (TUITION TYPICALLY INCREASES EACH ACADEMIC YEAR); AND (2) THE AMOUNT QUOTED DOES NOT INCLUDE ANY SCHOLARSHIPS OR SIMILAR AWARDS THAT HAVE BEEN OR MAY BE AWARDED TO THE STUDENT PURSUANT TO THE STUDENT'S OFFICIAL FINANCIAL AWARD OR ADMISSION LETTER(S) FROM SIERRA NEVADA COLLEGE; AND (3) THE AMOUNT OF STRF

Undergraduate Programs

ACTUALLY DUE FROM THE STUDENT MAY BE LESS THAN THE AMOUNT OF STRF INCLUDED IN THE ABOVE QUOTE (SEE PAGE 2 OF 5 OF THE ENROLLMENT AGREEMENT).

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Sierra Nevada College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in any and all of the programs at Sierra Nevada College is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Sierra Nevada College to determine if your credits or degree, diploma or certificate will transfer. 94909(a)(15)

STUDENT TUITION RECOVERY FUND (currently not collected)

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an education program, who is a California resident, or are enrolled in a residency program and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120-days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT'S RIGHT TO CANCEL – WITHDRAWAL AND REFUND POLICY

You have the right to cancel your Enrollment Agreement by withdrawing from the Program (leaving Sierra Nevada College with no intention of returning). If you withdraw from Sierra Nevada College, you may be eligible for a tuition adjustment or refund of certain fees (excluding any Application Fee, Registration Fee, Admission Deposit, and any applicable STRF). You have the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

SNC shall refund 100% of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Undergraduate Programs

To cancel this Enrollment Agreement and withdraw, you must complete Sierra Nevada College's Withdrawal form and return it to Sierra Nevada College's Registrar's Office, at 999 Tahoe Blvd., Incline Village, NV 89451 or scan it to registrar@sierranevada.edu. The Withdrawal form and additional information regarding withdrawals can be found on Sierra Nevada College's website at www.sierranevada.edu/resources/current-undergraduate-students/forms-2/.

If you notify Sierra Nevada College of your intent to withdraw, your official date of withdrawal is the date you began your withdrawal process at Sierra Nevada College.

If you do not notify Sierra Nevada College of your intent to withdraw, your official date of withdrawal is:

1. The midpoint of the relevant semester in which you withdraw, or
2. The last date you attended an academically-related activity such as an exam, tutorial or study group, or the last day you turned in a class assignment.

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. Any questions concerning Sierra Nevada College's refund policy should be directed to Student Accounts.

Tuition and fees are due and payable the first day of the month the semester begins. The option of a monthly payment may be arranged upon request to Student Accounts. If the student withdraws or takes a leave of absence up to 60% of the class or term, tuition will be refunded on a daily pro-rata basis (per NRS 394.449). 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 Sierra Nevada College has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid. If a student cancels his/her enrollment before the start of the class or term, and prior to any early course fee due dates, Sierra Nevada College (SNC) shall refund to the student all the money he/she has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement of \$150, whichever is less.

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 pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10% of the tuition agreed upon in the payment agreement or \$150, whichever is less. If a student withdraws or is expelled by SNC after completion of more than 60% of the training program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

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 a student of his or 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.

Course Fees:

Course fees are only refundable during the drop-delete period. After the drop-delete period, course fees are non-refundable. Course fees for travel and field courses that incur significant expenses before the course start date, are due 60 days prior to the course start for courses with fees \$1,001 or higher. Early course fees are not refundable after the fee due date. Early fee courses are indicated in the catalog course description and the schedule of classes. Registered students who have not paid course fees by the early due date will be dropped from the course. Students may register after the early course fee due date by paying the course fee in full at the time of registration.

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

Undergraduate Programs

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 daily 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 daily pro rata amount based on the time attended.

Federal Student Aid Credit Balances

Federal Title IV financial aid (Federal Student and Parent Loans, Federal Pell Grants, TEACH Grants, and Federal SEOG Grants) will be applied to all your allowable charges (tuition, fees, room and board) for the current semester. The application of these funds will supersede all SNC payment plans and contracts. Federal law states that any funds over and above allowable charges for the current semester must be refunded to the student within 14 days. Checks over 90 days old are considered stale and may be voided. Students who are Federal Title IV (Federal Student Loans and Grants) financial aid recipients are subject to federal regulations which requires the College to return funds to the federal program if a refund check that is the result of aid is not cashed. 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 state requirements for refunds to the student or lender.

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:

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

For the purposes of this refund policy:

1. 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;
2. The period of time for a class or term is the period set forth in the registration/payment agreement;
3. 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).

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 after the drop period and before the completion of more than 60 percent, SNC will refund a pro rata amount of the tuition, minus 10 percent of the tuition or \$150, whichever is less.

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.

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.

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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. SNC will use the date of the last academically related activity to determine the withdrawal date. If this date is not available, the midpoint will be used.

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. 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.

Students who do not begin attendance in any course will have 100% of the Title IV aid returned to the respective 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. 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. Students will receive notification in either case.

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 prorata 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. Plus Loans
4. Pell Grant
5. FSEOG
6. Teach Grant

STANDARDS FOR STUDENT ACHIEVEMENT

For SNC standards for student achievement refer to Academic Standing section of the catalog. Any questions, problems, or concerns with this school or its fiscal policies, which have not been satisfactorily answered, should be directed to the Commission on Postsecondary Education, 8778 S Maryland Parkway, Suite 115, Las Vegas, NV 89123. For SNC extension center, LTCC, please contact Bureau for Private Postsecondary Education, Sacramento, California, 95814.

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V. UNDERGRADUATE

ADMISSION REQUIREMENTS

Admission to Sierra Nevada College or Extension Centers 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 high school equivalency must follow the requirements indicated later in this section under "**Admission with High School Equivalency.**"

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 early February. 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; and
3. SAT I or ACT scores.
4. (Optional) 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.
5. (Optional) School Report Form 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.

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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.

Non-Matriculated Students

Non-matriculated status allows you to enroll as an Undergraduate, non-degree seeking student, and take courses for credit without being formally admitted as a regular student. Non-matriculated students pay the same amount as a degree-seeking student and are restricted to enrolling in a total of 12 credits. If you wish to continue enrolling in courses after completing 12 credits, you must apply through the normal admissions process to become a degree-seeking student. Those who have been approved under the SNC Tuition Benefit policy are exempt from the 12 credit limit restriction.

To register as a non-matriculated student, complete the Non-Degree Seeking Application for Enrollment and submit to the Registrar's Office.

Admission with High School Equivalency

Students who wish to be considered for admission to SNC based on their high school equivalency, 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 identified or enrolled at any post-secondary institution are considered to be transfers at Sierra Nevada College. Students who have taken college coursework before they received their high school diploma are not considered transfer students; however, college 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 attempted or below a 2.0 cumulative GPA.

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 credit, 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.

Undergraduate Programs

Articulation Agreements

Sierra Nevada College has Articulation Agreements with the following colleges and universities: American River College; Cabrillo College; Canada College; Cerro Coso Community College; College of Marin; College of Southern Nevada; Cuesta Community College; Diablo Valley College; Feather River College; Folsom Lake College; Great Basin College; Lake Tahoe Community College; Las Positas College; Monterey Peninsula College; and Western Nevada College.

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. 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, or a score of 950 or higher on the GTEC CBT 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 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 (NRS 441A.120), 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).

Amendments to Nevada Administrative Code (NAC) 441A.755 states, "a student enrolled as a freshman of a Nevada university, who is less than 23 years of age upon enrollment, may not attend university after September 1, 2017 without proof of immunity to Neisseria meningitidis (meningitis). Vaccination with at least one dose of quadrivalent meningococcal conjugative vaccine (MCV4) on or after age of 16 years will satisfy this requirement."

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. Students can obtain more information or arrange to have this vaccine by calling their personal doctor.

Undergraduate Programs

TUITION AND FEES

Tuition and Estimated Expenses 2018-2019

The following tuition and fee information is effective Fall 2018 and Spring 2019:

Undergraduate Cost of Attendance

Tuition of **\$16,579 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 **\$1,410 per credit**. Students enrolled in 20 or more credits are charged **\$1,410 per credit**, in addition to the flat rate tuition.

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

Direct Costs		
Tuition	\$	33,158
Room and Board (SNC Housing)		13,357
SGA Student Body Fee		436
Outdoor Activity Fee		176
Universal Fee		471
Estimated Costs		47,598
Travel, Personal Expenses, Books and Supplies	\$	1,900
TOTAL	\$	49,498

Undergraduate Extension Center Cost of Attendance

Tuition of **\$382 per credit**. A Universal Fee of **\$150** is incurred each term.

The following is an approximate 12-month, academic year cost projection for a part-time undergraduate student.

Direct Costs		
Tuition	\$	6,876
Fees		450
Estimated Costs		7,326
Indirect Costs		
Travel, Personal Expenses, Books and Supplies	\$	1,500
TOTAL	\$	8,826

Estimated total fees/charges for the entire education program is **\$35,804**.

***If you are a student attending a California Extension Center, specific information related to your program can be found on pages 11-17.**

Undergraduate Online Degree Program Cost of Attendance

The Online Degree Program is **\$571 per credit**. A Universal Fee of **\$225** per semester is incurred each term.

If your employer offers a tuition reimbursement program, you may contact Student Accounts to make arrangements to defer payments.

Sierra Nevada College ground and extension center students who wish to take any online course will be charged a \$250 course fee per course.

Audit Rate

The Audit Rate is **\$69 per credit for the local community**. The Audit Rate for non-community members is **\$560 per credit**. The audit tuition rate is not available for private instruction, independent study classes, or certain other classes. For more information about

Undergraduate Programs

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

*If you are a student attending a California Extension Center, specific information related to your program can be found on pages 11-17.

All students are required to complete the Statement of Financial Responsibility form to provide proof of coverage prior to the start of each academic year. Students beginning in Spring or Summer semesters will be required to complete the form prior to registration. <https://www.sierranevada.edu/resources/admitted-students/financial-responsibility/>

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 following dates: August 1 for the Fall semester; January 1 for the Spring semester; and, May 1 for the Summer semester. 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 additional courses during the semester or 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 payment options with Student Accounts prior to the start 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

In accordance with the Affordable Care Act, SNC requires all full-time students to have health insurance and, unfortunately, due to our size, are not able to offer a group plan for students. For information about coverage options, or for help selecting the best health plan for you, contact Terrie Mann at Clark & Associates of Nevada, Inc. at 775-828-7420. All students are required to complete the student health insurance waiver to provide proof of coverage prior to the start of each academic year. Students beginning in spring or summer semesters will be required to supply proof of coverage prior to registration. <https://www.sierranevada.edu/resources/admitted-students/student-health-insurance/>.

Students who do not provide proof of insurance will have holds placed on their accounts, which will prevent them from registering, ordering official transcripts, and receiving their diploma.

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. Any questions concerning Sierra Nevada College’s refund policy should be directed to Student Accounts.

Tuition and fees are due and payable the first day of the month the semester begins. The option of a monthly payment may be arranged upon request to Student Accounts. If the student withdraws or takes a leave of absence up to 60% of the class or term, tuition will be refunded on a daily pro-rata basis (per NRS 394.449). 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 as required by NRS 394.449:

If Sierra Nevada College has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid. If a student cancels his/her enrollment before the start of the class or term, and prior to any early course fee due dates, Sierra Nevada College (SNC) shall refund to the student all the money he/she has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.

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 pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10% of the tuition agreed upon in the payment agreement or \$150, whichever is less. If a student withdraws or is expelled by SNC after completion of more than 60% of the training program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

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 a student of his or 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.

Books, educational supplies or equipment for individual use are not included in the refund policy, and a separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Petitions Committee for refunds required by this subsection on a case-by-case basis.

The period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences. The period of time for a training program is the period set forth in the enrollment agreement. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

(Added to NRS by 1985, 989; A 1989, 1460; 1995, 325; 2005, 635)

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

Course fees for travel and field courses that incur significant expenses before the course start date, are due 60 days prior to the course start for courses with fees \$1,001 or higher. Early course fees are not refundable after the fee due date. Early fee courses are indicated in the catalog course description and the schedule of classes. Registered students who have not paid course fees by the early due date will be dropped from the course. Students may register after the early course fee due date by paying the course fee in full at the time of registration.

Some courses with course fees may have extended payment plan options available.

For Summer Visiting Artist Workshop refund rules, see the Summer Visiting Artist Workshop section under the Department of Fine Arts.

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 daily 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 daily pro rata amount based on the time attended.

Federal Student Aid Credit Balances

Federal Title IV financial aid (Federal Student and Parent Loans, Federal Pell Grants, TEACH Grants, and Federal SEOG Grants) will be applied to all your allowable charges (tuition, fees, room and board) for the current semester.

The application of these funds will supersede all SNC payment plans and contracts. Federal law states that any funds over and above allowable charges for the current semester must be refunded to the student within 14 days.

Checks over 90 days old are considered stale and may be voided. Students who are Federal Title IV (Federal Student Loans and Grants) financial aid recipients are subject to federal regulations which requires the College to return funds to the federal program if a refund check that is the result of aid is not cashed.

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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 state requirements under NRS 3943449 for refunds to the student or lender.

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).

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.

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 Government Association/Outdoor Activities Fee

A **\$218** 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 (**\$88**) organized through the Sierra Nevada Outdoor Adventure Program (SNOAP). This fee is assessed to all full-time and part-time undergraduate students.

Incline Village Universal Fee

A **\$235** Universal Fee is charged to every undergraduate student (on-ground or online) every fall, spring and summer semester. This fee includes all technology on campus available to students.

Parking Fee

A parking fee of **\$75** is charged to the student's account each semester. To waive parking go to:
<http://www.sierranevada.edu/resources/admitted-students/parking-agreement/>

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. Ninety-two percent (92%) of on-ground undergraduates receive institutional scholarships and/or grants. 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, 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.

Federal Supplemental Educational Opportunity Grants (FSEOG)

FSEOG 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.

Sierra Nevada College Need-Based Grant

The Sierra Nevada College Need-Based Grant is calculated by using the Student Expected Family Contribution (EFC), as determined by the Free Application for Federal Student Aid (FAFSA) in conjunction with the students GPA/SAT/ACT score upon the time of admission.

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%. The repayment period 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. To qualify, file the FAFSA at www.fafsa.ed.gov and include the SNC Tahoe school code of 009192.

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. Direct PLUS Loans are loans available to parents of dependent undergraduate students to help pay for educational expenses up to the cost of attendance, minus all other financial assistance. Interest is charged during all periods. The interest rate on this loan is capped at nine percent (9%). Parents may request deferment from lender while student is enrolled in school. The interest rate on this loan is capped at nine percent (9%). Parents may request deferment from lender while student is enrolled in school. To qualify, file the FAFSA at www.fafsa.ed.gov and include the SNC Tahoe school code of 009192. Once you have filed, you, or your parent, can apply for the loan using your FAFSA login information at www.studentloans.gov. You must complete the required Master Promissory Note at the same site.

Maximum Loan Limits

The following table describes the grade level loan limit.

Undergraduate Programs

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

Freshman		Subsidized	Combined (Subsidized/Unsubsidized)
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

Freshman		Subsidized	Combined (Subsidized/Unsubsidized)
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/grant funds at Sierra Nevada College are disbursed to the student's account on the first day of the term that leads to half-time attendance or after the add/drop period concluded at the beginning of each term. Federal Regulations for FSA 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 are not generally realized until after the second disbursement). Refunded amounts will be available for EFT, 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 student 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 available within 14 days after the funds have been disbursed. To apply for early disbursement, go to <http://www.sierranevada.edu/admissions/undergrad/financial-aid/forms/request-early-disbursement-funds/> or contact the Financial Aid Office to fill out a "Request for Early Disbursement of Funds" form.

Federal Student Aid Credit Balances

Federal Title IV financial aid (Federal Student and Parent Loans, Federal Pell Grants and Federal SEO Grants) will be applied to all your allowable charges (tuition, fees, room and board) for the current semester.

Undergraduate Programs

The application of these funds will supersede all SNC payment plans and contracts. Federal law states that any funds over and above allowable charges for the current semester must be refunded to the student within 14 days.

Checks over 90 days old are considered stale and may be voided. Students who are Federal Title IV (Federal Student Loans and Grants) financial aid recipients are subject to federal regulations which requires the College to return funds to the federal program if a refund check that is the result of aid is not cashed. Once the funds are returned, the College cannot request them again on your behalf and you may have an obligation to repay the College for the refund that was made to you.

Withdrawal Policy

*If you are a student attending a California Extension Center, specific information related to your program can be found on pages 11-17.

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. SNC will use the date of the last academically related activity to determine the withdrawal date. If this date is not available, the midpoint will be used.

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) 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.

Students who do not begin attendance in any course will have 100% of the Title IV aid returned to the respective 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. 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. Students will receive notification in either case.

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.

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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. Plus Loans
4. Pell Grant
5. FSEOG
6. Teach Grant

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 for details.

SNC Merit Scholarships

Satisfactory Academic Progress for SNC Merit Scholarships

SNC merit scholarships/targeted scholarships are renewable each year for a maximum of four years based on a cumulative GPA of 2.0 for all students and full-time enrollment status for the duration of the semester. If recipient's GPA is below the minimum corresponding criteria, the student has one semester to raise the GPA. With two consecutive semesters below the required cumulative GPA, the scholarship is forfeited. If the student raises the GPA to the minimum requirement, the scholarship will be reinstated the following semester. If special circumstances arise, students can file an appeal with the Petition's Committee.

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.

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. SNC Scholarships and grants are not eligible for Study Abroad.

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.

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.

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- (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. The best way to apply for your education benefits is online at Vets.gov. You can also apply for education benefits by visiting your nearest VA regional benefit office to apply in person, or by calling 1-888-GI BILL-1 (888-442-4551) to have the application mailed to you. You can visit the VA Education and Training website for more information about education benefits. Recipients of Veterans Administration (V.A.) benefits must adhere to attendance and progress guidelines. Failure to comply with the SNC Tahoe Code of Conduct or not maintaining satisfactory academic progress will result in the loss of VA 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" form on the SNC website and submit it to the Financial Aid office. Please contact the Office of Financial Aid for further information.

Effective August 1, 2019, any covered individual (any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides SNC Tahoe with a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VA Form 28-1905 form for chapter 31 authorization purposes can substitute a Certificate of Eligibility), and a "Request for VA Enrollment Certification" for the semester, and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

SNC Tahoe will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Transcripts

Official transcripts must be on file at SNC for all postsecondary institutions attended in order to evaluate students for prior credit. The VA requires that students submit these transcripts in a timely manner to avoid certifying courses that may have already been met with prior college credits.

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 of 150%. This requires completing a minimum number of credits attempted per semester.

Undergraduate Programs

Maximum Time Frame for Receiving Aid

Undergraduate Example: B.S. (requires 120 credits) 120 x 150 percent = 180 max attempted credits

Graduate Programs vary based on your program of study. To determine the 150% mark, use the total number of credits required to graduate multiplied by 150 %.

Financial Aid Probation

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.

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.

Non-Credit Remedial Courses

Non-credit courses and non-credit remedial courses are not used for SAP purposes, as these courses are not financial aid eligible.

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 to Petition Committee

To submit an appeal to the Petitions Committee, students must complete the Student Appeals for Petition Committee form. You must explain the nature of your petition and provide any appropriate supporting documentation. If petitioning due to medical, please include official, legible medical documentation. The committee meets on a monthly basis as necessary (while school is in sessions August – May). All petitions submitted are reviewed as a one-time exception to College policy. Petitions will be reviewed for all occurrences within the current semester and up to 45 days following the end of the term. Students may not appeal the same charge once a decision has been made unless new information is presented with supporting documentation.

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.

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.

Undergraduate Programs

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. Developing skills to overcome 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 not applicable 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.

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.

Undergraduate Programs

Code of Conduct

Sierra Nevada College is a community engaged in a living and learning experience, founded on mutual trust and respect. Sierra Nevada College expects high standards of honesty and integrity from all members of the community. Faculty, staff, and administration are committed to creating an environment that facilitates the academic and personal development of all individuals.

1. Students will demonstrate honesty in academic pursuits and will avoid cheating, fraud, and plagiarism.
2. In order to maintain the physical integrity of community space, students will respect Sierra Nevada College property.
3. Students will share responsibility for creating and maintaining an environment in which everyone, on- and off-campus, is respected and valued regardless of age, gender, sexual orientation, disability, race/ethnicity, socio-economic status, or religion.
4. Students shall engage in appropriate behaviors that do not lead to harm.
5. Students will respect the value of academic freedom as an important component in the pursuit of knowledge and the expression of ideas, both individual and collective.
6. Students agree to abide by the campus procedures, policies and expectations contained in this catalog and Student Handbook.

Violations of the code of conduct may be handled through individual consultations with the appropriate faculty or staff members, referred to the Disciplinary Hearing Committee, or in severe cases result in immediate suspension or expulsion.

Disciplinary Hearing Process

The Disciplinary Hearing Committee serves a judiciary role in the hearing of disciplinary complaints and formal Title IX complaints against students. The DHC reviews evidence, calls and questions witnesses, and makes recommendations for courses of action. The chair of the DHC is a faculty member from Sierra Nevada College appointed by the Provost. Other faculty and representatives from Student Affairs and student government make up the committee.

If referred to the DHC by a student complaint, the chair of the DHC pursuant to a formal Title IX complaint, or by discretion of the staff/faculty member, the student accused and, if applicable the person filing the complaint shall be given not less than three business days' notice of the day of the hearing. The names of the DHC members will be included in the official notice of the hearing.

Upon completion of the hearing, the Committee shall deliberate in private and shall deliver its decision in writing to the Dean of Student's office within two business days of the completion of the hearing. The Dean of Student's office shall deliver the written opinion of the Committee to the student accused and the complainant.

When a violation of Sierra Nevada College policy occurs, the Dean of Students and/or appointed designee determines which course of action is taken based on the nature of the case and after review of the DHC opinion, if applicable. The case of any student found in violation of any campus regulation or public statute will be reviewed, and the Dean of Students may employ responses including, but not limited to, the following:

1. Dismissal of case
2. Warning
3. Reprimand
4. Loss of privilege
5. Restitution
6. Community service
7. Mandatory counseling
8. Fines levied
9. Disciplinary probation
10. Loss of housing privileges
11. Suspension or expulsion from Sierra Nevada College

Minutes of the proceedings before the DHC shall be prepared under the supervision of the Committee. The minutes shall be preserved for at least seven years after the proceedings have been terminated. The Dean of Student's office shall deliver the written opinion of the Committee to the student accused and the complainant. For further information about the DHC or to request action by the DHC, please contact the Chair of the DHC or Sierra Nevada College Provost, if no chair has been appointed.

Student Activities

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

Undergraduate Programs

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 excitements 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.

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 intercollegiate NAIA (Soccer, Golf and Cross-Country) and Lacrosse teams. 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 NorthStar, all within 30 miles from the Sierra Nevada College campus.

Sierra Nevada College Men's Lacrosse team is competing in MCLA (Men's Collegiate Lacrosse Association) in their WCLL (Western Collegiate Lacrosse League) conference. They compete with schools like UC Davis, Humboldt State, UC Santa Cruz etc. They travel for competitions to Oregon, Northern California, and Southern California.

Sierra Nevada College Women's Lacrosse is competing in WCLA (Women's Collegiate Lacrosse Association) in their WWLL (Western Women's Lacrosse League) conference. They compete with schools like UNR, Stanford, UC Santa Cruz etc. They travel for competitions to Oregon, Northern California, and Southern California.

Sierra Nevada College NAIA teams (W&M Soccer, W&M Golf and W&M Cross-Country running) are competing in CalPac (California Pacific) conference with schools like UC Merced, Simpson U., Embry-Riddle etc. They travel for competitions to Oregon, Northern California, Southern California, and Arizona.

At Sierra Nevada College, we also have many opportunities for our students with our Club Sports. We usually have good representation in sports like Rock Climbing, Big Mountain Skiing, Water Skiing, etc.

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.'

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.

Undergraduate Programs

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.

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>.

Physical Education: Local Recreational Facilities

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. PHED 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.

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. To waive parking go to: <http://www.sierranevada.edu/resources/admitted-students/parking-agreement/>
- 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.

Undergraduate Programs

- 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.
- 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 ping, 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

Undergraduate Programs

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

Appeals to Petition Committee

To submit an appeal to the Petitions Committee, students must complete the Student Appeals for Petition Committee form. You must explain the nature of your petition and provide any appropriate supporting documentation. If petitioning due to medical, please include official, legible medical documentation. The committee meets on a monthly basis as necessary (while school is in sessions August – May). All petitions submitted are reviewed as a one-time exception to College policy. Petitions will be reviewed for all occurrences within the current semester and up to 45 days following the end of the term. Students may not appeal the same charge once a decision has been made unless new information is presented with supporting documentation.

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.

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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.

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/resources/admitted-students/technology-requirements/>.

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. The Information Technology Department will send you an email that contains the username and password for your SNC email account.

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
	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

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	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
AP Exam	Score	SNC Equivalent	Number of Credits
	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 Page 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, 5 or 4. Official notification from the IB Program must be provided to SNC in order for the student to gain such credit.

Military Credit

For VA beneficiaries, all postsecondary transcripts are required to be evaluated. 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.

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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

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.
10. Any transfer student who enrolls with a completed A.A. (Associates Degree) from an accredited college will be considered to have all Core curriculum requirements satisfied, except for PHIL 400 – Senior Ethics. The Nevada Constitution (HIST 205) is still required, but may be transferred in. This policy will not add to credits otherwise transferred in.

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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. Independent Study courses contain the relevant subject code and a course number of either 380 or 480

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. Internship course numbers use the appropriate subject code with 190, 290, 390 or 490 as the course number.

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

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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.

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 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.

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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. A written appeal to the Department Chair must be initiated within 90 days after the end of the course.
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 20 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.

Undergraduate Programs

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

Attendance

Students are expected to attend all instructional sections of registered classes. Absence from class for any reason does not relieve the student of the responsibility for learning the material covered. Unless stated differently by the department or in the course syllabus, a maximum of one week's worth of contact hours is allowed for unexcused absences. For online courses, students must begin working on the online platform the day the online course(s) launch and if students fail to log in more than three consecutive days it is considered an unexcused absence. Excessive unexcused or unjustifiable absences may result in being administratively withdrawn from the course and/or could negatively affect the final grade. Students may request an excused absence by emailing the professor. Excused absences *may* include documented illness, emergencies, or participation as a representative of the school in a sanctioned event. Three to four weeks of contact hours can be accepted as excused absences based on the situation; however, students are expected to make up missed content. Tardiness and make-up of missed classes are at the discretion of the instructor and stated on course syllabus.

Leave of Absence

Students can choose to take a leave of absence by completing the Undergraduate Leave of Absence form. If currently registered, a complete withdrawal form must be submitted with the leave of absence. If you do not return to Sierra Nevada College as scheduled, you will be considered withdrawn as of the date on the Leave of Absence form. This may affect grade periods relative to federal student loan payment schedules

- A single Leave of Absence may be granted for up to 180 days of instruction in a 12-month period.
- A second Leave of Absence in the same 12-month period may be granted providing the second Leave of Absence does not exceed 30 days, is due to unexpected circumstances, and the combined number of days in both leaves does not exceed 180 days.
- Additional leave in the same 12-month period may be granted providing the additional leaves are for documented jury duty, military leave, or family medical leave and does not exceed 180 days.

Enrollment Verification

The U.S. Department of Education requires Sierra Nevada College to conduct Enrollment Verifications at the beginning of the term and at midterms. Each faculty member is required to submit an enrollment verification form for each section they teach in order to identify any ongoing or newly developed enrollment discrepancies. Discrepancies include students registered but not attending or students attending but not registered. The Registrar's Office notifies students and Financial Aid via email of any reported discrepancies with instructions on what to do to correct the enrollment discrepancy. If multiple registered, not attending discrepancies are reported for the same student immediate action is taken to contact the student. If it is determined the student is no longer attending classes, the Registrar has the right to process an administrative withdraw based on the students last date of attendance. For information regarding impacts of nonattendance and Federal Student Aid visit the official withdrawal policy in the Financial Aid section.

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.

Undergraduate Programs

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 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.

Undergraduate Programs

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.

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

SNC has a partnership with USAC (University Studies Abroad Consortium) allowing students to remain enrolled at SNC while participating in USAC's Specialty study-abroad program only. SNC does not provide support for USAC's Partnership Program. SNC will charge a \$1,500.00 per-semester fee to students participating in the USAC Specialty Program during the fall or spring semesters. Students participating in the USAC Specialty Program during the summer or winter sessions will be charged a \$500 fee per session. Students will be held responsible for paying USAC fees directly to USAC. The cost for USAC study abroad options varies by country and city, so students will need to consider the affordability of each program. Students will be enrolled in a study-abroad course at SNC that reflects the number of credits they are taking; then the credits for specific coursework will be applied once SNC receives the USAC grade report. Students who are interested in using Federal Student Aid to help cover the cost of the program and travel can complete a consortium agreement with the financial aid office. SNC Scholarships and grants are not applied to charges for study abroad.

Undergraduate Programs

Advantages to Students:

- Students can apply for a study-abroad program through USAC, and SNC will facilitate the matriculation of credits from the program.
- Students will work with SNC to apply to and find funding for their study-abroad program. Students will be able to continue to “study” at SNC rather than having to take a leave of absence, which can negatively affect their borrowing and repayment schedules related to loans.
- Students will be able to maintain financial aid eligibility to cover some or all costs of the program if they complete a consortium agreement.

If you are interested in studying abroad, please contact Chris Anderson at canderson@sierranevada.edu.

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 and degree audit 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 or an SNC Extension Center, may elect to meet the graduation requirements in effect at the time of entering SNC or an SNC Extension Center, at the time of choosing the major or area of concentration, or at the time of graduating from SNC. However, if SNC or an SNC Extension Center 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 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.

Undergraduate Programs

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 Student Accounts, 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 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.

Undergraduate Programs

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 Sustainability's

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.

Undergraduate Programs

Any transfer student who enrolls with a completed A.A. (Associates Degree) from an accredited college will be considered to have all Core curriculum requirements satisfied, except for PHIL 400 – Senior Ethics. The Nevada Constitution (HIST 205) is still required, but may be transferred in. This policy will not add to credits otherwise transferred in.

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

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

*May be met within major requirements

Undergraduate Programs

Core Student Competencies

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

Core Theme	Objective	Intro to Social Sciences	Writing- ENGL 101	Research Writing ENGL 102	Math	Studio Arts	Environmental Science	Entrepreneurship	Civilization	Ethics
Liberal Arts	Literacy:									
	Information Literacy	C	E	E					C	C
	Quantitative Literacy				E		E	C		
	Visual Literacy	C			C	E	C			
	Thought:									
	Creative Thinking		C	C		E		C		C
	Critical Thinking		C	C	E		E		C	E
	Problem Solving	E			E	C	C			
	Communication:									
Oral Communication	E					C				
Written Communication		E	E						C	
Professional Preparedness	Professional Excellence		C	C						
Entrepreneurial Thinking	Innovation	C						E		
	Vision and Objectives							E		
	Analyze Impact and Adapt									
Planning and Implementation	C		C		C		E			
Sustainability	Environmental-Scientific Literacy						E			
	Social- Global and Civic Engagement	C					E		E	C
	Economic						E	C		

C = Coverage, with instruction and assessment, and not just using the skill and assuming competence

E = Emphasis, with a major part of the course dedicated to instruction

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 and Informational Literacy
- Creative Thinking
- Problem Solving
- Written Communication
- Oral Communication
- Visual Literacy
- Environmental Sustainability and Scientific Literacy
- Quantitative Thinking
- Social Sustainability and Global and Civic Engagement
- Economic Sustainability and Entrepreneurial Thinking

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

Undergraduate Programs

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.

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:

Undergraduate Programs

Courses in the Core Curriculum	Transfer from Other Colleges
Social Sciences	Any social science course that includes instruction on communication and problem-solving (ENTP 200 and HIST 205/300 are excluded).
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 requirement.

Core Course	Necessary Features of Transfer Course	Chair Authorizing Prior Course Approval
CORE 101/301	Social Sciences. Any social science course that includes instruction on communication and problem-solving. This includes any economics (not ENTP 200), anthropology, education, history (not HIST 205 or 300), political science, sociology, psychology or international studies course.	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

Undergraduate Programs

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.

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

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. Eligibility requirements and general guidelines for Eagle’s Eye Managing Editor listed below.

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 (may include 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.
7. Honors students are encouraged to present at the annual SNC Honors Symposium, a mini-conference showcasing their academic work.

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 at time of application submission (freshman, sophomore, junior, senior).
 4. Your email address and your telephone number.
 5. A short paragraph telling us why you would like to become a part of the Honors Program.

Honors Program Guidelines and Criteria for Eagle’s Eye Managing Editor

1. Managing Editors are eligible to apply up through their senior year, regardless of credit hours previously earned.
2. Must take the Colloquium Course, but may do so for up to two credits during their tenure as managing editor.
3. In order to officially graduate with Honors, managing editors must still graduate with a 3.5 GPA, but may begin the program with any GPA that can be brought up to a 3.5 GPA by end of graduating semester.
4. Is expected to present at the annual Honors Symposium, contingent on prior agreement with Honors Program director.

All qualified students will be admitted to the Program.

Undergraduate Programs

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. Two-Dimensional Practices
 - b. Three-Dimensional Practices
 - c. Digital Arts
 - d. Interdisciplinary Practices
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 Creative Writing
 - e. Digital Arts and Journalism
 - f. Digital Arts and Management
 - g. Digital Arts and Marketing
 - h. International Studies and Humanities
 - i. New Media Journalism
 - j. Outdoor Adventure Leadership and Art
 - k. Outdoor Adventure Leadership and English
 - l. Outdoor Adventure Leadership and Creative Writing
 - m. Outdoor Adventure Leadership and Digital Arts
 - n. Outdoor Adventure Leadership and Journalism
 - o. Outdoor Adventure Leadership and Entrepreneurship
 - p. Outdoor Adventure Leadership and Environmental Science
 - q. Outdoor Adventure Leadership and Psychology
 - r. Outdoor Adventure Leadership and Ski Business and Resort Management
 - s. Sustainability and Entrepreneurship
 - t. Sustainability and Environmental Science
 - u. Sustainability and Ski Business and Resort Management
 - v. Sustainability and Journalism
 - w. Sustainability Studies
9. Bachelor of Arts in Education with concentration in Elementary Education
10. Bachelor of Arts with a major in International Studies
11. Bachelor of Science in Business Administration with a major in Entrepreneurship
12. Bachelor of Science in Business Administration with a major in Ski Business and Resort Management
13. Bachelor of Science in Business Administration with a major in Global Business Management
14. Bachelor of Science in Business Administration with a major in Global Business Management (Online Degree Program)
15. Bachelor of Science in Business Administration with a major in Finance and Economics
16. Bachelor of Science in Business Administration with a major in Marketing
17. Bachelor of Science with a major in Biology
18. Bachelor of Science with a major in Biology with a Concentration in Sports Medicine
19. Bachelor of Science with a major in Environmental Science with a Concentration in Ecology
20. Bachelor of Science with a major in Environmental Science with a Concentration in Earth Science
21. Bachelor of Science with a major in Environmental Science with a Concentration in Natural Resource Management

Undergraduate Programs

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.

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.

Undergraduate Programs

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 or Business
 - iii. Humanities or Arts
 - d. Ethics (3)
 - e. United States and Nevada Constitution (1)

Undergraduate Programs

Extension Center Programs

Sierra Nevada College offers degree programs at Extension Centers 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 Extension Center 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 or Business
 - iii. Humanities or Arts
 - d. Ethics (3)
 - e. United States and Nevada Constitution (1)
- 3) Sierra Nevada College currently has Extension Centers at Lake Tahoe Community College (South Lake Tahoe, CA) and Truckee Meadows Community College (Reno, NV).

Undergraduate Programs

DEPARTMENT OF FINE ARTS

Department Chair: Sheri Leigh O'Connor, MFA

Program Overview

The Visual Arts are now located in the 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 – MAPR – Midway Art Portfolio Review

All Fine Arts majors who have 60 or more credits are required to participate in a midway exhibition entitled the Midway Art Portfolio Review (MAPR) 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 MAPR, 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 MAPR, 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 MAPR review, and may reapply for the B.F.A. in subsequent semesters.

Undergraduate Programs

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 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 Midway Portfolio Review (MAPR) 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:

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)**

Undergraduate Programs

Three-Dimensional Practices

1. Demonstrate proficiency in using additive and subtractive methods of building objects using traditional sculptural practices or ceramics 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)**
5. Be familiar with ceramic processes, tools, glazes, and firing methods **(P, E)**

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 Practices

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

Additional program fees range from a minimum of \$1,275 to a maximum of \$1,500. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. *(The majority of studio art courses do not require textbooks, but may require purchase of additional materials. Course fees for studios provide some materials, such as plaster, clay, firings, photo chemistry, prints, etc. Students may elect to go on travel courses, which range from \$300 to \$4,000 in course fees for local and international travel expenses.)*

Undergraduate Programs

LOWER DIVISION REQUIREMENTS		CREDITS
DART 230	Beginning Digital Art	3
DESG 132	Foundations	3
DRAW 121	Beginning Drawing	3
NWGN 215	Beginning 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 I	
PNTG 211	Beginning Painting	
PRNT 215	Beginning Printmaking	
	Lower Division Total	24
UPPER DIVISION REQUIREMENTS		
ARTH 301	Early Art History	3
ARTH 302	High Renaissance through Modern Art History	3
ARTH 480	Art History Seminar	3
DRAW 421	Advanced Drawing	3
FNAR 381	Midway Art Portfolio Review (MAPR)	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 is recommended to 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 (Two-Dimensional Practices, Three Dimensional Practices, Digital Arts, or Interdisciplinary Practices)</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

Additional program fees range from a minimum of \$825 to a maximum of \$1,125. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. *(The majority of studio art courses do not require textbooks, but may require purchase of additional materials. Course fees for studios provide some materials, such as plaster, clay, firings, photo chemistry, prints, etc. Students may elect to go on travel courses, which range from \$300 to \$4,000 in course fees for local and international travel expenses.)*

Undergraduate Programs

LOWER DIVISION REQUIREMENTS		CREDITS
DART 230	Beginning Digital Art	3
DESG 132	Foundations	3
DRAW 121	Beginning Drawing	3
NWGN 215	Beginning 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 I	
PNTG 211	Beginning Painting	
PRNT 215	Beginning Printmaking	
	Total	24
UPPER DIVISION REQUIREMENTS		
ARTH 301	Early Art History	3
ARTH 302	High Renaissance through Modern Art History	3
ARTH 480	Art History Seminar	3
DRAW 421	Advanced Drawing	3
FNAR 381	Midway Art Portfolio Review (MAPR)	1
FNAR 382	Professional Practices I	2
FNAR 407	Visiting Artists/Advanced Studio Practices	3
SELECT TWO:	One course is recommended to 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:

Digital Arts: 15 upper division credits of any combination of Digital Art or Photography.

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

Three-Dimensional Practices: 15 upper division credits with any combination of Ceramics and/or Sculpture.

Interdisciplinary Practices: 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	Beginning Drawing or	3
DESG 132	Foundations	3
<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
Ten (10) additional music course credits chosen in consultation with the Director of Music Studies. At least nine (9) of the 18 total must be upper division credits. May include a senior recital.		
Total		18

Music

Courses in music are important components of a liberal arts education. A variety of courses in music history, music theory, mythology and music, world music; 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 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 Semester 1 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 Semester 1 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 Semester 2 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 Semester 2 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 Semester 3 1	HIST 300	HIST 300	3
	FNAR 381/382 Do MAPR	FNAR 381/382 Do MAPR	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 5 1 <i>BFA ONLY</i>		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 Burridge, 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 www.sierranevada.edu/workshops.

If you are unable to attend your workshop, please contact the Workshop Director as soon as possible. If you must cancel within four (4) weeks of the start date of your workshop, you will receive a full refund. After that date, you can petition, and it will be reviewed for refund consideration. Otherwise, no refunds will be given past this four-week prior deadline. This allows time to get materials, notify students on waiting lists, and to ensure the minimum enrollments. If the minimum enrollment of students, four (4) weeks prior to the start of your workshop, has not been achieved, you will be notified at that time if the workshop has a chance of being cancelled. You will receive a full refund if we are forced to cancel a workshop for any reason.

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: June Sylvester Saraceno, M.F.A.

Additional program fees range from a minimum of \$50 to a maximum of \$5,000. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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
- Digital Arts and Marketing
- 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 Digital Arts
- 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 and Entrepreneurship
- Sustainability and Environmental Science
- Sustainability and Ski Business and Resort Management
- Sustainability and Journalism
- Sustainability Studies

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)**

Undergraduate Programs

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)**

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. Engage in a broader community of writers through public readings, conference attendance, internships, publication, and other participatory activities. **(E,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 Humanities Breadth Requirements Chosen with Advisor	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

39

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) SUST 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) SUST 201 (3) ESCI 101/15 (4) ECON 102 (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) HUMN Breadth Req. (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) HUMN Breadth Req. (3)	ENVS 205/206 (4) INTL 252 (3) EMVS 253 (3) MATH 251 (4) Studio Art (3)
Year 2 Semester 2	One Course from Int. Studies or Business (3) One Course from Science and Technology (3) HUMN Breadth Req. (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)	INTD 250 (3) BIOL 207 (3) BIOL 381/385 (4) MATH 351 (3) ENVP 223 (3)
Year 3 Semester 1	HIST 300 (3) ENGL 381 (3) Any Upper Division English (3) Any Upper Division Psychology (3) Elective (3)	HIST 300 (3) PSYC 325 (3) PSYC 271 (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 301 (3) ENVS 353 (3) HIST 205 (1) Field Course (3) PHED (1)

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 370 (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)	Fiction Writing Sequence (3) Poetry Writing Sequence (3) Creative Non- Fiction or Screenwriting (3) Elective (3) Elective (3)	HIST 300 (3) SUST 401 (3) ENVS 471 (3) ESCI 301/305 (4) Field Course (1)
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)	INTD 300 (3) ENVS 481 (3) Choice UD SUST (3) Elective (3) Elective (4)
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) ENVS 426 (3) ENVP 423 (4)
TOTAL	120 Credits	120 Credits	120 Credits	120 Credits	120 Credits

Undergraduate Programs

***Note:** This INTD sequence for Sustainability is but one among the 22 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.

Additional program fees range from a minimum of \$275 to a maximum of \$400. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (*\$275 of this expense is for required course work, and the remainder is for elective course work.*)

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.

Undergraduate Programs

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 271	Abnormal Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical Psychology	3
PSYC 325	Neuroscience	3
PSYC 366	Psychology of Learning and Behavior	3
PSYC 368	Cognitive 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		47

General Education Core Curriculum	30
Electives	<u>34</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 271	Abnormal Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical	3
PSYC 325	Neuroscience	3
PSYC 366	Psychology of Learning and Behavior	3
PSYC 368	Cognitive Psychology	3
PSYC 415	Research Methods	4
PSYC 440	Sensation and Perception	3
PSYC 445	Experimental Psychology	4
	Total	41
General Education Core Curriculum		25
Electives		<u>48</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Arts with a Major in Psychology – Extension Centers

The Bachelor of Arts in Psychology, designed specifically for Extension Centers, 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. This program prepares students for the following job classifications as reported using the United States Department of Labor's Standard Occupational Classification codes: 19-3000 Social Scientists and Related Workers; 21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists. Student employment post-graduation is not restricted to these professions.

Humanities Breadth Requirements		CREDITS
PHIL 101 or HUMN 210	Introduction to Philosophy or World Religions	3
ENGL 381	Language, Thought, and Culture	3
	Total	6
Psychology Requirements		CREDITS
MATH 251	Statistics	4
PSYC 101	Introduction to Psychology	3
PSYC 202	Human Development	3
PSYC 240	Social Psychology	3
PSYC 271	Abnormal Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical Psychology	3
PSYC 325	Neuroscience	3
PSYC 366	Psychology of Learning and Behavior	3
PSYC 368	Cognitive 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	47
	General Education Core Curriculum	30
	Electives	<u>37</u>
	Total Degree Requirements	120

Undergraduate Programs

ENGLISH PROGRAM

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

Additional program fees range from a minimum of \$50 to a maximum of \$5,000. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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.

Undergraduate Programs

Humanities Requirements		CREDITS
ENGL 250 or THEA 220	Reading Shakespeare or Beginning Acting	3
ENGL 295	Reading and Responding to Literature	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		<u>39</u>
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	Reading Shakespeare or Beginning Acting or Survey of Western Theater	3
ENGL 295	Reading and Responding to Literature or a Literary Theory class	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 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 Breadth Requirements	12
English Requirements	39
General Education Core Requirements	30
Electives	39
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	Reading and Responding to Literature	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 Global Business Management
- Digital Arts and Marketing
- 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 Digital Arts
- 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 and Entrepreneurship
- Sustainability and Environmental Science
- Sustainability and Ski Business and Resort Management
- Sustainability and Journalism
- Sustainability Studies

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:	60-69
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

Additional program fees range from a minimum of \$700 to a maximum of \$2,000. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (These fees primarily reflect lab costs for art and music courses. Course fees vary depending on option to participate in a travel art class, private music instruction, and additional psychology classes.)

Psychology Requirements		Credits
PSYC 101	Introduction to Psychology	3
PSYC 202	Human Development	3
PSYC 240	Social Psychology	3
PSYC 271	Abnormal Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical Psychology	3
PSYC 325	Neuroscience	3
PSYC 351 or MUSC 351	Art Therapy or Music Therapy	3
PSYC 368	Cognitive Psychology	3
PSYC 415	Research Methods	4
PSYC 450	Capstone in Psychology	3
Total Psychology		33

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 301, 302, 480	Choose any Art History course	3
DRAW 121	Beginning Drawing	3
DESG 132	Foundations	3
FNAR 380 and 381	Midway Art Portfolio Review	3
NWGN	Any New Genres class	3
Studio Art	Choose Three (3) Studio Art with Art Advisor (may need to be upper division)	9
Total Art		24

Music Requirements		
MUIN	Applied Music (vocal or instrumental) – Recital Recommended	9
MUSC 207	Music Theory	3
MUSC	Two (2) Music History or Appreciation Courses	6
MUSC 312 or MUSC 480	Music and Mythology or Special Topics	3
MUSC 390	Music Internship	3
Total Music		24

* MATH 251 – Statistics – is required under the Core Math requirement.

*Additional courses suggested for a graduate school track include PSYC 440, PSYC 445 and a choice between PSYC electives (301, 303, 304, 330, 331, 335, 365, 366, 425, 441), and FNAR 380 and FNAR 381.

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

Interdisciplinary Art/ Music and Psychology Disciplines 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 Digital Arts and Entrepreneurship, Global Business Management, or Marketing

Digital Arts, Entrepreneurship, Global Business Management, and Marketing: Additional program fees range from a minimum of \$775 to a maximum of \$900. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (These fees primarily reflect lab costs for digital art courses. Course fees vary depending on option to participate in additional art courses, travel opportunities, or business electives.)

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, Global Business Management, or Marketing. The course sequence delineated below addresses the rapidly growing fields of Digital Entertainment and digital graphics, and also encompasses the foundational entrepreneurship, management or marketing 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/Global Business Management to contribute to the community and to create professional opportunities. **(P)**
5. Apply skills, knowledge and communication in integrated disciplines, building experience in the field through internships, service learning, action projects, and/ or independent research. **(P)**

Undergraduate Programs

Disciplines in Digital Arts and Entrepreneurship, Global Business Management, or Marketing

		CREDITS
Art Requirements		
DESG 132 or DART 130	Foundations or Introduction to Graphic Design	3
DRAW 121	Beginning Drawing	3
PHTG 250	Beginning Photography I	3
ARTH 302	High Renaissance through Modern Art History	3
	Total Art Requirements	12
Digital Art Requirements		
DART 2XX	Choose 2 Introductory DART courses	6
DART 3XX	Choose 2 Intermediate DART course	6
DART 4XX	Choose 1 Advanced course	3
DART 305	Web Design	3
	Total DART 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		
GBUS 291	Business Writing	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	3
BLAW 360	Business Law	3
<i>Choose Entrepreneurship (18 units)</i>		
Entrepreneurship:		
ACCT 204	Financial Accounting	3
ECON 102	Macroeconomics	3
ENTP 320	Financial Modeling and Analytics for Entrepreneurs	3
ENTP 350	The Art of the Start	3
ENTP 400	New Entrepreneurial Ventures	3
BLAW 410	Intellectual Property	3
MKTG 340	Product Management/Development	3
MKTG 350	Digital Marketing	3
<i>Choose Global Business Management (18 units)</i>		
Global Business Management:		
ACCT 204	Financial Accounting	3
ECON 102	Macroeconomics	3
INTB 320	Global Business Environment	3
INTB 325	Cross-Cultural Management	3
INTB 370	Leadership in a Global Environment	3
INTB 465	Forces Driving Globalization	3
	Total Entrepreneurship or Global Business Management Requirements	18

Choose Marketing (18 units)

Undergraduate Programs

Marketing:

With advisor, choose 6 MKTG credits: MKTG 302, 310, 330, 340, 360, 370	Consumer Behavior, Pricing Strategy & Tactics, Advertising & Branding, Social and Non-Profit Marketing, Ethnic & International Marketing or Product Management Development	6
MKTG 320	Competitive Strategy	3
MKTG 350	Online & New Media Marketing	3
MKTG 440	Marketing Research	3
MKTG 475	Capstone in Marketing	3
	Total in Marketing:	18

**Note: Marketing students are also encouraged to take ECON 101 and 102, INTB 320, 325, 370, and 465.*

Total Digital Arts Requirements:	30
Total Business Requirements in (Entrepreneurship, Global Business Management or Marketing)	30
Total Interdisciplinary Requirements :	9
Total Interdisciplinary Studies in Digital Arts and (Entrepreneurship/ Global Business Management or Marketing):	66
General Education Core Requirements	30
Electives	21
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. Please discuss with Business Advisor.*

Undergraduate Programs

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

Additional program fees range from a minimum of \$700 to a maximum of \$800. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (These fees primarily reflect lab costs for digital arts courses. Course fees vary depending on option to participate in additional art course, travel opportunities, or business electives.)

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 Art	3
DESG 132 or DRAW 121	Foundations or Beginning Drawing	3
PHTG 240 or PHTG 250	Photojournalism I or Beginning Photography I	3
ARTH 302	High Renaissance through Modern Art History	3
DART 305	Web Design	3
DART 320, DART 330, PHTG 340, or PHTG 350	Intermediate Video Practices, Digital Darkroom, Photojournalism II, or Intermediate Photography II	3
DART 420, DART 430, PHTG 440, or PHTG 450	Advanced Video Practices, Advanced Digital Art, Photojournalism III, or Advanced Photography III	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 Midway Art Portfolio Review (MAPR)	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

Music and Psychology: Additional program fees range from a minimum of \$200 to a maximum of \$3,500. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (Course fees vary depending on option to participate in international travel opportunities.)

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 43X	Regional Studies choice	3
INTL 470	Great Leaders of the 20 th Century	3
INTL 475	Seminar in Global Business	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 or Language	In your region of focus subject to advisor approval	
Total Humanities Requirements		27
Interdisciplinary International Studies and Humanities 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 a Discipline in New Media Journalism

Additional program fees range from a minimum of \$545 to a maximum of \$800. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (These fees primarily reflect lab costs for digital arts courses. Course fees vary depending on option to participate in additional art courses.)

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)**

Undergraduate Programs

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 I	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	Digital 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)

Additional program fees range from a minimum of \$6,260 to a maximum of \$8,760. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. *(All students pursuing a degree in Interdisciplinary Studies in Outdoor Adventure Leadership are required to take a series of field-based courses and an extended field expedition ODAL 250, along with a nationally-recognized Wilderness First Responder Medical certification. Course fees vary depending on option to participate in additional field expeditions, certification courses, and other. Course fees also vary depending on choice discipline; for example, Art and Environmental Science have fees.)*

These interdisciplinary majors require a core progression of Outdoor Adventure Leadership courses blended with another discipline (**Art, Digital Arts, English, English/Creative Writing, Journalism, Digital Arts, Entrepreneurship, Environmental Science, Psychology, and Ski Business and Resort Management**). 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)**
5. Apply skills, knowledge and communication in integrated disciplines, building experience in the field through internships, service learning, action projects, and/ or independent research. **(P)**

Undergraduate Programs

Outdoor Adventure Leadership Requirements		Credits
ODAL 101*	Introduction to Outdoor Skills in the Sierra Nevada	4
ODAL 201	Wilderness First Responder	3
ODAL 250	Fundamentals of Outdoor Leadership: Extended Field Expedition	4
ODAL 301	Fundamentals of Environmental Interpretation	3
ODAL 350 or 351	Wilderness Orientation Leader Practicum or Outdoor Adventure Leadership Practicum	1-6
ODAL 401	Outdoor Adventure Ethics and Land Management	3
PHED/ODAL	Choice of Field Courses (must be approved by ODAL director)	5
Total Outdoor Adventure Leadership		25

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

NOTE: Majors may choose an optional **Skills Development Emphasis**. Requirements are six (6) credits in a competency/emphasis area. These credits can be fulfilled partly through the ODAL major requirements. Please consult with the director of ODAL in order to plan your specific emphasis.

Optional Outdoor Skills - Emphasis

- River Skills (Rogue River, Swift Water Rescue, Whitewater Kayaking, Whitewater Rafting, Upper Level River Field Course, etc.)
- Backcountry Leadership Skills (Wilderness Orientation, Canyoneering, Challenge Course, Mountaineering, etc.)
- Snow Skills (AIARE, Backcountry Skiing, Upper Level Winter Field Course, etc.)

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	Beginning Digital Art	3
DESG 132	Foundations	3
DRAW 121	Beginning Drawing	3
NWGN 215 or choose with advisor	Beginning New Genres	3
ARTH 302	High Renaissance through Modern Art History	3
FNAR 380	Professional Practices I	2
FNAR 381	Midway Art Portfolio Review	1
UD Travel or UD Course in Fine Arts	Any Upper Division FA Travel Course (See Advisor) or Upper Division Course in Fine Arts (ARTH, DART, DRAW, PNTG, etc.)	3
UD Studios	Three Upper Division Studio Courses	9
Total Art		33

Note: Students interested in meeting eligibility requirements for Nevada teaching licensure in high school art must take 36 credits and must meet with an advisor to align requirements for the MAT Teacher Education Program.

Undergraduate Programs

Digital Art Requirements		Credits
DESG 132 or DART 130	Foundations of Visual Design or Introduction to Graphic Design	3
DRAW 121	Beginning Drawing	3
DART 230	Beginning Digital Art	3
ARTH 302	High Renaissance through Modern Art History	3
PHTG 250 or PHTG 240	Beginning Photography I or Photojournalism I	3
DART 2xx	Choose Intro DART Class (beg video, graphic design, audio)	3
DART 3xx	Choose 2 Intermediate DART classes	6
DART 4xx	Choose 1 Advance DART class	3
DART 305	Wed Design	3
FNAR 380	Professional Practices	2
FNAR 381	Midway Art Portfolio Review	1
	Total Digital Art	33

English (Leading towards a teachable major in English and the MAT Teacher Education Program)		Credits
COMM 211	Communications or other Speech course approved with advisor	3
ENGL 250	Reading Shakespeare	3
ENGL 295	Reading and Responding to Literature	3
JOUR 240	Introduction to Journalism	3
JOUR 307, ENGL 307, JOUR 340, 345 ENGL 390, 304	Travel and Adventure Writing, Advanced Composition, Journalism Workshop, or Internship, or Creative Nonfiction Workshop	3
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

**Please meet with graduate advisor about specific requirements for Nevada State Licensure.*

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	Reading and Responding to Literature	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

Undergraduate Programs

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 430 – Regional Studies, JOUR 375 - Intermediate Multimedia Communications, or DART 305 – Web Design	6
Total Journalism Credits		33
Entrepreneurship		Credits
ACCT 204	Financial Accounting	3
ECON 102	Macroeconomics	3
GBUS 291	Business Writing	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	3
BLAW 360	Business Law	3
ENTP 350	The Art of the Start	3
ENTP 400	New Entrepreneurial Ventures	3
ENTP 475	Capstone in Entrepreneurship	3
Select one of the following:		
ENTP 320	Financial Modeling and Analytics for Entrepreneurs	3
MKTG 350	Digital Marketing	3
MKTG 370	Product Management/Development	3
BLAW 410	Intellectual Property	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	Choose nine (9) credits of field courses	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.

Undergraduate Programs

Psychology		Credits
PSYC 101	Introduction to Psychology	3
PSYC 202	Human Development	3
PSYC 240	Social Psychology	3
PSYC 271	Abnormal Psychology	3
PSYC 291	Introduction to APA Style	2
PSYC 322	Counseling and Clinical Psychology	3
PSYC 325	Neuroscience	3
PSYC/ODAL 331	Adventure Therapy	3
PSYC 366	Psychology of Learning and Behavior	3
PSYC 368	Cognitive Psychology	3
PSYC 415	Research Methods	4
PSYC 450	Capstone in Psychology	3

Additional courses suggested for a graduate school track include PSYC 440, 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 **37-43**

**MATH 251 – Statistics – is required under the Core Math requirement.*

**Additional courses suggested for a graduate track include PSYC 440, PSYC 445, and a choice between PSYC electives (301, 303, 304, 330, 335, 351, 361, 425, 441), as well as ODAL 380 and ODAL 450.*

Ski Business and Resort Management		Credits
ACCT 204	Financial Accounting	3
ECON 101	Principles of Microeconomics	3
GBUS 291	Business Writing	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	Current Topics in the U.S. Ski Industry	3
SBRM 460	Resort General Management	3
SBRM 475	Capstone: Resort Master Planning	3
	Total Ski Business and Resort Management	34-35

All discipline integrations must take:

Interdisciplinary Studies Requirements:

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

Undergraduate Programs

Interdisciplinary Studies in Outdoor Adventure Leadership and additional discipline:

Total Core Requirements	30
Total Outdoor Adventure Leadership Requirements	25
Optional Skills Development Emphasis	3-6
Total Interdisciplinary Studies Requirements	9
Total Choice Discipline Requirements:	
Art	33
English	36
Creative Writing	33
English Journalism	33
Entrepreneurship	33
Environmental Science	33
Psychology	33-42
Ski Business	34-35
Total Discipline Requirements	67-70
Electives	20-23
Total Degree Requirements	120

Undergraduate Programs

Bachelor of Arts with a Major in Interdisciplinary Studies with a Discipline in Sustainability and (Student Chooses Second Emphasis of Entrepreneurship, Environmental Science, Journalism or Ski Business and Resort Management) or Sustainability Studies

Additional program fees range from a minimum of \$1,000 to a maximum of \$5,000. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (These fees primarily reflect field trip costs for sustainability and environmental science courses. Course fees vary depending on option to participate in additional field or travel courses.)

These interdisciplinary majors require a core progression of Sustainability courses, blended with another discipline (Entrepreneurship, Environmental Science, Ski Business, or Journalism), or as a stand-alone Sustainability Studies track. In a unique liberal arts experience, students can focus their sustainability studies with courses in a specific program or department.

Student Learning Outcomes

1. Demonstrate an understanding of the social, environmental, and economic factors that interact to sustain natural resources in perpetuity while supporting viable human communities and cultures; **(S)**
2. Demonstrate a commitment to promoting sustainability at the local, regional, national, and international levels; **(S)**
3. Demonstrate and communicate an awareness of the interdisciplinary links between sustainability and the particular discipline (Entrepreneurship, Environmental Science, Ski Business, Journalism, or Sustainability Studies) both conceptually and in practice; **(L)**
4. Apply socio-ecological concepts and methodologies to analyze and understand systems such as food, water and energy; identify leverage points for systemic change; and design, implement, and assess interventions that move complex systems towards sustainability; **(L)**
5. Apply critical thinking and communication skills needed to conduct high-level work as interdisciplinary scholars and/or practitioners through internships, service learning, action projects, and/ or independent research. **(P)**

Undergraduate Programs

Disciplines in Sustainability and Entrepreneurship, Environmental Science, or Ski Business and Resort Management, or Journalism

Sustainability Requirements

		Credits
SUST 101	Introduction to Sustainability	3
SUST 201	Social Justice and Sustainability	3
ECON 102	Macroeconomics	3
INTL 221/252	INTL 221 Political and Economic Geography or INTL 252 International Environmental Issues	3
ENVP 223	Intro Natural Resource Management	3
ENVP 423	Environmental Planning and Public Policy	3
SUST Upper Division Choice	SUST Special Topics, SUST 381 Travel course, or SUST 490 Internship	3
SUST 301	Field Work in Sustainability	3
SUST 401	Sustainability Solutions	3
	Total Sustainability Requirements	27

**Note: Statistics is required for combinations with Entrepreneurship, Ski Business and Environmental Science*

Interdisciplinary Studies Requirements

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

Choose one of the following five areas to integrate with Sustainability:

Entrepreneurship Requirements

		Credits
ACCT 204	Financial Accounting	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
INTB 320	Global Business Environment	3
ENTP Choice	Choice selected with chair of Business Department	3
ENTP 350	The Art of the Start	3
ENTP 400	New Entrepreneurial Ventures	3
ENTP 390/490	Internship in Entrepreneurship	1
ENTP 475	Capstone in Entrepreneurship	3
	Total Entrepreneurship	34

**Students are also encouraged to take ENVP 426 Natural Resource Economics.*

**Statistics is required*

Undergraduate Programs

Environmental Science Requirements

		Credits
BIOL 110	Cells, Inheritance, Evolution, and Animal Systems	3
BIOL 207	Conservation Biology	3
Lower Division Earth Science Choice:	Choose either ESCI 101/105 Geology and Lab , ESCI 210 Meteorology or ASTR 121 Astronomy	4
ESCI 101/105, ESCI 210, ASTR 121		
Lower Division Science Choice	Lower division Science course. Choice: examples: ENVS 253- Alternative Energy, BIOL 104 Health Nutrition and Sustainability, CHEM 101/105	3-4
BIOL 381/385, 421/425, 420	Upper Division Biology or Ecology course: BIOL 381/385, BIOL 421/425, BIOL 420	4
ESCI 3XX, 4XX/385	Upper Division Earth Sciences course: ESCI 301/105 – Hydrology; ESCI 320 – Climate Change; or, ST – Special Topics	3-4
ENVS, ESCI, BIOL	Choose field courses (1-3 credits): ENVS 360 – Natural History Field Studies; BIOL 357 – Lake Tahoe Basin Ecosystems; BIOL 358 – Desert and Montane Ecosystems; and, other BIOL Field courses:351, 352, 355, 356, 357, 359, 386, 420; ENVS 360; ESCI 420	4
ENVS 426	Natural Resource Economics	3
ENVS 471	Research Methods	3
ENVS 481 or ENVS 390/490	Senior Research Project in Environmental Science or Internship	3
	Total Environmental Science	33-35

**Statistics is required*

Ski Business and Resort Management Requirements

		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 330	Resort Marketing and Sales	3
SBRM 390/490	Ski Business Internship	1
SBRM 450	Current Topics in the U.S. Ski Industry	3
SBRM 460	Resort General Management	3
SBRM 480	Special Topic: Ski Resort Sustainability	3
SBRM 475	Capstone: Resort Master Planning	3
	Total Ski Business and Resort Management	34

**Students are also encouraged to take ENVP 426 Natural Resource Economics*

**Statistics is required*

Undergraduate Programs

Journalism Requirements

	Credits
ENGL 204	3
JOUR 240	3
JOUR 275	3
JOUR 340	3
JOUR 345	3
JOUR 346 or BLAW 240	3
JOUR 375 or JOUR 440	3
DART, PHTG	6
JOUR 446	3
Upper Division JOUR choice	3
Total Journalism	33
Interdisciplinary Studies Discipline in Sustainability and additional discipline:	
Total Core Requirements	30
Total Sustainability Requirements	28
Total Interdisciplinary Studies Requirements	9
Total Additional Discipline Requirements:	
Entrepreneurship	34
Environmental Science	33-35
Ski Business	34
Journalism	33
Total Discipline Requirements	70-72
Electives	20-18
Total Degree Requirements	120

Undergraduate Programs

Discipline in Sustainability Studies

		Credits
SUST 101	Introduction to Sustainability	3
SUST 201	Social Justice and Sustainability	3
ECON 102	Macroeconomics	3
INTL 221/ 252	INTL 221 Political and Economic Geography or INTL 252 International Environmental Issues	3
ENVP 223	Intro Natural Resource Management	3
ENVP 423	Environmental Planning and Public Policy	3
SUST Upper Division Choice	SUST Special Topics, SUST 381 Travel course, or SUST 490 Internship	3
SUST 301	Field Work in Sustainability	3
SUST 401	Sustainability Solutions	3
	Total Sustainability Core Requirements	28

Interdisciplinary Studies Requirements

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

Business Requirements:

		Credits
MGMT 260 or MKTG 201	Principles of Management or Introduction to Marketing	3
ENTP 350	The Art of the Start	3
Upper Division Choice	Choose in consultation with advisor INTL, INTB, SBRM, GBUS, MGMT, ENTP, ECON or MKTG	3
	Total Business	9

Science Requirements:

		Credits
BIOL 110	Cells Inheritance, Evolution and Animal Studies	3
Lower division Choice	Lower division choice: Conservation Biology, Alternative Energy, Geology	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
Upper Division Choice	Natural Resource Economics, Ecology, GIS, Research Methods	3
	Total Science	12

Humanities Requirements

		Credits
ENGL/JOUR/ Writing Course Choice	JOUR 446 Case Studies in Journalism, ENGL 204 or 304 (Creative Non-Fiction), ENGL 240 or 340 (Intro to Journalism or Journalism Workshop), ENGL 290 (Intro to Multimedia Communications), ENGL 307/JOUR 307 (Travel and Adventure Writing); or, Special Topics: Advanced Composition Course.	3
History/ Literature Course Choice	History/ literature elective	3
	Total Humanities	6

Undergraduate Programs

Elective Requirements:		Credits
Lower Division Choose 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 (can be in another department)	3
Upper Division Choose in consultation with advisor	Choose upper division in consultation with advisor. Example: ESCI Climate Change; 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	3
	Total Electives	6
Total Business, Science, Humanities and Elective Requirements		33
Interdisciplinary Studies Discipline in Sustainability Studies:		
Total Core Requirements		30
Total Sustainability Core Requirements		28
Total Interdisciplinary Studies Requirements		9
Total Business, Science, Humanities and Elective Requirements:		33
Total Discipline Requirements		70
Electives		20
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 I	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	Wilderness First Responder	3
ODAL/PHED	Choice of Lower Level Field Courses	3
ODAL 301	Fundamentals of Environmental Interpretation	3
ODAL 401	Outdoor Adventure Ethics and Land Management	3
ODAL/PHED	Choice of Upper Level Field Courses	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
ENVP 223	Intro Natural Resource Management or Field Course	3-4
SUST 301	Field Work in Sustainability	3
SUST 401	Society and Justice: Sustainability Capstone	3
Choice	Upper division choice from SUST major	3
Total Credits		21- 22

Undergraduate Programs

DEPARTMENT OF TEACHER EDUCATION Department Chair: Beth Bouchard

Department Mission

The Department of Teacher Education will prepare professionals to serve in Nevada schools and work directly with children and youth from diverse ethnic, linguistic, socioeconomic, and cultural backgrounds, and to integrate appropriate modifications to meet the needs of students with exceptional needs. Programs are designed to engage credential candidates in a developmental process of acquiring the knowledge, attitudes, and skills needed to promote educational excellence and equity in the classroom, and to collaborate with others in supporting students and families with special needs. The department offers students programs of coursework and student teaching field experiences that is cohesively designed, well-coordinated, and based on sound theoretical principles and scholarship.

Faculty Approach to Teaching and Learning

Students completing Sierra Nevada College's education programs can be expected to demonstrate increasing sensitivity, competence, and confidence in working with the diverse population of students and families represented in our state and nation, and an understanding of the common traits and individual differences that characterize children and adolescents during several periods of development. Students can be expected to thoughtfully discuss and implement a variety of models for instruction, classroom management, and discipline, and to articulate their own educational philosophies in clear and coherent terms. Society needs teachers who are independent thinkers and who exert professional leadership. Students enrolled in the program must devote themselves to a rigorous program of study combining theory and practice; demonstrate academic excellence; and commit themselves to high ethical values and dedicated service.

Program Structure and List of Degrees and Majors

Students completing an undergraduate education degree program will be required to successfully complete a minimum of 120 credits, and completion of SNC's required coursework. Teacher education graduates earn a Bachelor of Arts in Education with a concentration in Elementary Education.

Applied Learning or Undergraduate Research

Student teaching is an integral part of the program. During the semester of student teaching, students attend seminar sessions 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 resume, letters of reference, student work samples, philosophy of education statement, classroom management plan, and any special activities and accomplishments.

Unique Policies

General Program Requirements

- Verification of registration for the Praxis CORE or the CBEST should be submitted to the Department of Teacher Education by the completion of CORE coursework.
- Verification of passing scores for the Praxis CORE or the CBEST must be received prior to enrollment in the practicum field experience course.
- Verification of passing scores for the Praxis II testing prior to student teaching.
- Fingerprint clearance and/or a substitute teaching license are required prior to field experience coursework.
- Proof of immunizations.

Undergraduate Programs

Teacher Licensure

Sierra Nevada College offers Teacher Education Programs that lead to licensure and endorsement. Although we endeavor to align our curricular requirements to the most current State of Nevada requirements, the final decision regarding licensure and endorsements is made by the Nevada Department of Education.

Professional Dispositions

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 in the eyes of others.

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.

Goals of the Department of Teacher Education

The Department of Teacher Education learning objectives were developed to fulfill SNC's mission, addressing all student outcomes and institutional goals. Departmental objectives are connected to one or more of our CORE themes, indication is as follows:

Liberal Arts: (L)	Professional Preparedness: (P)
Entrepreneurial Thinking: (E)	Sustainability: (S)

The Department of Teacher Education prepares graduates 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**

Program Level Student Learning Outcomes

Elementary Education Major Outcomes

Bachelor 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 six (In order to teach grades seven and eight, grades 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**
- 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**

Undergraduate Programs

- 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**

Undergraduate Programs

Bachelor of Arts in Education with a Concentration in Elementary Education

The Bachelor of Arts in Education with a concentration in Elementary Education program is an undergraduate degree program that leads to eligibility for Nevada teacher licensure in Elementary Education.

SNC CORE CURRICULUM		CREDITS
CORE 101/301	Social Science	3
ENTP 200	Foundations of Entrepreneurship	3
ENVS 200/205	Environmental Science	4
HIST 300	Civilization (meets U.S. Constitution requirement)	3
PHIL 400	Ethics	3
ENGL 101	CORE Composition I	3
ENGL 102	CORE Composition II	3
Studio Art	Studio Art Course	3
PHED	Physical Education Course	1
MATH XXX	Math (MATH 101 or higher)	3
HIST 205	NV Constitution	1
Total SNC CORE Credits		30
Elementary Major Content		
Science (BIOL, ASTR, CHEM, PHYS)		2
Math (Math 101 or higher)		3
Total		5
Total Elementary Major Content Credits		
General Education CORE and Field Work		
ELEC 101	Online Training	0
EDUC 205	Foundations of Education	3
PSYC 291	Introduction to APA Style	2
EDUC XXX	Social, Emo Learning Mindfulness & Teaching	3
EDUC 345	Current Issues and Trends in K-12 Education	3
EDUC 405	Evaluation Assessment Data & Student Learning	1
EDUC 420	Parent Involvement, Family Engagement, and Classroom Practices	3
EDUC 455	Exceptional Individuals	3
EDUC 460	Social, Multicultural, and Historical Issues – Introduction to Education	3
EDUC 465	Effective Instructional Practices and Classroom Management	3
EDUC 470	Teaching with Technology	1
Total General Education CORE Credits and Field Work		25

Undergraduate Programs

Elementary Education CORE

ELEM 401	Teaching Methods of Reading I	3
ELEM 402	Teaching Methods of Reading II	3
ELEM 490	Elementary Practicum	1
ELEM 410	Teaching Methods of Language Arts	3
ELEM 412	Teaching Methods of Social Studies	3
ELEM 425	Teaching Methods of Math	3
ELEM 426	Teaching Methods of Science & Health	3
ELAD 461	Assessment and Evaluation of English Language Learners	3
ELAD 462	Methods and Curriculum for Teaching English Language Learners	3
ELAD 463E	Policies, Critical Issues, and Best Practices for English Language Learners in Pre-Kindergarten/Elementary Schools	3
ELAD 490	Practicum	1
ELAD 464	Language Acquisition Theory and Development Practices	3
ELEM 495	Elementary Student Teaching	8

Total Elementary Education CORE Credits 39

SNC CORE Curriculum

Elementary Major Content	<u>5</u>
General Education Core and Field Work	25
Elementary Education Core	40
General Electives	<u>21</u>
TOTAL DEGREE REQUIREMENTS	120

Undergraduate Programs

Bachelor of Arts in Education with a Concentration in Elementary Education – Extension Centers

The Bachelor of Arts in Education with a concentration in Elementary Education, designed specifically for Extension Centers, 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.

Transfer credits must include six (6) semester credits of mathematics, six (6) semester credits of social studies, six (6) semester credits of science and also must meet the SNC core curriculum requirements except for Nevada Constitution HIST 405 (1 semester credit) and Senior Ethics PHIL 400 (3 semester credits). The two SNC courses, Nevada Constitution HIST 405 and Senior Ethics PHIL 400, will be completed after the transfer into the SNC Elementary Education degree program.

Sierra Nevada College offers Teacher Education Programs that lead to licensure and endorsement. Although we endeavor to align our curricular requirements to the most current State of Nevada requirements, *the final decision regarding licensure and endorsements is made by the Nevada Department of Education.* Information regarding licensure is located at:

http://www.doe.nv.gov/Educator_Licensure/

TRACK 1: STUDENTS ADMITTED INTO THE PROGRAM THAT HAVE AN AA DEGREE

<u>GENERAL EDUCATION REQUIREMENTS</u>		<u>Credits</u>
	Math (must not be remedial)	3
	Math (must not be remedial)	3
	Science (must not be remedial)	3
	Science (must not be remedial)	3
	Social Studies (must not be remedial)	3
HIST 205	NV Constitution (fulfilled by SNC HIST 205)	1
PHIL 400	Senior Ethics	3
 <u>ELEMENTARY EDUCATION FOUNDATIONS</u>		
ELEC 101*	Online Training	0
EDUC 405*	Evaluation, Assessment, Data, & Student Learning	1
EDUC 420**	Parent Involvement and Family Engagement	3
EDUC 455*	Exceptional Individuals	3
EDUC 460	Social, Multicultural, and Historical Issues – Introduction to Education	3
EDUC 465	Effective Instructional Practice & Classroom Management	3
EDUC 470	Teaching with Technology	1
 <u>ELEMENTARY EDUCATION METHODS</u>		
ELEM 401	Teaching Methods of Reading I	3
ELEM 402	Teaching Methods of Reading II	3
ELEM 410	Teaching Methods of Language Arts	3
ELEM 412*	Teaching Methods of Social Studies	3
ELEM 425	Teaching Methods of Math	3
ELEM 426	Teaching Methods of Science and Health	3
ELAD 461	Assessment and Evaluation of English Language Learners	3
ELAD 462	Methods and Curriculum for Teaching English Language Learners	3
ELAD 463E	Policies, Critical Issues, and Best Practices for English Language Learners in Pre-Kindergarten/Elementary Schools	3
ELAD 490	Practicum	1
ELAD 464	Language Acquisition Theory and Development Practices	3
ELEM 495	Elementary Student Teaching	8
General Education Credits		19
Elementary Education Foundations		14
Elementary Education Methods		39
Elective Credits		48
TOTAL Degree Credits		120

Undergraduate Programs

TRACK 2: FRESHMAN AND TRANSFER (NO AA DEGREE)

<u>GENERAL EDUCATION REQUIREMENTS</u>		<u>Credits</u>
	English Composition	3
	English Composition	3
	College Math (must not be remedial)	3
	College Math (must not be remedial)	3
	Natural Science	3
	Science (must not be remedial)	3
	Social Science	3
	Humanities	3
HIST 205	NV Constitution (fulfilled by SNC HIST 205)	1
PHIL 400	Senior Ethics	3
<u>ELEMENTARY EDUCATION FOUNDATIONS</u>		
ELEC 101	Online Training	0
EDUC 405	Evaluation, Assessment, Data, & Student Learning	1
EDUC 420	Parent Involvement and Family Engagement	3
EDUC 455	Exceptional Individuals	3
EDUC 460	Social, Multicultural, and Historical Issues – Introduction to Education	3
EDUC 465	Effective Instructional Practice & Classroom Management	3
EDUC 470	Teaching with Technology	1
<u>ELEMENTARY EDUCATION METHODS</u>		
ELEM 401	Teaching Methods of Reading I	3
ELEM 402	Teaching Methods of Reading II	3
ELEM 410	Teaching Methods of Language Arts	3
ELEM 412	Teaching Methods of Social Studies	3
ELEM 425	Teaching Methods of Math	3
ELEM 426	Teaching Methods of Science and Health	3
ELAD 461	Assessment and Evaluation of English Language Learners	3
ELAD 462	Methods and Curriculum for Teaching English Language Learners	3
ELAD 463E	Policies, Critical Issues, and Best Practices for English Language Learners in Pre-Kindergarten/Elementary Schools	3
ELAD 490	Practicum	1
ELAD 464	Language Acquisition Theory and Development Practices	3
ELEM 495	Elementary Student Teaching	8
General Education Credits		28
Elementary Education Foundations Credits		14
Elementary Education Methods Credits		39
Elective Credits		39
TOTAL Degree Credits		120

Undergraduate Programs

Master of Arts in Teaching Dual Degree Program

The Department of Teacher Education has developed a Dual Degree program that leads to a bachelor's degree, eligibility for teacher licensure with the Nevada Department of Education, and a Master of Arts in Teaching degree. The bachelor's degree and licensure coursework in elementary education, secondary education or both, can be completed in five – to -six 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 sixth year.

Students who wish to complete the Dual Degree program in five or six years (with eligibility for licensure at year five (5) and the Master's Degree at six (6) years will begin taking 400 level education classes once they reach the junior level. "Dual" means that 10 credits count towards both undergraduate and graduate programs. Students can switch from undergraduate to graduate coursework as soon as undergraduate major requirements are met. Pacing of the dual degree program is flexible and individualized to meet students' academic and professional preparedness needs. Students are advised to talk with an academic advisor in Teacher Education if interested in any of these options:

Undergraduate Programs

Proposed Program Outline for Elementary Education – Dual Degree Program

Student Status and Year	Semester	Credits / Semester	Recommended Course in addition to undergraduate major*	Type of Credits	Total Credits	Level
Undergraduate Year 1	Semester 1 Fall	15		Undergraduate	15	Freshman
	Semester 2 Spring	15-16	ENGL 102 (3) EDUC 103 (1)	Undergraduate	31	Freshman
Undergraduate Year 2	Semester 1 Fall	15	EDUC 203 (1) PSYC 291 APA (2)	Undergraduate	46	Sophomore
	Semester 2 Spring	15-16	EDUC 303 (1)	Undergraduate	62	Sophomore
Undergraduate Year 3	Semester 1 Fall	15	EDUC 460 (3)	Undergraduate	77	Junior
	Semester 2 Spring	15	ELEC 101 EDUC 455 (3)	Undergraduate	92	Junior
Undergraduate Year 4	Semester 1 Fall	15	EDUC 465 (3)	Undergraduate	107	Senior
	Semester 2 Spring	13-15	EDUC 470 (1)	Undergraduate	120	Senior
	Semester 3 Summer	7	EDUC 520 (3)** EDUC 505 (1) ELEM 512 (3)	Graduate	127	Graduate
Graduate Year 1	Semester 1 Fall	16	ELEM501 (3) ELEM 502 (3) ELEM 590 (1) ELEM 510 (3) ELEM 525 (3) ELEM 526 (3)	Graduate	143	Graduate
	Semester 2 Spring	8	ELEM 595 (8) Student Teaching	Graduate	151	Graduate
Graduate Year 2	Semester 1 Fall	3	EDUC 628 (3)	Graduate	154	Graduate
Graduate Year 2	Semester 2 Spring	3	EDUC 635 (3)	Graduate	157	Graduate

*For an Elementary License, Student must have 6 credits of Social Studies, 6 credits of Science, and 6 credits of Math.

** For a description of graduate level classes, please see SNC graduate course catalog.

- 10 credits at the 400 level will count towards both the undergraduate and graduate degrees.
- When enrolled in the Dual Degree program, the traditional Undergraduate Program (120 Credits), plus the MAT in Elementary Education (59 credits), is a 169 credit program. Taken separately, the combined Undergraduate/Graduate Program totals 179 credits.
- All online M.A.T. courses have a prerequisite online training course (ELEC 101) to be successfully completed prior to starting any graduate level online courses. 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.

Undergraduate Programs

DEPARTMENT OF BUSINESS Department Chair: Justin Spees, 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-interfacing 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: Justin Spees, M.B.A.**

Additional program fees range from a minimum of \$5 to a maximum of \$3,305 plus airfare. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (Students have the option of a Travel Abroad opportunity to satisfy their upper division business electives.)

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.

Undergraduate Programs

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	Business Writing	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	Capstone: 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>23</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Entrepreneurship

Program Chair: Rick Winfield, M.B.A.

Additional program fees range from a minimum of \$5 to a maximum of \$205. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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.

Undergraduate Programs

Entrepreneurship Curriculum Requirements

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

Lower Division Business Core		Credits
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ACCT 204	Financial Accounting	3
ACCT 205	Managerial Accounting	3
GBUS 291	Business Writing	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	Capstone: Business Strategy	<u>3</u>
Total Upper Division Business CORE Credits		18
Incremental For Entrepreneurship Major		Credits
ENTP 320	Financial Modeling and Analytics for Entrepreneurs	3
ENTP 350	The Art of the Start	3
ENTP 400	New Entrepreneurial Ventures	3
ENTP 475	Capstone in Entrepreneurship	<u>3</u>
Select a track below:		
MKTG 350	Digital Marketing	3
DART 305	Web Design	3
Or,		
MKTG 370	Product Management/Development	3
BLAW 410	Intellectual Property	3
Or,		
	Focus Courses Approved by Entrepreneurship Chair	6
Total Incremental Entrepreneurship Credits		18
Total Business Credits		57
Discipline Emphasis - Recommended for Graduate Programs, not Required for Graduation		9
(Choose 9 Credits of Upper Division Business Electives)		
SNC CORE Curriculum		31
General Electives		<u>23</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.**

Additional program fees range from a minimum of \$5 to a maximum of \$205. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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.

Undergraduate Programs

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	Business Writing	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	Capstone: 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	Current Topics in the U.S. 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>21</u>
Total Degree Requirements		120

Undergraduate Programs

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

Additional program fees range from a minimum of \$5 to a maximum of \$205. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

The Bachelor of Science in Business Administration with a Major in Ski Business and Resort Management, designed specifically for Extension Centers, 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.

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. This program prepares students for the following job classification as reported using the United States Department of Labor's Standard Occupational Classification codes: 11-9000 Other Management Occupations. Student employment post-graduation is not restricted to these professions.

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.

Undergraduate Programs

Ski Business and Resort Management Curriculum Requirements – Extension Centers

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	Business Writing	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	Capstone: 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	Current Topics in the U.S. 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		9
(Choose 9 Credits of Upper Division Business Electives)		
SNC CORE Curriculum		31
General Electives		<u>21</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.

Additional program fees range from a minimum of \$5 to a maximum of \$3,305 plus airfare. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (*Travel Abroad was added to this major; however, it is one course from a menu that students can select from to satisfy major requirements. If a student does not have the resources to pay for an international trip, they can take other required courses to graduate.*)

(Travel Abroad was added to this major; however, it is one course from a menu that students can select from to satisfy major requirements. If a student does not have the resources to pay for an international trip, they can take other required courses to graduate.)

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.

Undergraduate Programs

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	Business Writing	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	Capstone: 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 382/390	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		60
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>11</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Global Business Management – Extension Centers

The Bachelor of Science in Business Administration with a Major in Global Business Management, designed specifically for Extension Centers, 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. This program prepares students for the following job classifications as reported using the United States Department of Labor's Standard Occupational Classification codes: 11-1000 Top Executives; 11-3000 Operations Specialties Managers; 11-9000 Other Management Occupations; 13-1000 Business Operations Specialists; 43-1000 Supervisors of Office and Administrative Support Workers. Student employment post-graduation is not restricted to these professions.

Global Business Management Curriculum Requirements – Extension Centers

		Credits
Lower Division Business Core		
ACCT 204	Financial Accounting	3
ACCT 205	Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
GBUS 291	Business Writing	3
MGMT 260	Principles of Management	3
MKTG 201	Introduction to Marketing	3
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	Capstone: Business Strategy	3
Total Upper Division Business Core Credits		18
Upper Division Global Business Management Requirements		Credits
INTB 325	Cross-Cultural Management	3
INTB 382/390	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		60
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		22
General Electives		20
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.

Additional program fees range from a minimum of \$5 to a maximum of \$305 (Capstone stimulation, paid in lieu of a textbook for that course). Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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.

Undergraduate Programs

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	Business Writing	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	Capstone: 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
		18
Total Business Credits		57
Discipline Emphasis - Recommended for Graduate Programs		
(Choose 9 Credits of Upper Division Business Electives)		9
SNC CORE Curriculum		31
General Electives		<u>23</u>
Total Degree Requirements		120

Undergraduate Programs

Bachelor of Science in Business Administration with a Major in Marketing

Program Chair: Richard Gire, J.D., M.B.A.

Additional program fees range from a minimum of \$5 to a maximum of \$205. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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. As Marketing in the internet age has increasingly become a digitally-oriented discipline, coursework in this major is designed to convey cutting-edge technological marketing skills that 21st Century employers are demanding.

Undergraduate Programs

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	Business Writing	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	Capstone: Business Strategy	<u>3</u>
Total Upper Division Business Core Credits		18
Upper Division Marketing Requirements		Credits
Choose 6 credits from the following list:		
MKTG 302	Consumer Behavior	3
MKTG 310	Pricing Strategy and Tactics	3
MKTG 330	Advertising and Branding	3
MKTG 360	Ethnic and International Marketing	3
MKTG 440	Marketing Research	<u>3</u>
All Marketing Majors Must Take:		
DART 305	Web Design (also satisfied the Studio Art requirement in the SNC Core)	3
MKTG 320	Marketing Strategy	3
MKTG 350	Digital Marketing	3
MKTG 370	Product Management/Development	3
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>20</u>
Total Degree Requirements		120

Undergraduate Programs

Minors in the Department of Business

Additional program fees range from a minimum of \$5 to a maximum of \$3,305. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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 320	Financial Modeling and Analytics for Entrepreneurs
ENTP 350	The Art of the Start
ENTP 400	New Entrepreneurial Ventures
	Select one of the following courses:
MKTG 350	Digital Marketing
MKTG 370	Product Management/Development
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	Current Topics in the U.S. 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 43X	Any Regional Studies Course
MGMT 430	Business Strategy
MKTG 360	Ethnic International Marketing

Undergraduate Programs

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

Marketing Minor Requirements

MKTG 201	Introduction to Marketing
MKTG 320	Marketing Strategy
MKTG 350	Digital Marketing
MKTG 370	Product Management/Development

Also, select 6 credits from the following courses:

MKTG 302	Consumer Behavior
MKTG 310	Pricing Strategy and Tactics
MKTG 330	Advertising and Branding
MKTG 340	Social and Non-profit Marketing
MKTG 360	Ethnic and International Marketing
MKTG 440	Marketing Research
MKTG 475	Capstone in Marketing
SBRM 330	Resort Marketing and Sales
DART 305	Web Design

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.

Freshman

Fall		Spring	
CORE 101 or	Social Science		Studio Art
MATH 101	Math Reasoning	MATH 251	Statistics
ENGL 101	Freshman Composition	ENGL 102	Freshman Composition II
	Elective	ECON 101/2	Micro or Macroeconomics
	Elective		Elective

Sophomore

Fall		Spring	
ECON 101/2	Micro or Macroeconomics	ENTP 200	Foundations of Entrepreneurship
ACCT 204	Financial Accounting	ACCT 205	Managerial Accounting
ENVS 200/205	Environmental Science and Lab	MKTG 201	Intro to Marketing
MGMT 260	Principles of Management	GBUS 291	Business Writing
	Elective		Elective
		PHED	Physical Education

Junior

Fall		Spring	
HIST 300	Civilizations	INTB 320	Global Business Environment
BFIN 351	Corporate Finance	BLAW 360	Business Law
INTB 370	Leadership in a Global Environment		UD Major Requirement
	UD Major Requirement		UD Major Requirement
	UD Major Requirement		Elective
HIST 205	Nevada Constitution		

Senior

Fall		Spring	
PHIL 400	Ethics	MGMT 430	Capstone: Business Strategy
INTB 417	Global Operations Management		UD Major Requirement
	UD Major Requirement		Major Capstone
	UD Major Requirement		Elective
	Elective		Elective

Undergraduate Programs

Bachelor of Arts in International Studies

Program Chair: Mary Lewellen, M.S.

Additional program fees range from a minimum of \$5 to a maximum of \$3,305 plus airfare. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. *(Travel Abroad was added to this major; however, it is one course from a menu that students can select from to satisfy major requirements. If a student does not have the resources to pay for an international trip, they can take other required courses to graduate.)*

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 Writing 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 430-436	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

Additional program fees range from a minimum of \$5 to a maximum of \$3,305, plus airfare. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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 430-436	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	Social Science
	Studio Art
HUMN 110	Intro to the Humanities

Spring

ENGL 102	English Composition
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
GBUS 291	Business Writing
XXXX	6 credits of Electives

Spring

ENVS 200/205	Environmental Science and Lab
HIST 205	Nevada Constitution
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 43X	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 43X	Regional Studies
INTL 470	Great Texts and Leaders
INTL XXX	6 credits of electives

Undergraduate Programs

DEPARTMENT OF SCIENCE AND TECHNOLOGY

Department Chair: Andy Rost, Ph.D.

Additional program fees range for the Biology major range from a minimum of \$600 to a maximum of \$4,300. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details.

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 three concentrations: (1) Ecology, (2) Earth Science, or (3) Natural Resources Management.
- 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. Biology majors can choose a concentration in Sports Medicine.

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

Undergraduate Programs

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.

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

Additional program fees range from a minimum of \$600 to a maximum of \$4,300. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. (Twelve (12) major lab courses are required – minimum is 11 lab courses at \$60 each; maximum is the most expensive lab course choices, plus a field course for major elective and senior research in Africa.)

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.

Undergraduate Programs

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	Aquatic Ecology and Lab	
CHEM 311/315	Organic Chemistry I and Lab	
CHEM 312/316	Organic Chemistry II and Lab	
SELECT ONE		3
CHEM 471	Biochemistry	
	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

Bachelor of Science with a Major in Biology, Concentration in Sports Medicine

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
MATH 351 Biological Statistics	3
BIOL 471 Research Methods in Biology	3
BIOL 481 Internship in Field	3
Upper Division Lab Courses Options – Choose 1 Course	
BIOL 341/345 Microbiology and Lab	4
BIOL 410/415 Genetics and Lab	4
CHEM 311/315 Organic Chemistry I and Lab	4
CHEM 312/216 Organic Chemistry II and Lab	4
Choose 15 Credits of Course Work from List	15
PHED 1XX Strength and Conditioning	1
BIOL 210 Nutrition	3
BIOL 310 Kinesiology	3
BIOL 311 Introduction to Sports Medicine	3
BIOL 312 Exercise Physiology	3
BIOL 380 Sports Psychology	3
BIOL 331/335 Anatomy and Physiology I with Lab	4
BIOL 332/336 Anatomy and Physiology II with Lab	4
Total Upper Division	28
Total Lower Division Requirements	28
CORE requirements	31
Electives	33
Total Degree Requirements	120
(At least 42 credits must be upper division)	

Undergraduate Programs

Environmental Science Major Overview

Additional program fees range from a minimum of \$550 to a maximum of \$13,400. Courses may have additional fees due to materials or required activities. Contact the program chair or academic advisor for details. *(All science majors have additional costs because lab or field courses are required and the costs for supplies or travel for these courses are paid by course fees that range from \$60 for on-campus lab courses to \$3,300 for Senior Research in Africa. The Environmental Science major minimum cost assumes seven (7) lab courses and our two most local, low-cost field courses; the maximum assumed nine (9) lab courses, Rogue River field course, and senior research, plus the Cape Town field course in Africa).*

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, and (3), Natural Resource Management.

Undergraduate Programs

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 Ecological and Lab	4
MATH 351 Biological Statistics	3
ENVS 421/425 Geographic Information Systems and Lab	4
ENVS 471 Research Methods in Environmental Science	3
ENVS 481 Senior Research Project	3
Choose Two Upper Division Lab Courses	
Possible courses include, but are not limited to:	
BIOL 301/305 Animal Behavior and Lab	
BIOL 341/345 Microbiology and Lab	
BIOL 410/425 Genetics and Lab	
BIOL 421/425 Aquatic Ecology and Lab	
CHEM 311/315 Organic Chemistry I and Lab	
ESCI 301/305 Hydrology and Lab	
Choose Six Credits of Upper Division Field Courses	
Possible courses include, but are not limited to:	
BIOL 351 California Condor Conservation	
BIOL 356 Birds of the Eastern Sierra and Great Basin	
BIOL 357 Lake Tahoe Basin Ecosystems	
BIOL 420 Tropical Field Biology	
ESCI 420 Geology of Death Valley and the Eastern Sierra	
ENVS 360 Natural History Field Courses (e.g., Rogue River, Redwood Coast, Terminal Lakes, Conservation Photography, Cape Town, South Africa)	
Total Upper Division	6
Total Environmental Science and Ecology major requirements	59
CORE requirements	31
Electives	26
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 or ESCI 311/315	Hydrology and Lab / Soils and Lab	4
ESCI 320 or ESCI 401	Climate Change or Environmental Geochemistry	3
ESCI 380	Special Topics in Earth Science Field Course	3
MATH 351	Biological Statistics	3
ENVS 421/425	Geographic Information Systems and Lab	4
ENVS 471	Research Methods	3
ENVS 481	Senior Research	3
Choose Six Credits Worth of Upper Division Field Courses		6
Possible courses include, but are not limited to:		
BIOL 351	California Condors	
BIOL 356	Birds of the Eastern Sierra and Great Basin	
BIOL 357	Lake Tahoe Basin Ecosystems	
BIOL 420	Tropical Field Biology	
ESCI 420	Geology of Death Valley and the Eastern Sierra	
ENVS 360	Natural History Field Courses (Rogue River, Redwoods, Terminal Lakes, Conservation Photography, South Africa)	
Total Upper Division		29
Total Environmental Science in Earth Science major requirements		59
CORE requirements		31
Electives		30
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
BIOL 207 Conservation Biology	3
CHEM 101/105 Chemistry I and Lab	4
ECON 101 Microeconomics	3
ESCI 101/105 Geology and Lab	4
ENVP 223 Introduction to Natural Resource Management	3
MATH 251 Statistics	4
Total Lower Division	29
Upper Division Requirements	Credits
BIOL 381/385 Ecology and Lab	4
MATH 351 Biological Statistics	3
ENVS 421/425 Geographic Information Systems and Lab	4
ENVP 423 Environmental Planning and Public Policy	3
ENVP 426 Natural Resource Economics	3
ENVS 471 Research Methods in Environmental Science	3
ENVS 481 Senior Research Project	3
Choose Six Credits of Upper Division Field Courses	6
Possible courses include, but are not limited to:	
BIOL 352 California Condors	
BIOL 356 Birds of the Eastern Sierra and Great Basin	
BIOL 357 Lake Tahoe Basin Ecosystems	
BIOL 420 Tropical Field Biology	
ESCI 420 Geology of Death Valley and the Eastern Sierra	
ENVS 360 Natural History Field Courses (Rogue River, Redwoods, Terminal Lakes, Conservation Photography, South Africa)	
Total Upper Division	29
Total Environmental Science in Natural Resource Management major requirements	58
CORE requirements	31
Electives	31
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

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 (3 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 Social Science	ENVS 200, 205 Environmental Science	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 MATH 110 College Algebra	MATH 130 Calculus MATH 115 Trigonometry	Elective	Elective or MATH 130 Calculus
	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	14 or 15	15	14 or 15
BS in Biology *Health Career Path*	CORE 101 Social Science	MATH 130 Calculus	MATH 251 Statistics or CHEM 311,315 Chem I	MATH 351 Biostats or CHEM311,312 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 Constitution
Credit subtotal	17	15	16	14 to 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	MATH 351 Biological Statistics	BIOL lab course or elective	BIOL lab course, field course, or elective
	MATH 251 Statistics	BIOL 471 Resrch Methds	PHIL 400 Ethics	Elective
	HIST 205 NV Constitution	Elective	Elective?	Elective?
Credit subtotal	15 to 16	13 to 14	13 to 17	13 to 17
BS in Biology *Health Career Path*	PSYC 240 Social Psyc	PSYC 271 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 CHEM311,312 Ochem II	Elective	Elective
	Studio art or ENTP 200 Entrepreneurship 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 to 17	13 to 17	12 to 15	12 to 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 Social Science	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 or MATH 110 College Algebra	MATH 130 Calculus or MATH 115 Trigonometry	Elective	MATH 130 Calculus or Elective
	CHEM 101,105 Chemistry I or ESCI 101,105 Geology I	CHEM 102,106 Chemistry II or Elective	CHEM 101,105 Chem I or ESCI 101,105 Geology I	CHEM 102,106 Chem II, or Field Course
	PHED Course		HIST 205 NV Constitution	
Credit subtotal:	14 or 15	14 or 15	15	14 to 17
Earth Science Concentration	CORE 101 Social Science	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 110 College Algebra	MATH 130 Calculus or MATH 115 Trigonometry	Elective	MATH 130 Calculus or Elective
	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		Elective or HIST 300 Civilization	HIST 205 NV Constitution
Credit subtotal:	14 or 15	14 or 15	16	14 or 15
Natural Resource Management Concentration	CORE 101 Social Science	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 110 College Algebra	MATH 130 Calculus or MATH 115 Trigonometry	Elective	MATH 130 Calculus or Elective
	CHEM 101,105 Chemistry I or ESCI 101,105 Geology I	Studio Art or ENTP 200 Entrepreneurship	CHEM 101,105 Chem I or ESCI 101,105 Geology I	Studio Art or ENTP 200 Entrepreneurship
	PHED Course	HIST 205 NV Constitution or PHED Course	HIST 205 NV Constitution or PHED Course	HIST 205 NV Constitution or PHED Course
Credit subtotal:	14 to 15	14 to 16	15	14 to 15

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 Meteorology 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 Political & 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
	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		

Undergraduate Programs

DEPARTMENT of CONTINUING and ONLINE EDUCATION and SUMMER PROGRAMS

Tuition and fees vary for each class. For additional information about community courses, please visit our website at:

<http://www.sierranevada.edu/community/community-info/>

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.

Sierra Nevada College offers an Online Degree Program (ODP) to help 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. For more information, please visit: <http://www.sierranevada.edu/online-education/>

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.

Course Descriptions

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

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.

Internships

Internship course numbers use the appropriate subject code with 190, 290, 390 or 490 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. Students can take up to three (3) internship credits per semester, and no more than 12 credits of an internship may be used to satisfy graduation requirements. In departments where the internship is part of the required curriculum, a student must have a GPA of 2.0 or better to participate. In departments where taking an internship is an elective, a student must have a GPA of 2.75 or better.

Teacher's Assistants (TAs)

Teacher's Assistants numbers use the appropriate subject code with 199, 299, 399 or 499 as the course number. This should be used for students who will assist faculty members with class administration, including class preparation, in-class mentoring, and grading. 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.

Course Descriptions

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

Accounting (ACCT)

Department of Business

ACCT 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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 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.

Course Descriptions

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 consult 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.

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 Roman 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 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.

Course Descriptions

Business Finance (BFIN)

Department of Business

BFIN 180/280/380/480: Special Topics in Business Finance (1-3) [ES]

BFIN 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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 320: Financial Modeling and Analytics for Entrepreneurs (3) [AS]

Prerequisites: ACCT 204, ACCT 205, BFIN 351, and ENTP 200. This course covers the Excel skills that all entrepreneurs need to know in order to evaluate, communicate, and track the performance of a new business opportunities. Topics covered include modeling sales, costs, and business growth; calculating break-even; estimating cash requirements; developing and tracking Key Performance Indicators (KPIs); and developing valuations. Students will develop a comprehensive financial model for an entrepreneurial venture and present it at the end of the semester.

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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.

Course Descriptions

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) [AS]

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) [AY]

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 210: Nutrition and Health (3) [AS]

Prerequisites: BIOL 101 or BIOL 110. Physiological importance of macronutrients and micronutrients in growth, health, and performance throughout life. Discussion of issues related to nutrition, such as weight gain and loss, development of chronic diseases, factors that affect food choices, and eating disorders. Students will analyze their own body compositions, metabolic rates, and diets.

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

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. *Note: This course has additional fees that must be paid early and are not refundable after the early payment due date. See the Comprehensive Tuition and Fee Refund Policy.*

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

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the Comprehensive Tuition and Fee Refund Policy.*

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

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the Comprehensive Tuition and Fee Refund Policy.*

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.

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

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

BIOL 310: Kinesiology (3) [AY]

Prerequisites: BIOL 101 or BIOL 110. Kinesiology is the science of human body movement that focuses on the musculoskeletal system in physical activity and exercise performance.

BIOL 311: Introduction to Sports Medicine (3) [AS]

Prerequisite: BIOL 101. This will provide students with an overview of the field of sports medicine. The course is specifically geared for students who have a special interest in athletics, and/or who may be interested in pursuing a career in sports medicine, physical therapy, or other health related fields. Through this course, students will develop an understanding of injury assessment and the importance that exercise, treatment modalities, and rehabilitation play in athletic health. This class includes both classroom work, as well as hands-on application in order to provide students with a more comprehensive avenue to explore these fields.

BIOL 312: Exercise Physiology (3) [AY]

Prerequisites: BIOL 101 or BIOL 110. A course that examines the scientific foundations of the mechanisms by which the body functions during exercise and physical activity. Topics of exploration include the functions of the cardiovascular system, respiratory system, musculoskeletal system, neural and endocrine systems, and the acute and chronic responses that occur as a result of exercise

Course Descriptions

and training. The influence of high altitude exercise and training is also explored.

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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

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) [AY]

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) [AY]

Corequisite: BIOL 331. Laboratory to accompany BIOL 331.

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

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) [AY]

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

BIOL 352: Forest Ecology (1) [AY]

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) [AY]

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

Course Descriptions

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 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 journal 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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) [OC]

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

BIOL 421: Aquatic Ecology (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 field 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: Aquatic Ecology 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.

Course Descriptions

BIOL 180/280/380/480: 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.)

Business Law (BLAW)

Department of Business

BLAW 199-499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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 180/280/380/480: 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 199/299/399/499: Teaching Assistant (1-3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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.

Course Descriptions

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 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: Ceramics CCACA Conference (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 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

Course Descriptions

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 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: Social Science (3) [ES]

Any social science course that includes instruction on communication and problem-solving. This includes any economics (not ENTP 200), anthropology, education, history (not HIST 205 or 300), political science, sociology, psychology or international studies course.

CORE 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

CORE 301: Social Science (3) [ES]

Any social science course that includes instruction on communication and problem-solving. This includes any economics (not ENTP 200), anthropology, education, history (not HIST 205 or 300), political science, sociology, psychology or international studies course.

Digital Arts (DART)

Department of Fine Arts

DART 130: Introduction to Graphic Design (3) [AS]

This course introduces students to the elements and principles of design, image, text, and conceptual strategies as they apply to graphic design. Graphic design is the art and practice of planning and projecting ideas and experiences with visual and textual content, and visual literacy. Students will develop skills and knowledge of current software applications including Adobe InDesign, Illustrator, and Photoshop.

DART 199/299/399/499: Teaching Assistant (3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

Course Descriptions

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 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 Art (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 Art (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, 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 Art (3) [ES]

Prerequisite: DART 330 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.

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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 199/299/399/499: Teaching Assistant (1-3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

DESG 332: Advanced 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.

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.

Drawing (DRAW)

Department of Fine Arts

DRAW 199/299/399/499: Teaching Assistant (1-3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

DRAW 121: Beginning Drawing (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 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 or consent of instructor. This course builds on the skills learned in DRAW 121 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,

Course Descriptions

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 analysis of the behavior of consumers and firms, price determination, various market structures, game theory, and asymmetric information.

Education (EDUC)

EDUC 103: Field Work: Education (1-3) [ES]

Prerequisites: ENGL 101 and instructor approval. Students can elect to take this one to three unit of field work. Students have the opportunity to partner with educational organizations or institutions. Students will be placed as mentors, tutors, or classroom aids depending on student experience and/or institution need. Students will gain the opportunity to observe and volunteer in a teaching and learning environment. For one credit, students will be required to complete 12 to 15 hours of service or field work and a class presentation, along with reflection assignments. Additional credits will require a minimum of 15 to 20 additional hours of service, as well as other class assignments. Students can take this course repeatedly at different levels for 103 credits. Placements and student focus can be individually tailored.

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 205: Foundations of Education (3) [ES]

This course focuses on the historical and philosophical foundations of education with an emphasis on how the events of the past have shaped social and political practices of modern public education. The tension between educational ideals and practices, as well as the effects of economics, social class, race, ethnicity, culture, and identify in education, will be examined.

EDUC 203: Field Work: Education (1-3) [ES]

Prerequisites: EDUC 103 or ENGL 103. Students can elect to take this one to three unit of field work. Students have the opportunity to partner with educational organizations or institutions. Students will be placed as mentors, tutors, or classroom aids depending on student experience and/or institution need. Students will gain the opportunity to observe and volunteer in a teaching and learning environment. For one credit, students will be required to complete 12 to 15 hours of service or field work and a class presentation, along with reflection assignments. Additional credits will require a minimum of 15 to 20 additional hours of service, as well as other class assignments. Students can take this course repeatedly at different levels for 103 credits. Placements and student focus can be individually tailored.

EDUC 303: Field Work: Education (1-3) [ES]

Prerequisites: EDUC 203 or ENGL 203. Students can elect to take this one to three unit of field work. Students have the opportunity to partner with educational organizations or institutions. Students will be placed as mentors, tutors, or classroom aids depending on student experience and/or institution need. Students will gain the opportunity to observe and volunteer in a teaching and learning environment. For one credit, students will be required to complete 12 to 15 hours of service or field work and a class presentation, along with reflection assignments. Additional credits will require a minimum of 15 to 20 additional hours of service, as well as other class assignments. Students can take this course repeatedly at different levels for 103 credits. Placements and student focus can be individually tailored.

EDUC 345: Current Issues and Trends in K-12 Education (3) [ES]

This course explores current issues and trends in the field of education, specifically targeting the field of K-12 education. Emphasis will be placed on research findings and analysis of practices related to effective education. Research, study, discussion, and writing assignments will enable students in the course to analyze various issues and trends.

EDUC 403: Field Work: Education (1-3) [ES]

Prerequisites: EDUC 303 or ENGL 303. Students can elect to take this one to three unit of field work. Students have the opportunity to partner with educational organizations or institutions. Students will be placed as mentors, tutors, or classroom aids depending on student experience and/or institution need. Students will gain the opportunity to observe and volunteer in a teaching and learning environment. For one credit, students will be required to complete

Course Descriptions

12 to 15 hours of service or field work and a class presentation, along with reflection assignments. Additional credits will require a minimum of 15 to 20 additional hours of service, as well as other class assignments. Students can take this course repeatedly at different levels for 103 credits. Placements and student focus can be individually tailored.

EDUC 405: Evaluation, Assessment, Data and Student Learning (1) [AS]

This 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 420: Parent Involvement, Family Engagement, 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 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: Social, Multicultural, and Historical Issues – Introduction to Education (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 and Classroom Management (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 (1) [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 110: U.S. Academics and Culture (3) [ES]

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.

ELEC 111: Global Academic and Culture (3) [ES]

This course examines cultural dynamics and academic systems unique to transition, adjustment, and communication in foreign environments for study travel, and professional development. This course will investigate cultural differences and similarities between home and host cultures to develop accurate expectations and cross-cultural competencies that assist students to navigate diverse groups of people and environments.

ELEC 115 (A-H): Academic Support for Student Athletes (2) [ES]

Academic support for student athletes, including study hall, professional development, team-building, and organization that works in conjunction with the student athlete schedule.

Course Descriptions

**ELEC 380: Prior Learning Assessment Portfolio (1-15) [ES]
Flat Fee: \$800 (non-refundable) – Not Financial Aid Eligible**

This course may be taken multiple times; however, a maximum of 15 units in total may be awarded regardless of how many times the course is taken. The course addresses the needs of returning students with significant life or work experience that is equivalent to college level learning.

English Language Acquisition and Development (ELAD)

ELAD 461: Assessment and Evaluation of English Language Learners (3)

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 experiences 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 ELAD endorsement requirement.

ELAD 462: Methods and Curriculum for Teaching English Language Learners (3)

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 ELAD endorsement requirement.

ELAD 463E: Policies, Critical Issues, and Best Practices for English Language Learners in Pre-Kindergarten/Elementary Schools (3)

This course addresses policies, critical issues, and best practices, and how these impact instruction for English as a second language development (ESL), and other specifically 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 ELAD endorsement requirement.

ELAD 463S: Policies, Critical Issues, and Best Practices for English Language Learners in Secondary Schools (3)

This course addresses policies, critical issues, and best practices, and how these impact instruction for English as a second language development (ESL), and other specifically designed academic instructional methods for teaching English language learners in secondary schools. 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 ELAD endorsement requirement.

ELAD 464: Language Acquisition Theory and Development Practices (3)

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. This course fulfills part of the Nevada State ELAD endorsement requirement.

ELAD 490: Practicum (1)

A 25-hour field experience in the classroom to promote the integration of ELAD methods and to link educational theory to practice. The course instructor will highlight elements of the course and direct students with the assignments and activities in the practicum classroom setting experience. Course topics include techniques and strategies for improving English language learners' listening, speaking, reading, writing and communication skills, the role of the teacher, the needs of the learner, language testing and assessment, materials design, use of new technology in language teaching, and the development of lesson plans, including the selection and uses of texts and other materials. The course uses multiple constructivist techniques and strategies of instruction. This field experience will promote engagement with English language learners. Students are expected to engage in reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

Elementary Education (ELEM)

ELEM 401: 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 402: Teaching Methods of Elementary Reading II (3) [AS]

Prerequisite: Reading I or special permission. Co-requisite: ELEM 490. 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 410: 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.

Course Descriptions

ELEM 412: 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 social studies into other curricular areas.

ELEM 425: 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 426: 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 490: Elementary Practicum (1) [ES] Pass/Fail Course Fee: \$300***

Corequisite: ELEM 402. The intent of this clinical experience is to promote the integration of methods and field experiences and to link educational theory and practice. The course instructor will highlight elements of the course and direct students with the assignments and activities in the practicum classroom setting experience.

ELEM 495: Elementary 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: Beginning 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: Intermediate Academic Listening/Speaking and Conversation (3) [ES]

This course is a continuation of ENGL 080 and allows for intensive study and progressive development of aural-oral 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 towards graduation.

ENGL 082: High-Intermediate Academic Listening/Speaking and Conversation (3) [ES]

This course is a continuation of ENGL 81 and allows for intensive study and progressive development of aural-oral 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]

This course is a continuation of ENGL 82 and allows for intensive study and progressive development of aural-oral 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

Course Descriptions

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.

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 199/299/399/499: English Teaching Assistant (0-3) [ES]

This course will offer students an opportunity to work in the classroom in ways that will be valuable learning experiences, especially for students going into education.

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.

Course Descriptions

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.

ENGL 250: Reading Shakespeare (3) [AY]

Prerequisite: ENGL 101. This course is an introduction to the poetry and plays of William Shakespeare. Close reading is emphasized. The course focuses on an examination of 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: Reading and Responding to Literature (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.

Course Descriptions

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.

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

Course Descriptions

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 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 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

ENTP 320: Financial Modeling and Analytics for Entrepreneurs (3) [AS]

Prerequisites: ENTP 200 and BFIN 351. This course covers the Excel skills that all entrepreneurs need to know in order to evaluate, communicate, and track the performance of a new business opportunity. Topics covered include modeling sales, costs, and business growth; calculating break-even; estimating cash requirements; developing and tracking Key Performance Indicators (KPIs); and developing valuations. Students will develop a comprehensive financial model for an entrepreneurial venture and present it at the end of the semester.

ENTP 350: The Art of the Start (3) [AS]

Prerequisite: ENTP 200. This course is based on Guy Kawasaki's classic entrepreneurship text, *The Art of the Start*. Students learn in depth about the core business skills and tools all entrepreneurs need to be familiar with in order to succeed in starting a venture.

Course Descriptions

Topics covered include: Idea Generation, Design & Prototyping, Fund Raising, Pitching, Negotiating, Sales, and Team Building.

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: New Entrepreneurial Ventures (3) [ES]

Prerequisites: ENTP 200 and ENTP 350 (may be taken concurrently). In this course, students do not just study entrepreneurs, they become entrepreneurs. Students will learn the process of how to create an innovation-based new venture. We will use the business planning process as a framework to develop the essential parts of a business plan and investor pitch.

ENTP 401: Independent Study in Entrepreneurship (3) [ES] [II]

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 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 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.

Environmental Policy (ENVP)

Department of Science and Technology

ENVP 223: Introduction to Natural Resource Management (3) [ES]

This course exposes students to a range of disciplines contributing to effective and sustainable natural resource management and varied career options in the field. Students will engage with 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.

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 (3) [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 ecology, 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.)

Course Descriptions

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 Science (3/1) [ES]

(Core Curriculum Course) Prerequisites: ENGL 101 and any college-level math course. 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.

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 311: Community-Based Natural Resource Management (3) [Summer]

Pre-requisites: ENVS 200/205 or consent of instructor. This course is a partnership with the South African Wildlife College to share their expertise in local natural resource management with SNC students on the summer South Africa trip. Providing multiple courses relevant to our majors allows more students to justify the cost of the trip, because they can earn more credits in that summer term. Comparing and contrasting natural resource management

strategies in southern Africa with natural resource management strategies in the Lake Tahoe Basin enriches our Sustainability and Environment Science majors' understanding of the complexities and challenges of environmental sustainability.

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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: Geographic 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

Course Descriptions

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 Geographic 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: Geographic 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.)

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.

Course Descriptions

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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

Fine Arts and Exhibition (FNAR)

Department of Fine Arts

FNAR 199/299/399/499: Teaching Assistant (-03) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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]

FNAR 381: Midway Art Portfolio Review (MAPR) (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) [OC]

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.

Course Descriptions

FNAR 480: Special Topics in Fine Arts (1-6) [OC]

This course will include travel course and other special topics particular to that semester. Note: *This course may have additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

FNAR 482: Professional Practices II (3) [ES]

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.

General Business (GBUS)

Department of Business

GBUS 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

GBUS 291: Business Writing (3) [AY]

Prerequisites: ENGL 101 and ENGL 102 with a grade of "C" or better. 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.

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 210: The Birth of Civilization (See ANTH 210 under Anthropology.) [AY]

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.

Course Descriptions

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: Special Topics in History (1-6) [AS]

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 405: Nevada Constitution and the Nevada Experience (1) [ES]

This course provides a thorough examination of the historical, constitutional, and social dimensions of the Nevada Constitution and Nevada experience. Fulfills Nevada teaching licensure requirements.

HIST 406: U.S. Constitution and Educational Policies (1) [ES]

This course provides an overview of the U.S. Constitution, including its seven articles and all subsequent amendments.

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 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 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 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 program 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.

Course Descriptions

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 (1-3) [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 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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.

Course Descriptions

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 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 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

INTB 382: 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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 is highlighted.

Course Descriptions

INTL 180/280/380/480: Special Topics in International Studies (1-6)

text, write a commentary on it, present their analysis and discuss it during a two-hour seminar every other week.

INTL 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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 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 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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, including form of governance, trade, finance, economic cooperation, environment, GNP, health, culture, language, etc.

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 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 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 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 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 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

Course Descriptions

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.

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 worlds 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 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

INTL 382: 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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-nation 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 430-436: Regional Studies (1-3 credits each)

[One of the following courses are offered Every Semester]

INTL 430 THE MODERN FAR EAST

INTL 431 SOUTHEAST ASIA

INTL 432 THE MIDDLE EAST

INTL 433 LATIN AMERICA AND THE CARIBBEAN

INTL 434 AFRICA

INTL 435 MODERN EUROPE

INTL 436 THE ASIA-PACIFIC RIM

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

Course Descriptions

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

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 Fukuyama, 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.

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.

Course Descriptions

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]

Prerequisite: 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.

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.

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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.

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 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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.

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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, human resources planning, operations management, business strategy, and leadership.

Marketing (MKTG)

Department of Business

MKTG 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

MKTG 201: Introduction to Marketing (3) [ES]

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: Marketing Strategy (3) [AS]

Prerequisite: MKTG 201. Marketing strategy is concerned with the choices and planning of resource deployments to achieve marketing objectives that are aligned with the strategic goals of the organization. The strategy involves analysis and decision-making regarding target market selection, effective positioning, and allocation of resources to achieve the marketing objectives. Making these strategic choices requires an understanding of the changing environment and competitive landscape. This foundational course will introduce key tools to assess the industry and market environment and to examine key concepts in strategic marketing aimed at creating sustainable competitive advantage for the organization.

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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: Digital Marketing (3) [AS]

Prerequisite: MKTG 201. The last decade has brought new communications channels to our world. This had 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/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.

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.

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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.

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

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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: Beginning New Genres (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: Intermediate New Genres (3) [AS]

Prerequisites: NWGN 215. 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 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. *This course may have additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

NWGN 415: Advanced New Genres (3) [AS]

Prerequisite: NWGN 315 or consent of instructor. 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 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.

NWGN 430: Burning Man Installation (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. *This course may have additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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.

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: 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 instructions, and role-playing scenarios, students will learn to handle emergency situations that involve prolonged patient care, several 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

ODAL 202: Wilderness First Responder (WFR) Recertification (1) [AS]

Prerequisite: ODAL 101, 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 of evacuation and decision-marking 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 WNI Adult & Child CPR certification and a WMI Wilderness First Responder Certification. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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ODAL 250: Fundamentals of Outdoor Leadership: Extended Field Expedition (1-4) [AS]

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. The curriculum revolves around seven leadership skills, i.e., outdoor competence, self-awareness, tolerance to adversity and uncertainty, expedition behavior, communication skills, judgment and decision-making, and vision and action and four leadership roles, i.e., self-leadership, active followership, designated leadership, and peer leadership. Through an experiential learning approach in class, students will utilize first-hand experiences and personal styles to obtain the techniques needed to improve their sense of self, their sense of group, and their sense of meaning. This course concludes with a 21-day field expedition where students continue to develop, practice, and apply their leadership skills and roles. The field 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. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

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 331: Adventure Therapy (3) [OC]

Prerequisites: ODAL 101 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.

ODAL 350: Wilderness Orientation Leader Practicum (0-3) [ES]

Prerequisite: Must have instructor approval. This independent classroom and field-based course is designed to provide students with necessary, advanced information to lead others on outdoor adventures/expeditions. Topics include the planning and preparation required to facilitate a multi-day expedition, 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 authentic learning experiences of leading and co-leading multi-date outdoor adventures in the Sierra Nevada.

ODAL 351: Outdoor Adventure Leader Practicum (1-6) [AS]

Prerequisite: Must have instructor approval. This classroom and field-based course is designed to provide students with necessary, advanced information to lead others on outdoor adventures/expeditions. Topics include the planning and preparation required to facilitate a multi-day expedition, 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 two authentic learning experiences of co-leading a group of SNC students on a multi-day outdoor adventure in the Sierra Nevada.

ODAL 361: Expedition Whitewater Rafting: (3) [Summer]

Prerequisite: ODAL 101 or instructor approval. Wilderness river expeditions require planning, specialized gear, trained boat handlers, and good judgment. The reward for those who can accomplish these trips are exhilarating rapids, amazing camp locations, and memories to last a lifetime. Students in this class will learn all of the skills required to be a river expedition member, creating a foundation to becoming a wilderness river guide. Students will be challenged every day to learn and use new skills, from rowing heavy gear boats to cooking dinner for the whole group. Everyone will participate in all aspects of the expedition as a cohesive group. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

ODAL 362: Backcountry Skiing/Riding (3) [AS]

Prerequisite: PHED 229 or instructor approval. This class builds on the AIARE level 1 curriculum. Over the course of six days of winter backcountry travel through avalanche terrain, you will hone your avalanche knowledge. Students will refine their terrain selection and ravel techniques, develop navigation and leadership skills, and practice avalanche rescue skills. Students can expect to be pushed physically and mentally, and to come away with solid winter backcountry travel skills. *This course has additional fees that must be paid early and are not refundable after the early payment due date. See the [Comprehensive Tuition and Fee Refund Policy](#).*

ODAL 380: Special Topics in Outdoor Adventure Leadership: Field Expeditions (1-6) [ES]

ODAL 390: Internship in Outdoor Adventure Leadership (1-6) [OC]

ODAL 401: Outdoor Adventure Ethics and Land Management (1-3) [AS]

Prerequisite: ODAL 101 and instructor approval. 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 do we value? What are its threats? How do we protect it for the future? The course begins with a fascinating history of the outdoor movement in America and gives a comprehensive survey of the legislation and agency structures that define wild lands management today. Through readings, debates, current event presentations, field trips, service projects, and guest visits from professionals in the field, students learn to think

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critically about controversial issues and values in conflict while developing their own outdoor adventure ethic. This course is essential for anyone who cares about the future of outdoor adventuring in the United States.

ODAL 450: Student Leader: Wilderness Orientation Practicum (1-6) [AS]

Prerequisites: ODAL 350 and instructor approval. This course is designed for students who have already taken ODAL 351: Outdoor Adventure Leader Practicum, and who are looking for higher level leadership opportunities within our Wilderness Orientation Program.

ODAL 451: Student Leader: Outdoor Adventures Practicum (1-6) [AS]

Prerequisite: PHED 350 and instructor approval. This course is designed for students who have already taken ODAL 350: Wilderness Orientation Leader Practicum, and who are looking for higher level leadership opportunities.

ODAL 461: Student Leader: Whitewater Rafting Practicum (1-3) [AS]

Prerequisites: ODAL 361 and instructor approval. This course is designed for students who have already taken ODAL 361: Expedition Whitewater Rafting, and who are looking for higher level leadership opportunities within our whitewater program.

ODAL 462: Student Leader: Backcountry Skiing/Riding Practicum (1-3) [AS]

Prerequisites: ODAL 362 and instructor approval. This course is designed for students who have already taken ODAL 362: Backcountry Skiing/Riding, and who are looking for higher level leadership opportunities in the Backcountry Skiing/Riding course or within our Avalanche Education Program.

ODAL 480: Special Topics in Outdoor Adventure Leadership (1-3) [OC]

ODAL 490: Internship in Outdoor Adventure Leadership (1-6) [OC]

Supervised work experience with an approved organization.

Painting (PNTG)

Department of Fine Arts

PNTG 199/299/399/499: Teaching Assistant (1-3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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 Painting (3) [ES]

Prerequisite: PNTG 311 or consent of instructor. Students further develop their studio practice in painting techniques and development of their personal style and artistic vision.

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 breathe work and meditation techniques will leave students balanced, rejuvenated, and refreshed. No prior experience needed. Yoga classes will be held in various locations around Incline (both indoors and outdoors).

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!

Course Descriptions

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 (1-2) [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 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.

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 cumulating 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) [OC]

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 (1-2) [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.

Course Descriptions

PHED 353: Challenge Course Leadership (2) [OC]

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.

PHED 355: Swift Water Rescue (1) [AS] [AY]

This certification course provides students with the fundamentals of survival in moving water and is recommended for anyone who may be called upon to effect in-water rescues. Students gain knowledge in hydrology and river classifications, size-up, site control, and scene management. Practical skills include self-rescue, swift-water swimming and the fundamentals of shore, boat and in-water rescues. Additionally, students are introduced to the basics of boat handling and the fundamentals of rope rescue, including mechanical advantage and anchor systems.

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 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 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 199/299/399/499: Teaching Assistant (1-3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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

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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.

Physics (PHYS)

Department of Science and Technology

PHYS 101: Physics I (3) [AS]

Prerequisite: MATH 115, MATH 120 or MATH 130. 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 199/299/399/499: Teaching Assistant (1-3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

Course Descriptions

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 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 271: 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 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.)

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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 as 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 101 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.

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 366: Psychology of Learning and Behavior (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. Basic theories of classical and operant conditioning will be discussed. 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 368: Cognitive Psychology (3) [AS]

Prerequisite: PSYC 101. This course reviews the theoretical foundations of cognitive science. Basic issues of cognition including perception, imagery, memory, categorization, thinking, judgment, and development will be considered from the perspectives of psychology, philosophy, and physiology.

PSYC 372: Training for Clinical Internships (2) [AS]

Prerequisite: PSYC 271, PSYC 322, 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

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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 414: Basic Research Fundamentals (4) [AS] Online

Prerequisites: PSYC 101, PSYC 291, MATH 251, and Senior Standing. 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 414 is part-one of a two-part series and must be followed by PSYC 444. Course does not fulfill research requirement for traditional students.

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: Sensation and Perception (3) [AS] Prerequisites: PSYC 101. This course covers information acquisition from the physical world via low-level sensory mechanisms (e.g., light adaptation, auditory discrimination, localization, etc.). Connection of these low-level sensory processes to high-level perception (object,

surface, space, motion, language processing, and event perception) will be made. Vision and audition will be primarily attended, with exposure to the remaining senses.

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 444: Observational Research (4) [AS] Online

Prerequisites: PSYC 414 and Senior Status. The focus of this course is on conducting a well-considered and carefully designed observational research study appropriate in the field of psychology. Considerations of correlational and experimental methods are made. Topics include: ethics in research with human participants, group vs. single-subject research, and research reporting. PSYC 444 is part two of a two-part series, following PSYC 414. Course does not fulfill research requirement for traditional students.

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 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 199/299/399/499: Teaching Assistant (1-3) [ES]

Prerequisite: Instructor approval required. Teachers' Assistants (TAs) assist faculty members with class administration including class preparation in-class mentoring and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

SCLP 210: Beginning 3-Dimensional Practices (3) [ES]

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

Course Descriptions

introduced to historical models of sculptural procedures and other art practices through visual material.

SCLP 310: Intermediate 3-Dimensional Practices (3) [ES]

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) [ES]

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 199/299/399/499: Teachers' Assistants (0-3) [ES]

Teachers' Assistants (TAs) assist faculty members with class administration, including class preparation, in-class mentoring, and grading. TAs are expected to attend class sessions to be able to mentor students. TAs must have passed the class in which they are assisting or demonstrate proficiency in the subject matter at a level acceptable by the professor.

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: Current Topics in the U.S. 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, 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

Course Descriptions

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]

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 (SOCl)

Department of Humanities and Social Sciences

SOCl 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.

SOCl 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.

SOCl 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.

SOCl 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.

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: ENV5 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 301: 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.

SUST 320: Climate Change (3) [AS]

Prerequisites: ENV5 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.

Course Descriptions

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 401: Sustainability Solutions (3) [AS]

Prerequisite: SUST 301 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.

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 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.

Teaching English As A Second Language (TESL) Department of Teacher Education

TESL 461: Assessment Considerations and English Language learners (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 462: Developing Curriculum for English Language Learners (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 463: Methods and Materials for Teaching English Language Learners (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 464: 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.

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]

Course Descriptions

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.

**VI. BOARD OF TRUSTEES
2018-2019**

Dr. Atam Lalchandani, Chair

Dr. Wayne Prim, Chairman Emeritus

Janet Lowe, Vice-Chair

Roland Schumann III, Vice-Chair

Dr. Nazir Ansari

Li Han Chan

Dave Collins

Patty Engels

Vanessa Franking

Bob Hall

Emmett H. Hall, Jr.

Sandy Hardie

Robin Holman

Jen Hutter

Roger Kahn

Brian Kennedy

Senator Ben Kieckhefer

Dr. Barry Klein

Warren Kocmond

Julia Mailander

Scott Minick

Bob Preger

Dr. Benjamin J. Solomon

Jim Steinmann

Advisory

Chuck Dowd

Walter Higgins

Bruce James

Richard Offerdahl

Gene Pretti

Roger Wittenberg

VII. TRUSTEE EMERITI

Kim L. Hagerty, Chairman Emerita

Bruce James, Chairman Emeritus

Dr. Charles J. Merdinger, Chairman Emeritus

Dr. Barry Munitz, Chairman Emeritus

Dr. Wayne Prim, Chairman Emeritus

Benjamin J. Solomon, President Emeritus

John Altman, Past Chair

J. Robert Anderson

Kathryn Clark Bassett

Nancy Siebens Binz

Emmett R. Burns, Jr.

G. R. "Rod" Campbell

Julie Clark

George E. Croom, Jr., Past Chair

Sharon Croom

Chuck Dowd

Leonard I. Gang

Bruce R. James, Past Chair

Lawrence Kates

Donald O. Kiser

Peter Kovacs

Chester Latshaw

Barbara L. Lichter

Leatrice Luria

Gordon MacLean

Richard Offendahl, Past Chair

Jeffrey A. Quinn

Richard Schleicher

Rodney K. Smallwood

Jerry Stewart

Harvey E. Wagner, Past Chair

Gwendolyn Weiner

Stuart Yount

Presidents

VIII. SIERRA NEVADA COLLEGE PRESIDENTS

Dr. Alan G. Walker	2015 -
Shannon Beets (Interim)	2014 - 2015
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

Staff and Faculty

IX. 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

Alan G. Walker. President. Ph.D., University of Kansas.
Kristine Young. Executive Assistant to the President.

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 and Associate Provost. Ph.D., University of Washington.

Office of Development and Alumni Relations

Dianne Severance. Director of Grants and Special Programs. M.A., University of California, Los Angeles.
Agnieszka Dabrowska. Director of Development Services. M.B.A., University of Economics in Katowice, Poland.
Nicole Ross. Events Coordinator and Advancement Administrative Assistant. B.A., Sierra Nevada College.

Office of Accounting and Business

Susan Johnson. Controller. B.S., University of Nevada, Reno.
Maia Rowland. Director of Financial Services. B.S., Sierra Nevada College.
Jacqueline Dontcho. Senior Accountant-Student Accounts.
Tricia Davis. Senior Accountant – Accounts Payable.
Ashley Nolan. Senior Payroll Accountant. B.A., Hamilton College.
Amy Sweiker. Senior Accountant-General Ledger. A.A., Western International University.
Christin Wilcox. Accounting Clerk. B.A., Colorado State University.

Academic Support Services

Henry Conover. Director of Academic Support Services. B.A., Azusa Pacific University.

Campus Store

Annamarie Jones. Campus Store Manager. B.S., M.A., Sierra Nevada College.
Christina Taylor. Campus Store Assistant Manager.

Library

Lara Katrina Schott. Library Director. M.S., University of Washington.
Pamela Rasmussen. Interim Librarian. B.S., University of Nevada, Reno.
Marsha Tejada. Library Assistant. B.A., Dominican University of San Rafael.

Registrar

Roseanna Wehby. Registrar. B.A., California State University, Sacramento.
Jane Rainwater. Assistant Registrar.
Tierra Tranquillo. Assistant Registrar – Las Vegas Office. B.A., Nevada State College.

Student Affairs

Will Hoida. Dean of Students, Director of Student Activities, and Head of Security. B.S., Cal Poly: San Luis Obispo.
Elizabeth Thibodeau. Director of Student Affairs and Housing. M.A., Sierra Nevada College.
Hayden Takahashi. Assistant Director of Student Affairs. B.A., Sierra Nevada College.
Hamed Chowdury. Security Officer. B.A., University of Montana.
Brett Bodie. RL Security Officer.

Staff and Faculty

Athletics

Christian DeLeon. Athletic Director and Women's Head Soccer Coach. B.A., Northland College.
Uros Kogal. Head Cross-Country Coach; Alpine Ski Coach.
Dylan Fangmeier. Interim Men's Lacrosse Coach. B.S., Sierra Nevada College.
Eric Tanguay. Head Golf Coach and Recruiter. B.S., Sierra Nevada College.
Mihaela Kosi. Head Men's and Women's Ski Coach. B.S., Sierra Nevada College.
Jordawn Jones. Athletic Trainer. M.S., Weber State University.

Teacher Education

Beth 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. 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.
Nancy Ciukowski. Office Manager and Administrative Assistant, Reno.
Valerie Medina. Office Manager and Administrative Assistant, Las Vegas. B.A., Nevada State College.
Zane Gray. M.A.T., ARL M.A.T., M.Ed., and TESL Programs Support. University of Nevada, Las Vegas.
Patricia Cooper. Field Experience Coordinator. Assistant Professor. M.Ed., University of Nevada, Reno.
Sheryl Watson. Phase II Director. M.Ed., University of Nevada, Reno.
Michael Chisholm. M.Ed. Administration Program Support and Online Coordinator. B.A., Regis University.

Institutional Effectiveness and Compliance

Annamarie Jones. Director of Assessment. B.S., M.A., Sierra Nevada College.

Human Resources

Tyler Young. Human Resources Director. B.S., Brigham Young University.
Dana Hoffelt. Human Resources Coordinator/Payroll Support. B.A., Sierra Nevada College.

Science and Technology Lab.

Pending. Science and Technology Lab Manager.

Financial Aid

Judy Roberts. Interim Director of Financial Aid. M.F.A., National University.
Jack Witt. Financial Aid Advisor. B.A., Sierra Nevada College.

Information Technology

Monte Gants. Senior Systems Manager. M.S., Marymount University.
Steve Hamilton. Computer Support Specialist.
Forest Goodman. Information Technology Coordinator. B.S., Sierra Nevada College.

Marketing

Daniel Kelly. Marketing Director. M.F.A. University of Wisconsin. FA
Susan Paigen. Webmaster. B.A., Brandeis University.
Holly Atkins, Marketing Manager. B.A., Middlebury College.

Admissions

Undergraduate

Todd Grimm. Admissions Counselor. B.A., Sierra Nevada College.
Abigail Stevens. Admissions Transfer Coordinator. B.A., University of Vermont.
Kyle Kelly. Admissions Counselor/Communications Specialist. B.A., Sierra Nevada College.
Robert Bryant Davis. Admissions Counselor. B.S., Sierra Nevada College.
Kyle Rockwell. Admissions Counselor. B.S., Sierra Nevada College.
Julie Hernandez. Admissions Office Manager. LVN, University of California, Santa Barbara.

Staff and Faculty

Graduate

Barbara Gnatovich. Executive Graduate Admissions Counselor. M.Ed., University of Nevada, Las Vegas.

Terra Breedon. MFA Coordinator/Graduate Admissions Counselor. B.A., Sierra Nevada College.

Extension Centers

Mark Arkinson. Vice President for Academic Extension Centers. Ed.D., University of Wyoming.

Katrina Midgley. Director of Enrollment Management, Academic Extension. B.A., University of the Pacific.

Deanna Guasch. Administrative Assistant, Academic Extension. B.S., University of Nevada, Reno.

Taylor Diamond. Associate Director of Enrollment Management, Academic Extension. B.A., M.A., University of Nevada, Reno.

Lilia Sanz-Parsi. Extension Center Enrollment Advisor, LTCC. B.S., Northern Arizona University.

Alisha Cahlan. Extension Center Enrollment Advisor, TMCC. M.B.A., University of Nevada, Reno.

Staff and Faculty

X. 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

- Ackerman, George (2012). Adjunct Faculty. Ph.D., Capella University. HS
- 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
- Archer, Claire (2017). Adjunct Faculty, Ph.D., University of Nevada, Reno. ST
- Aurand, Edward (2018). Adjunct Faculty. M.B.A., San Francisco State University. BU
- Axton, Donna (1986). Professor. Program Chair-Music. B.S., Allegheny College; M.A., Pacifica Graduate Institute. FA, HS
- Babin, Nicholas (2016). Adjunct Professor. B.A., M.A., and Ph.D., University of California, Santa Cruz. HS
- Barnes, Constance (2016). Adjunct Faculty, M.A., Sierra Nevada College. HS
- Barnhart, Benjamin (2017). Adjunct Faculty. B.A., Cedarville University. HS
- Baszile, Natalie (2018). MFA Faculty. M.F.A., Warren Wilson College. HS
- Bay-Anderson, Collene (2014). Adjunct Faculty. Ph.D., University of Phoenix. 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
- Bergan, Nicholas (2017). Adjunct Faculty. M.S., Florida State University. HS
- Berti, Courtney (2016). Adjunct Faculty. M.F.A., Sierra Nevada College. HS
- 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
- Breeden, Terra (2017). Adjunct Faculty. B.A., Sierra Nevada College. HS
- Breiter, Jonathan (2018). Assistant Professor. M.B.A., Hofstra University. BU

Staff and Faculty

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

Budd, Anitra (2017). Adjunct Faculty. M.A., University of Minnesota. HS

Busch, Benjamin (2017). Adjunct Faculty. B.A., Vassar College. FA

Caire, Christina (2017). Adjunct Faculty. M.B.A., California State University, Sacramento. BU

Campbell, Elizabeth (2016). Adjunct Faculty. M.F.A., Ohio University. FA

Campbell, Richard (2016). Adjunct Faculty. Ph.D., Florida State University. HS

Cardenas, Joanna (2018). Adjunct Faculty. B.A., University of California, San Diego. HS

Cardinalli, Anthony (2017). Adjunct Faculty. B.S. and M.B.A., University of Nevada, Reno. BU

Caron, Tanya (2009). Adjunct Faculty. Ph.D., University of Nevada, Reno. TE

Church, Seven (2016). Adjunct Faculty. M.F.A., Colorado State University. HS

Cohee, Tim (2007). Assistant Professor. Program Director Ski Business and Resort Management. B.A., California State University, Long Beach. BU

Colenda, Cameron (2018). M.A., Middlebury Institute of International Studies. BU

Conover, Henry (2009). Adjunct Faculty. B.A., Azusa Pacific University. HS

Cook, Laura (2016). Adjunct Faculty. Ph.D., Walden University. TE

Cook, Tedra (2015). Adjunct Faculty. M.Ed., Grand Canyon University. TE

Coon, Frank (2016). Adjunct Faculty. J.D., University of California, Davis. BU

Crawford-Ferre, Heather (2017). Adjunct Faculty. M.Ed., University of Nevada, Reno. TE

DeLauer, Debbie (2013). Adjunct Faculty. B.S., Arizona State University; M.Ed., University of Nevada, Reno. TE, BU

deSalvo, M. Roman (2016). Adjunct Faculty. M.F.A., University of California, San Diego. FA

Dominguez, Llane (2018) MFA Faculty. FA

Donnelly, Amber (2013), Adjunct Faculty. M.Ed., National University. HS

Donnelly, Mary (2017). MFA Faculty. M.F.A., Bennington College. HS

Dudley, Russell (1991). Professor. B.A., University of Oregon; M.F.A., University of Arizona. FA

Edwards, Robert (2018). M.A., Golden State University. BU

Ellsworth, Steve (1992). Math Program Chair. Professor. B.S., M.S. University of Michigan; Ph.D., University of California at Davis. ST

Frederick, Christina (2009). Psychology Program Chair. Associate Professor. B.S., University of California, Davis; M.A., Ph.D., University of California, Berkeley. HS

Gire, Richard (2008). Assistant Professor. Marketing Program Chair. M.B.A., University of Southern California; J.D., Loyola Law School. BU

Gollery, Suzanne (1997). Professor. B.S., Arizona State University; Ph.D., University of California, Berkeley. ST

Staff and Faculty

Gower, Scoti (2014). Adjunct Faculty. M.A., University of California, San Francisco. 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

Havey, Deborah (2017). Adjunct Faculty. Ed.S., University of Nevada, Reno. TE

Heathcock, Alan (2017). Adjunct Faculty. M.F.A., Boise State University. HS

Heavey, Kristin (2016). Adjunct Faculty. M.A., Stanford University. FA

Heindl, Christine (2017). Adjunct Faculty. M.F.A., Cornell University. FA

Herrick, Lee (2012). Adjunct Faculty. B.A., M.A., California State University, Stanislaus. HS

Herrick, Theresa (2012). Adjunct Faculty. M.S., California Baptist University. HS

Hicks, Patrick (2013). Adjunct Faculty. Ph.D., DePaul University. HS

Higdon, W. Jay (2014). Adjunct Faculty. M.B.A., Northwood University. HS

Higdon, Lora (2014). Adjunct Faculty. M.B.A., Northwood University. HS

Higdon, Michael (2018). Adjunct Faculty. B.G.S., University of Nevada, Reno. HS

Hodges, Jennifer (2017). Adjunct Faculty. M.A., University of California, San Francisco. TE

Hoida, Will (2005). Adjunct Faculty. B.S., California Polytechnic State University. HS

Johnson, James (2017). Adjunct Faculty. B.A., Wake Forest University. BU

Kato-Brong, Robin (2017). Adjunct Faculty. M.Ed., Grand Canyon University. TE

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

Kirk, Terin (2017). Adjunct Faculty. M.A.T., Sierra Nevada College. TE

Koltz, Jessica (2018). Adjunct Faculty. M.Ed., Pennsylvania State University. TE

Kreider, Peter (2018) Adjunct Faculty. M.F.A., Temple University. FA

Lamb, David (2015). Adjunct Faculty. B.A., Washington University. TE

Lanier, Chris (2007). Associate Professor. B.A., New College of California, San Francisco; M.F.A., University of California Davis. FA

Staff and Faculty

Lape, Logan (2016). Adjunct Faculty. M.F.A., Parsons School of Design. 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

Leonard, Michael (2017). Adjunct Faculty. B.S., University of Detroit-Mercy. ST

Levitan, Charles (1986). Professor. B.S., B.A., University of Washington. Ph.D., Dartmouth College. ST

Lewellen, Mary (2005). Professor. Global Business Management and International Studies Program Chair. B.S., M.B.A., Arizona State University, Tempe; M.S., National War College. CPA. IS/BU

Lommori, Leslie (2016). Adjunct Faculty. M.Ed., Lesley University. TE

Longshore, Barbara (2016). Adjunct Faculty. B.A., California State University, Chico. ST

Lucas, Julie (2013). Teacher Recertification. B.A., University of Arizona; M.Ed., Northern Arizona University. TE

Makkai-Freeman, Rebecca (2013). Adjunct Faculty. M.A., Middlebury College. HS

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

Marrone, Anthony (2017). Adjunct Faculty. B.A., Colby-Sawyer College. FA

Martin, Wendy (2018). M.F.A. Faculty. M.A., University of Phoenix. FA

McCullough, Laura (2014). Adjunct Faculty. M.F.A., Goddard College. HS

McCune, Jacqueline. (2014). Adjunct Faculty. B.A., University of Nevada, Reno; M.A.Ed., University of Phoenix, Reno. TE

McGee, Joseph (2016). Faculty. M.F.A., Vermont College of Union Institute and University. HS

McMichael, James (2018). Adjunct Faculty. M.B.A., San Francisco State University. BU

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

Molander, Lloyd (2017). Adjunct Faculty. J.D., McGeorge School of Law, University of the Pacific. BU

Moor, Ayanah (2016). MFA Faculty. M.F.A., Temple University. FA

Moore, Dustin (2017). Adjunct Faculty. M.B.A., University of Nevada, Reno. BU

Mountford, Peter (2014). Adjunct Faculty. M.F.A., University of Washington. HS

Murillo, John (2017). MFA Faculty. M.F.A., New York University. H.

Nipper, Kelly (2017). MFA Faculty. M.F.A., California Institute of the Arts. FA

Normington, Richard (2006). Professor Emeritus. B.A., University of California, Davis; M.S., Pace University. BU

Staff and Faculty

O'Bryan, Daniel W. (1992). Associate Provost. 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

Oliver, D. Scott (2016). Adjunct Faculty. M.F.A., California College of the Arts. FA

Ossman, April (2012). MFA Faculty. B.A., Dartmouth; M.F.A., Vermont College of Fine Arts. HS

Pagni, Lindsay (2015). Adjunct Faculty. B.A., University of Nevada, Reno. TE

Pahmeier, Gailmarie (2012). MFA Faculty. B.A., Southern Illinois University; M.F.A., University of Arkansas. HS

Papademetriou, Elisabeth (2016). MFA Faculty. M.F.A., Vermont College Union Institute and University. 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

Perry, Bradley (2018). Adjunct Faculty. FA

Peterson, Megan (2017). Adjunct Faculty. Ph.D., University of Alaska, Fairbanks. ST

Pollack, Bary (2001). Adjunct Faculty. B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University. ST

Porter, Kelsey (2018). Adjunct Faculty. B.A., University of California, Berkeley. HS

Quintero-Flores, Isabel (2017). MFA Faculty. M.A., California State University, San Bernardino. HS

Regel, Jessica (2016). Adjunct Faculty. B.A., CUNY Hunter College. HS

Reynolds, Robert (2016). Adjunct Faculty. B.A., Brown University. FA

Riccitelli, Robert (2018). Adjunct Faculty. M.A., University of Denver. BU

Rinker, Jessica (2018). MFA Faculty. M.F.A., Vermont College of Fine Arts. FA

Rispin, Marjorie (2018). Adjunct Faculty. M.S., Walden 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). Department Chair, Science and Technology. 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

Sampson, Devon (2018). Adjunct Faculty. Ph.D., University of California, Santa Cruz. HS

Saraceno, June Sylvester (1987). Chair, Department of Humanities and Social Sciences. Professor. Professor. B.A., East Carolina State University; M.F.A., Bowling Green State University. HS

Schott, Judith (2017). Adjunct Faculty. M.Ed., University of Nevada, Reno. TE

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

Staff and Faculty

Scripps, James (2017). Instructor. B.A., University of Oregon. HS

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

Sital, Krystal (2018). MFA Faculty. M.F.A., CUNY Hunter College. HS

Smith, Patricia (2012). MFA Faculty. M.F.A., Stonecoast. HS

Spees, Justin (2016). Adjunct Faculty. B.A., San Diego State University; M.B.A., Thunderbird School of Global Management. BU

Spires, Angela (2018) Adjunct Faculty. M.A., University of Nevada, Reno. HS

Stepaniak, Jessica (2018). Adjunct Faculty. Ed.D., Capella University. TE

Strong, Gabrielle (2017) Adjunct Faculty. M.F.A., University of California, Irvine. FA

Stull Meyers, Ashley (2018). MFA Faculty. M.A., California College of the Arts. FA

Taylor, Stacy (2012). Assistant Professor. Finance and Economics Program Chair. B.A., Washington State University; M.B.A., Portland State University. BU

Teittinen, Daryl (2012). Instructor. B.A., Prescott College. HS

Turner, Brian (2010). Director, M.F.A. in Creative Writing. Associate Professor. B.A., Fresno State; M.F.A., University of Oregon. HS

Umek, John (2016). Adjunct Faculty. Ph.D., University of Nevada, Reno. ST

Valchev, Melissa (2017) Adjunct Faculty. M.S., University of California, San Francisco. ST

Valentine, Scott (2010). Adjunct Faculty. B.A., University of California, Santa Barbara; M.S., San Diego State University. HS

Van Dellen, Amanda (2018). Adjunct Faculty. Ph.D., University of Nevada, Reno. ST

Vega, Stephanie (2017). Adjunct Faculty. M.S., University of Nevada, Reno. TE

Wainwright, Philip (2017). Adjunct Faculty. B.B.A., Wake Forest University. BU

Walker, Deborah. (2009). Adjunct Faculty. B.A., University of California, Santa Barbara; D.N.M., Bastyr University. ST

Watson, Sheryl (2009). Adjunct Faculty. Project Director. M.Ed., University of Nevada, Reno. TE

Weitz, Julie (2017). MFA Faculty. M.F.A., University of Wisconsin. FA

Wetherington, A. Laura (2012). Adjunct Faculty. B.A., University of California, Berkeley; M.F.A., University of Michigan. HS

Whitcome, Christine (2017). Assistant Professor. M.Ed., University of Nevada, Reno. TE

Wiebush, Amanda (2018). Adjunct Faculty. M.A., University of Oregon. HS

Winfield, Rick (2014). Assistant Professor. Harold Walter Siebens Entrepreneurship Chair. B.A., University of Pennsylvania; M.B.A., Columbia Business School, London Business School, Hong Kong University. BU

Wong, Kendra (2008). Professor Emeritus. B.S., University of California, Davis; M.B.A., Arizona State University; CPA. BU

Yapa, Sunil (2018). MFA Faculty. M.F.A., CUNY Hunter College. HS

Zanto, Katherine (2004). Associate Professor; Program Chair, Interdisciplinary Studies. B.A., Dartmouth College; M.A., Stanford. HS

Staff and Faculty

Zwartjes, Arianna (2018). MFA Faculty. M.F.A., University of Arizona, FA

Las Vegas Campus

Arnow, Elizabeth. (2016). Adjunct Faculty and M.A.T. ARL Coordinator. M.Ed., University of South Carolina. M.S., California State University, Fullerton. TE

Barton, William (2018). Adjunct Faculty. M.Ed., University of Nevada, Las Vegas. TE

Bromley-Norwood, Francine (2015). Adjunct Faculty. M.S., Towson University. 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

Duarte, Cynthia (2018). Adjunct Faculty. Ed.S., NOVA Southeastern University. TE

Dunn, Ellen (2018). Adjunct Faculty. M.Ed., Grand Canyon University. TE

Erbach, Carol (2016). Adjunct Faculty. M.A., University of Phoenix. TE

Everson, Michael (2018). Adjunct Faculty. M.A., University of Phoenix. TE

Geiger, Angela (2012). Adjunct Faculty. B.A., University of Nevada, Las Vegas; M.S., Nova Southeastern University, Las Vegas. TE

Gratrix, Ritzie (2010). Adjunct Faculty. B.S., M.Ed., University of Nevada, Las Vegas.

Gray, Zane (2016). Adjunct Faculty and M.A.T., ARL M.A.T., M.Ed., and TESL Programs Support. B.A., M.S., University of Wisconsin. Ed.S., Winona State University. TE

Gregorio, Sandra (2016). Adjunct Faculty. M.S., Nova Southeastern University. TE

Hoefl, Kendra (2018). Adjunct Faculty. M.Ed., Regis University. TE

Holloway, Rebekah (2017). Adjunct Faculty. M.Ed., University of Nevada, Las Vegas. TE

Holmes, Neil (2018). Adjunct Faculty. M.A., University of Nevada, Las Vegas. TE

Keener, Matthew (2010). Adjunct Faculty. M.Ed., Walden University. TE

Konruff, Kristine (2016). Adjunct Faculty. M.Ed., Grand Canyon State University. TE

Lyke, Laura (2006). Adjunct Faculty. B.A., Macalester College; M.A., Hamline University; Ed.D., Nova University. TE

McCormack, Shannon. (2015). Adjunct Faculty. M.Ed., Bridgewater University. Ed.D., Nova Southeastern University. TE

McDermott, Tricia (2015). Adjunct Faculty. M.Ed., Sierra Nevada College. TE

McEnaney, Richard. (2012). Adjunct Faculty. Ed.D., Northern Arizona University. TE

Moore, Patricia (2017). Adjunct Faculty. Ed.D., Walden University. TE

Mortensen, Hal (2017). Adjunct Faculty. M.A., University of Arizona. TE

Myers, Jody (2018). Adjunct Faculty. M.S., NOVA Southeastern University. TE

Nay, Tiffany (2016). Adjunct Faculty. B.S., University of Nevada Las Vegas; M.Ed., University of Nevada Las Vegas. TE

Staff and Faculty

Oakden, Mark (2017) Adjunct Faculty. B.S., University of Nevada Las Vegas; M.Ed., University of Nevada Las Vegas. TE

Reed, Kimberly (2015). Adjunct Faculty. B.A., M.Ed., University of Nevada, Las Vegas. TE

Rice-Slater, Tracy (2018). Adjunct Faculty. M.S., NOVA Southeastern University. TE

Stratton, Brooke (2010). Adjunct Faculty. M.Ed., University of Nevada, Las Vegas. TE

Wiatt, Michael (2011). Student Teacher Supervisor. B.A., University of California, Irvine; M.Ed., University of Nevada, Las Vegas. TE

Online Teacher Education

Angell, Jennifer (2017). Adjunct Faculty. M.Ed., Sierra Nevada College. TE

Arnow, Fredric (2018). Adjunct Faculty. MBA, University of South Carolina. TE

Been, Dorothea (2016). Adjunct Faculty. M.Ed., Sierra Nevada College. TE

Carque, Kelly (2017). Adjunct Faculty. M.Ed., Sierra Nevada College. TE

Cauley, Nancy (2012). Adjunct Faculty. Ed.D., University of Nevada, Reno. TE

Culbertson, Brittany (2011), Adjunct Faculty. RCA Advisor. B.A., University of Nevada, Reno; M.A.T., M.Ed., Sierra Nevada College. TE

D'Ault, Sally (2012). Adjunct Faculty. M.A., University of Phoenix. TE

Dixon, Jenna (2017). Adjunct Faculty. M.A., Sierra Nevada College. TE

Erbach, David (2016). Adjunct Faculty. Ed.D., University of Nevada, Las Vegas. TE

Gerali-Schwartz, Joanna (2017). Adjunct Faculty. M.Ed., National-Louis University; M.Ed., University of Nevada, Las Vegas. TE

Grandy, Cirstina (2014). Adjunct Faculty. B.S., M.S., Texas A&M, Corpus Christi. TE

Grandy, Jeffrey (2015). Adjunct Faculty. M.Ed., University of Nevada, Las Vegas. TE

Henderson, LaDonna (2014). Adjunct Faculty. M.Ed., NOVA Southeastern University. 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

Kiehn, Matt (2018). Adjunct Faculty. B.S., M.A., University of Nevada, Reno. 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

Kresyman, Shelley (2018). Adjunct Faculty. Ed.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

Newman, Sharon (2014). Adjunct Faculty. B.A., Prairie View A&M University of Texas; M.Ed., University of Phoenix. TE

Overstreet, Rachael (2016). Adjunct Faculty. M.A.T., Sierra Nevada College. 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

Staff and Faculty

Robison, Michael (2016). Adjunct Faculty. Ed.D., University of Nevada, Las Vegas. TE

Schauer, Belinda (2016) Adjunct Faculty. M.A., University of Phoenix. TE

Seckler, Ronald (2013). Adjunct Faculty. M.A., Misr International University. TE

Sharp, Cynthia (2004). Adjunct Faculty. M.A., University of Nevada, Reno. TE

Solomon, Robert (2013). Adjunct Faculty. M.Ed., University of Nevada, Las Vegas. TE

Stacey, Christina (2015). Adjunct Faculty. M.Ed., University of Nevada, Las Vegas. TE

Sullivan, John (2014). Adjunct Faculty. B.S., Elon College; M.S. Nova University. TE

Varner, Winship (2013). Assistant Professor. 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

Weintraub, Daniel (2015). Adjunct Faculty. Ed.D., University of Southern California. TE

Extension Centers

Baker, Steve (2015). Assistant Professor. B.S.B.A., University of Oregon; MSBA, University of Denver; M.B.A., Northwestern University. BU

Culp, Lisa (2018). Adjunct Faculty. Ed.S., University of Idaho. BU

Downing-Wilson, Deborah (2016). Adjunct Faculty. B.S., University College, London; M.A., Ph.D., University of California, San Diego. BU

Hardin, Roger (2017) Adjunct Faculty. B.A., M.A., National University. HU

Hawkins, Kathryn (2018). Adjunct Faculty. M.B.A., California State University, Sacramento. BU

Marinelli, Elizabeth (2017) Adjunct Faculty. B.A., West Virginia University; M.S., University of Tennessee, Knoxville; Ph.D., University of Pittsburgh. HU

Wainwright, Philip (2017) Adjunct Faculty. B.A., Wake Forest University; J.D., Nashville Law School. BU

Campus Map

ACADEMIC CALENDARS

FALL 2018	
2018/2019 FASFA Available for Filing	October 1, 2017
Tuition Due for Fall Semester	August 1, 2018
Faculty Returns	August 13, 2018
Housing Facilities Open for New Students	August 13, 2018
Advising and Registration for New Students	August 15, 2018
Orientation Week	August 13-15, 2018
Wilderness Outdoor & Tahoe Orientation	August 15 - August 19, 2018
Advising and Registration for New Students	August 15, 2018
Registration Non-Pursuing Degree/Non-Credit Students	August 17, 2018
Semester Official Start	August 20, 2018
Instruction Begins for On-Ground Courses Full-Term	August 20, 2018
Last Day to Drop with 100% for Full-Term Courses*	August 26, 2018
ODP Module A	August 27, 2018 - October 7, 2018
Labor Day (College Closed)	September 3, 2018
Junior English Proficiency Test	September 27 and 28, 2018
Midterms	October 8-12, 2018
Midterm Grades Filed with Registrar	October 17, 2018
Nevada Day Recess (College Closed)	October 26, 2018
Last Day to Change Grade Status or Withdraw from a Course Without Academic Penalty Full-Time Courses	October 29, 2018
Advising for Spring 2019 Term	October 29, 2018 - November 9, 2018
ODP Module B	October 22, 2018 - December 9, 2018
Veterans Day - Observed (College Closed On-Ground Courses)	November 12, 2018
May and August 2019 Graduation Petitions Due	Tues, Nov 13 - Thur, Nov 15, 2018
Registration for Returning Students for Spring Term	Tues, Nov 13 - Thur, Nov 15, 2018
Contingency/Weather Make-Up Day	November 17, 2018
Thanksgiving Break (No Classes)	November 19, 2018 - November 23, 2018
Thanksgiving Holiday (College Closed)	November 21-23, 2018
Prepare for Finals/No Scheduled Class	Monday December 10, 2018
Final Exam Week	Tuesday, Dec 11 - Saturday, Dec 15, 2018
Instruction Ends for 16 Week Ground Courses	December 16, 2018
Semester Official Ends	December 16, 2018
Final grades filed with Registrar	Wednesday, December 19, 2018 - By Noon
Administrative Offices Closed	Monday, Dec 17, 2018 - Tuesday, Jan 1, 2019
January 2019 Intersession (2 Weeks)	
Instruction Begins	January 7, 2019
Last Day to Change Grade Status or Withdraw from a Course Without Academic Penalty Full-Time Courses	January 14, 2019
Instruction Ends	January 20, 2019

Campus Map

SPRING 2019	
Tuition Due for Spring Semester	January 1, 2019
Administrative Offices Open	January 2, 2019
Faculty Returns	January 15, 2019
Housing Facilities Open for New On-Ground Students	January 17, 2019
Orientation	January 18, 2019
Advising and Registration for New Students	January 17-18, 2019
Registration Non-Pursing Degree/Non-Credit Students	January 18, 2019
Martin Luther King Day (College Closed)	January 21, 2019
Semester Official Start	January 21, 2019
Instruction Begins for On-Ground Courses	January 22, 2019
Last Day to Drop with 100% for Full-Term Courses*	January 28, 2019
ODP Module A	January 28, 2019 - March 10, 2019
President's Day (College Closed)	February 18, 2019
Junior English Proficiency Test	February 21 and 22, 2019
Contingency/Weather Make Up Day	March 9, 2019
Midterms	March 11-15, 2019
Spring Break	March 18-22, 2019
Midterm Grades Filed with Registrar	March 20, 2019
ODP Module B	March 25, 2019 - May 5, 2019
Advising for Summer and Fall terms	March 26, 2019 - April 5, 2019
Last Day to Change Grade Status or Withdraw from a Course Without Academic Penalty Full-Time Courses	April 1, 2019
December Graduation Petitions Due	April 9-11, 2019
Registration for Returning Students Summer/Fall	April 9-11, 2019
Contingency/Weather Make-Up Day	April 13, 2019
Prepare for Finals/No Scheduled Class	Wednesday, May 8 - Thursday, May 9, 2019
Final Exam Week	Fri, May, 10; Sat, May 11; Mon, May 13 through Wed, May 15, 2019
Commencement	May 18, 2019
Instruction Ends for 16-week Ground Courses	May 19, 2019
Semester Official Ends	May 19, 2019
Final Grades Filed with Registrar	May 22, 2019

***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.

Campus Map

SUMMER 2019	
Tuition Due	May 1, 2019
Registration for Non-Pursuing Degree/Non-Credit Students, and Dual Enrollment	May 17, 2019
Semester Official Start	May 20, 2019
Instruction Begins	May 20, 2019
ODP Module A	May 21, 2019 - June 30, 2019
Memorial Day (College Closed for On-Ground Courses)	May 27, 2019
ODP Module B	July 2, 2019 - August 11, 2019
Last Day to File 2018/2019 FASFA	June 30, 2019
Independence Day Observed (College Closed for On-Ground Courses)	July 4, 2019
Last Day to Change Grade Status or Withdraw from a Course Without Academic Penalty	See Refund Policy
Semester Official ends	August 11, 2019
Final Grades Filed with Registrar	5 Days After End of Course
Faculty report back for Fall 2019	August 12, 2019
Instruction begins for Fall 2019	August 19, 2019

***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.

Final Grades for Summer 2019

Final grades for Summer 2019 are due to the Registrar's office five (5) days after the end of the course.

Campus Map

CAMPUS MAP

CAMPUS MAP

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

SIERRA NEVADA COLLEGE