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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
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 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, 2016.
- 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 April 2, 2016.
- 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. SNC reserves the right to adjust conditions of enrollment, class offerings, and services rendered as dictated by the limits of institutional resources, enrollment conditions, and federal and state statutes.

Prohibited Uses of Internet Systems and Services

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

- Unauthorized entry into a file to use, read, or change the contents or for any other purpose.
- Unauthorized transfer of a file.
- Unauthorized use of another individual’s identification or password.
- Use of computers or computing facilities and resources to interfere with the work of another student, faculty member, or University official.
- Use of computing facilities and resources in violation of copyright laws.
- Illegal Use: Transmission, distribution, or storage of any material in violation of an applicable law or regulation is prohibited. This includes, without limitation, pornography, viruses, worms, or harmful code, material protected by copyright, trademark, trade secret, or other intellectual property right used without proper authorization. Students shall comply with the Digital Millennium Copyright Act of 1998.
- Threats: Threats of bodily harm or destruction of property, or any other communication that constitutes an illegal threat or harassment.
- Reselling: The resale of Internet Service or otherwise making available to anyone outside the premises the ability to use the Service (i.e. Wi-Fi, or other methods of networking) without proper authorization.
- Impersonation/Forgery: The use of the Internet Service for the impersonation of another person for any purpose, including, without limitation, adding, removing, or modifying email or network header information, use of free email services, selling or auction services, and chat or other instant messaging services. Identity theft, misuse, or misrepresentation of one’s identity on the Internet is a violation of NV state law and covered under section 18 of the United States Federal Code.
- Disruptions and Network Unfriendly Behavior: Any activities, intentional or otherwise, which adversely affect the ability of other Students or Clients of Sierra Nevada College to use Internet Services or the Internet. This includes, without limitation, denial of service (DOS) attacks, unauthorized attempts to gain access to any account or computer resource not belonging to the student or employee, the alternation, 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).
Accreditation & Legal Notices

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

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

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

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

**Las Vegas Campus – 4300 E. Sunset Avenue, E-1, Henderson, Nevada 89014**
The Sierra Nevada College Department of Teacher Education Las Vegas 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:**

**Lake Tahoe Community College** – LTCC is located at One College Drive, South Lake Tahoe, California. The college is located on 164 acres in the Lake Tahoe forest. 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.

**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.

The Meadowood Center is located at 5270 Neil Road, Reno, Nevada. Located in central Reno, the Meadowood Center opened in 2003 and provides academic courses, professional certification programs, and workshops, Adult Basic Education, English as a Second Language, general education, customized training and personal enrichment courses.

The William N. Pennington Health Sciences Center is located at 18600 Wedge Parkway, Reno, NV. Located off Mount Rose Highway in south Reno, the William N. Pennington Health Sciences Center opened in 2005 as a joint campus with the University of Nevada, Reno, and houses the Nursing, Paramedic and Emergency Medical Services (EMS), Radiologic Technology and Veterinary Technician programs, as well as offering general education courses.

**College of Southern Nevada - Open**
V. GRADUATE PROGRAMS

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

Master of Arts in Teaching (M.A.T.) Admission Requirements
1. Graduate Application for Admission.
2. $50 non-refundable application fee (payable to Sierra Nevada College).
3. Official Transcripts
   - An official transcript showing a posted bachelor’s degree with an earned 2.75 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification, including time elapsed since completion of degree, experience in the field, etc.)
   - Transcripts of any other undergraduate and graduate coursework must be submitted separately.
   - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.
4. Two confidential letters of recommendation. Letters of recommendation should come from a college-level instructor who can speak to your academic competencies. If you cannot acquire an academic letter, the letters should be from someone who can provide anecdotal evidence of how you interact with youth and your suitability to the teaching profession, or from someone (e.g., an employer) who can provide some anecdotal evidence about the following skills: written and oral communication, analytical reasoning, and/or the ability to read complex material. Letters may not be from a neighbor, friend, or relative.
5. Personal Essay (2-3 pages) – Please address each of the following:
   - Why do you want to become a (level/subject) teacher?
   - Description of a powerful learning experience in your life and how it might influence your own teaching in the future.

Note: GRE scores are not required.

Recommendation:
We strongly recommend that graduate candidates with a GPA below a 2.75, demonstrate basic proficiency in writing/verbal and mathematical skills by successful passing of Praxis Core or CBEST. Evidence may include completing state appropriate courses with a grade of B or better. A Master’s degree meets this requirement.

Alternative Route to Licensure (ARL) Track within the Master of Arts in Teaching (M.A.T.) Program Admission Requirements
1. Full enrollment in Master of Arts in Teaching program at SNC.
2. Successful completion of ARL internship classroom field experience.
4. Special Education majors: completion of two classes (1) EDUC 560 – Introduction to Education and Educational Research, and (2) EDUC 555 – Exceptional Individuals.
5. Successfully pass the required Nevada teacher licensure exams specific to content area.
6. Obtain a job offer from a participating school district.
7. Apply and receive an ARL license from the Nevada Department of Education.

Master of Education (M.Ed.) Admission Requirements
1. Graduate Application for Admission.
2. $50 non-refundable application fee (payable to Sierra Nevada College).
3. Official Transcripts
   - An official transcript showing a posted bachelor’s degree with an earned 3.00 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification, including time elapsed since completion of degree, experience in the field, etc.)
   - Transcripts of any other undergraduate and graduate coursework must be submitted separately.
Graduate Course Descriptions

- An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.

4. Two letters of recommendation. If undergraduate GPA is below a 3.00, letters of recommendation should come from someone (e.g., an employer) who can provide some anecdotal evidence about the following skills: teaching, written and oral communication, analytical reasoning, and/or the ability to read complex material. Letters may not be from a neighbor, friend, or relative.

5. Personal Essay (2-3 pages) – Please describe the following:
   - Discuss how you anticipate this program will enhance your role as a leader in the classroom or community.

Note: GRE scores are not required.

Master of Fine Arts in Creative Writing (M.F.A.) Admission Requirements

The Master of Fine Arts in Creative Writing Program accepts applications on a rolling basis. If you have questions about the application process, please contact the Graduate Admissions Office at graduateadmissions@sierranevada.edu.

1. Application
2. $50 non-refundable application fee (payable to Sierra Nevada College)
3. Manuscript in Chosen Genre
   - Manuscript guidelines are as follows:
     1. Poetry: 10 pages of poetry
     2. Fiction: 20-25 pages of fiction

Note: All manuscripts must be typed and double spaced, Times New Roman 12 point font

4. Writing for Children and Young Adults (WCYA). Any combination of:
   - Picture books: 2-3 full manuscripts
   - Middle grade fiction or nonfiction: up to 25 pages
   - Young adult fiction or nonfiction: up to 25 pages

5. Two personal essays
   - In two to three pages, the essay should discuss your creative writing background, to include writers in your chosen genre who influenced your own work. Do not include the work of MFA faculty members at Sierra Nevada College in your discussion. (You may discuss this in question number two, if applicable.)
   - In two to three pages, discuss how the low-residency model and the program at Sierra Nevada College would be suited to your writing goals.

6. Two confidential letters of recommendation
   - Letters of recommendation should come from a college-level instructor who can speak to your academic competencies. Letters may not be from a neighbor, friend, or relative.

7. Official Transcripts
   - An official transcript showing a posted bachelor’s degree with an earned 3.00 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification including time elapsed since completion of degree, experience in the field, etc.)
   - Transcripts of graduate coursework may be submitted separately.
   - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.

Note: GRE scores are not required.

Master of Fine Arts in Interdisciplinary Arts (M.F.A.) Admission Requirements

The Master of Fine Arts in Interdisciplinary Arts Program accepts applications on a rolling basis. If you have questions about the application process, please contact the Graduate Admissions Office at graduateadmissions@sierranevada.edu.

1. Application
2. $50 non-refundable application fee (payable to Sierra Nevada College)
3. A portfolio of 15-20 images.
   - If your work is best shown via video, you may submit up to 20 minutes of video files by linking to them directly on the web (Vimeo, You Tube, etc.).
   - If you are working with sound, you may submit up to 10 minutes of audio files by linking to them directly on the web (Soundcloud, etc.).
Graduate Course Descriptions

- With all time-based media, please make sure to indicate Title, Medium, Duration, and Date in the spaces for Title-Descriptions when submitting.
- If media is password-protected, please include password for viewing.

4. An artist’s statement that contextualizes your current studio activity, and describes how your participation in the MFA will activate your work’s ability to intersect the world in a significant way. Please spend some time talking about why you feel the low-residency program at SNC would be a good fit for your practice.

5. Two confidential letters of recommendations.
   - Letters of recommendation should address your artistic goals and academic competencies. These letters should speak to your qualifications as an artist for independent study in a graduate context, as well as how you would interact with others in an intense and collaborative learning environment.

6. Official Transcripts
   - An official transcript showing a posted bachelor’s degree with an earned 3.00 grade point average. (Exceptions to the grade point average requirement may be made based on extraordinary qualification, including time elapsed since completion of degree, experience in the field, etc.).
   - Transcripts of graduate coursework may be submitted separately.
   - An international credential evaluation will be required for coursework previously completed outside the United States. SNC-approved international credential evaluations are available for a fee from World Education Services (WES) at www.wes.org.

*Note: GRE scores are not required.*

Graduate Provisional Admission
Students who do not have a 2.75 cumulative GPA may, with the concurrence of the Graduate Admission Committee, be admitted provisionally. These students will be required to take a minimum six (6) credits per semester to demonstrate academic competency. If M.A.T. student, they may be required to take EDUC 500. They are also required to meet regularly with an academic advisor. Provisional students who do not achieve a 3.00 GPA during the first semester of enrollment will be academically disqualified.

Graduate Non-Pursuing Degree (NPD) Students
Students who possess a bachelor’s degree or higher who wish to enroll in graduate courses may enroll in no more than 27 semester hours. These courses may count toward professional growth and in-service education, but do not lead directly to a degree at Sierra Nevada College. Non-pursuing degree students are not eligible to receive financial aid.

Graduate Non-Pursuing Degree Admission Requirements
- Graduate Application for Admission
- $50 non-refundable application fee
- Transcripts and/or testing documentation may be required depending on which courses are taken.

Graduate ARL Readmission
ARL students must maintain continuous enrollment. ARL students who are not continuously enrolled in M.A.T. coursework and, thus, are dropped from the ARL Track, are eligible for readmission into the M.A.T. program only, not readmission into the ARL Track.

Graduate Readmission
Students who have not enrolled in coursework for more than one semester and have not filed a formal petition for a leave of absence (LOA), must fill out an application for readmission and submit the following:

- Graduate Application for Readmission
- $50 non-refundable application fee
- Readmits to Student Teaching or Phase II of the M.A.T. program may be required to submit official documentation of required testing and may be required to submit additional program documentation.

Students who have not enrolled in coursework for more than one academic year but within 7 years may be required to submit a complete admission packet, including official transcripts and letters of recommendation for consideration. Readmitted students may be required to meet new program requirements if there is a lapse in enrollment.

Immunizations
As required by Nevada State Law (NRS 441A.120), all new graduate students attending classes at the Incline Village campus must submit proof of required immunizations. Current requirements include Tetanus-Diphtheria (TD) within the last 10 years and two doses of Measles, Mumps, and Rubella (MMR). Proof of these immunizations with the appropriate health professional’s signature is mandatory prior to registration for classes.
There may be a fee for these immunizations. Students who need assistance obtaining the proper immunizations, should stop by the Patterson Front Desk. Meningococcal (meningitis vaccine) is optional but highly recommended for students who live in the residence halls. Students can obtain more information or arrange to have this vaccine by calling their personal doctor or Incline Village Urgent Care and Family Practice at 775-833-2929.
TUITION AND FEES

Master of Arts in Teaching (M.A.T.) and Master of Education (M.Ed.) Graduate Cost of Attendance 2017-2018
The following is an approximate Fall, Spring, and Summer semester cost projection for a full-time graduate student:

<table>
<thead>
<tr>
<th>Direct Costs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$11,976</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Costs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Room and Board</td>
<td>$18,100</td>
</tr>
<tr>
<td>Required Fees</td>
<td>$1,349</td>
</tr>
<tr>
<td>Travel, Personal Expenses, Books and Supplies</td>
<td>$8,444</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$39,869</strong></td>
</tr>
</tbody>
</table>

Master of Arts in Teaching Tuition
Tuition for the Reno, Incline Village, and Las Vegas locations is $478 per credit. Six (6) credits per semester or more are considered full-time enrollment; three to five (3-5) per semester are considered part-time enrollment.

Master of Education Tuition
Tuition for the Reno, Incline Village, and Las Vegas locations is $499 per credit. Six (6) credits per semester or more are considered full-time enrollment; three to five (3-5) per semester are considered part-time enrollment.

Master of Fine Arts – Creative Writing Tuition
Tuition for the program is charged by semester at a rate of $9338. Semester fees include an administrative fee/universal fee/materials fee totaling $444.

Master of Fine Arts – Interdisciplinary Art Tuition
Tuition for the program is charged by semester at a rate of $8802. Semester fees include an administrative fee/universal fee/materials fee totaling $722.

Continuing M.A.T. Students
All continuing M.A.T. students are required to complete registration forms with their advisor’s signature and approval for their upcoming semester by the stated registration deadlines.

Continuing M.Ed. and Non-Degree Seeking Students
All continuing M.Ed. and Non-Degree Seeking students are required to complete online registration with their approved advising plan for their upcoming semester by the stated registration deadlines.

In order to maintain active enrollment status, please adhere to the following registration deadlines. A late fee of $100 may be imposed if registration is not completed by the last day of the registration period. If the starting date for registration period falls on a weekend, registration will begin the following Monday.

Registration Periods
Fall Semester: June 1 - July 15
Spring Semester: November 1 - December 15
Summer Semester: March 1 - April 15

Tuition Payment Policies
By registering for classes, students agree to pay for all tuition and fees. Payments of all tuition, fees, housing, board, and any other charges are due by 5:00 pm on the first day of the semester (regardless of when the course starts). See Section X of this catalog for the academic calendars, which specify the first day of instruction. Unpaid balances are subject to penalties including late fees and interest.

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

**Comprehensive Tuition and Fee Refund Policy**
Sierra Nevada College established a refund policy for all students who find it necessary to withdraw from the College. 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 semester (regardless of when the course starts). The option of a monthly payment may be arranged online through the Student Accounts webpage. 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 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, Sierra Nevada College (SNC) shall refund to the student all the money he/she has paid, minus 10 percent of the tuition agreed upon the enrollment agreement or $100, whichever is less.

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

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

**Refund Policy for Dropped Courses**
A “drop” is defined as the process by which a student officially disenrolls from an individual course or all courses without incurring academic penalty.

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

**Refund Policy forWithdrawn 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 at 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 at a daily pro rata amount based on the time attended.

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 the 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).
Graduate Course Descriptions

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.

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

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

Students completely withdrawing from SNC must submit an official withdrawal form to the Registrar’s Office. Students receiving financial aid who withdraw from school prior to completing 60% of the semester are subject to the Return of Unearned Title IV Funds Policy located in the financial aid section of this catalog.

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

Miscellaneous Fees and Charges

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

Graduate Universal Fee
A $150 Universal Fee is charged to every graduate student each semester.

Course Fees
Certain courses (field experiences, internships, etc.), may require additional fees that will be reflected on your billing statement.

ARL Supervisor Fee
A $300 ARL supervisor fee is charged to every ARL graduate student each Spring and Fall semester.
Sierra Nevada College strives to bring educational opportunities within reach of all qualified students, regardless of family financial circumstances. An application for financial aid has no bearing on a student’s candidacy for admission.

Financial aid awards are based on SNC’s analysis of a student’s financial need. Need based aid is determined by using the federal needs analysis from the Free Application for Federal Student Aid (FAFSA). Aid packages are calculated using a budget of the total cost of attendance at Sierra Nevada College. Components of the cost of attendance may include tuition, fees, room and board, books, travel allowances, federal loan processing fees (if applicable), and other miscellaneous expenses.

Grants

Pell Grants
The Department of Education does not consider graduate students to be eligible for the Federal PELL grant.

TEACH Grant
SNC offers the Federal Student Aid TEACH Grant for M.A.T. and M.Ed. students. In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. For consideration for the TEACH Grant file the FAFSA and return the TEACH application.


Graduate Admission Scholarships for the Master of Fine Arts in Creative Writing
A number of merit- and/or need-based scholarships are available from the Office of Graduate Admission for incoming Master of Fine Arts in Creative Writing Program students.

In order to be considered for scholarships, the Office of Graduate Admissions requires a completed application and, in the case of need-based scholarships, a completed FAFSA application. For questions, please contact the Office of Graduate Admission.

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

2017-2018 Scholarships
Two Pines Travel Scholarship: The scholarship awards $1,000 per semester for five active semesters to offset residency and travel costs, and is offered in the Fall and Spring semesters.

Exceptional Manuscript Scholarship: The scholarship awards $4000 per semester for four active semesters, based on outstanding merit of the manuscript, and is offered in the Fall and Spring semesters.

International Student Scholarship: The scholarship awards $4,000 per semester for four active semesters, and is offered in the Fall and Spring semesters.

Trailhead Scholarship: The scholarship awards $4,000 per semester for four active semesters, and is offered in the Spring semester only.

To apply:
- Consult with the Graduate Admissions Office.
- Complete an Application for Admission to the MFA Program http://www.sierranevada.edu/academics/humanities-social-sciences/creative-writing-mfa/mfa-application-requirements/
- Become an admitted student.
Loans
Direct Stafford Loan
The Stafford Loan is available to eligible students enrolled at least half-time in a college degree program. The amount for which a student qualifies depends on class level, need, and dependency status. This loan can have a variable or fixed interest rate, with rate changes announced every July. The interest rate on this loan is capped at 8.25%. There is a 10-30 year repayment period that begins when one of the following conditions is met: six months have passed since the student’s graduation, the student’s enrollment status drops below half-time, or the student leaves school. For more information and an application form, please contact the Financial Aid Office.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Status</th>
<th>Combined Loan Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching Degree</td>
<td>3 credits per semester is half-time status; 6 credits per semester is full-time status</td>
<td>$20,500.00</td>
</tr>
<tr>
<td>Masters of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters of Fine Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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](http://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](http://www.studentloans.gov).

Disbursement of Funds
Federal funds and college scholarship funds at Sierra Nevada College are disbursed to the students’ account after the add/drop period is concluded at the beginning of each term. Federal Regulations require at least 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 or Fall, Spring, and Summer if specified). 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. 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.

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. Credit balances are usually not realized until 10-14 days after the funds have been disbursed. To apply for early disbursement, go to [http://www.sierranevada.edu/index.php?id=177](http://www.sierranevada.edu/index.php?id=177) or contact the Financial Aid Office to fill out a “Request for Early Disbursement of Funds” form.

Federal Student Aid Credit Balances
Federal Title IV financial aid (Federal Student Loans and TEACH) 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.
Withdrawal Policy

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

Unofficial Withdrawal Policy
Students who leave the institution without officially withdrawing from all classes are considered withdrawn according to the last date of attendance for purposes of the Department of Education’s “Return of Unearned Title IV Funds” calculations. 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 some 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 by mail.

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 also may result in the student owing a refund of unearned Federal aid to the Department of Education.

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

1. Unsubsidized Loans
2. Subsidized Loans
3. Plus Loans
4. Pell Grant
Graduate Course Descriptions

5. FSEOG
6. TEACH Grant

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 or enrollment.
   b. A record of all payments made by the student to the institution and all refunds made by the institution to the student, including evidence that the student received receipts for the payments.
   c. A record of attendance.
   d. Copies of all correspondence with the student pertinent to his or her education.
   e. A list of the appointments made by the institution to assist the student to find employment, if applicable.
   f. Evidence that the student met the requirements for entrance to the institution.
   g. Evidence that a student receiving an associate’s or bachelor’s degree has passed an examination upon the constitution.

2. The student’s complete record must be retained for five (5) years after the end of the student’s training or his or her withdrawal or dismissal from the institution. After five (5) years, only the file required by subsection 3 must be maintained for each student.

3. In addition to the files maintained pursuant to subsections 1 and 2, each licensed institution shall establish a separate file for each student who enrolls in the institution which contains only the transcript of the student. These files must be maintained in alphabetical order separate from all other files.

4. The records described in this section must be kept in this State and made available for inspection by the Administrator during the institution’s regular business hours unless, for good cause shown, the Commission provides otherwise.

Records Retention

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

Transcripts

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

Satisfactory Progress Policy

Federal regulations require SNC to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. The law requires institutions to develop policies regarding satisfactory academic progress (SAP). Each institution must design criteria, which outlines the definition of student progress towards a degree and the consequences to the student if progress is not achieved. SNC students who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.

- Graduate Program cumulative GPA of 3.00
- Attempt no more than 150 % of the credits required to complete an academic program

1. Graduate students are required to maintain a 3.00 cumulative grade point average to remain in Good Standing. If a student’s cumulative GPA falls below 3.00 the student will be placed on Academic Probation. The student will be allowed to continue on Academic Probation as long as the student maintains a semester GPA of 3.00 or higher. If a student who is on Academic Probation earns a semester GPA of less than 3.00 at any time while on Academic Probation, that student will be academically disqualified. A student on Academic Probation will return to Good Standing when the student’s Cumulative GPA is 3.00 or higher.

Teacher Education

Students must be in Good Standing to advance to Student Teaching and/or graduate from the program. In rare circumstances, this might require students to take additional coursework beyond the program requirements in order to raise the cumulative GPA to 3.00 or higher. Any student receiving a grade of C+ or below in any course is required to repeat the course, regardless of the student’s current Academic Standing. Students may still receive financial aid funds during the probation period while making up the grade point average and/or credit deficiencies.
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 as defined for a graduate student in the table shown below.

**Satisfactory Academic Progress Requirements:**

**Maximum Time Frame for Receiving Aid**
A student has a limited time frame to complete all degree requirements and remain eligible for financial aid. As defined by federal regulations, the maximum time frame is 150% of the published program length for degree completion.

The maximum number of credits a student can attempt in order to complete their program and remain eligible for financial aid.

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. Courses count towards enrollment status and award Title IV funds to a student who is repeating, for the first time only (i.e., one repetition per class), a previously passed course in a term-based program.

Courses from which a student has withdrawn after registration do not affect financial aid for the semester unless there is a change in status or the student has an unsatisfactory withdrawal that results in not complying with 1 and 2 above.

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**
If students wish to appeal being placed on financial aid probation or suspension, they must indicate in writing the reason and circumstances for the appeal. The Petitions Committee will review the appeal. After the Committee meets to hear the petition, a decision is given in writing within 10 days. The appeal must include the reason for the disqualification and what change will improve the students’ academic standing. Appeals will be approved only if there is an academic plan in place that will provide a path to graduation.
STUDENT LIFE

The SNC Campus Store
The SNC Campus Store carries insignia items, school and office supplies, art supplies, gift items, snacks, and beverages. During the regular academic year, hours are typically Monday through Thursday, 9:00 a.m. to 4:00 p.m. Summer hours are subject to change depending on available staffing. Select items may be purchased and viewed on the Online Store website at www.mkt.com/snc-campus-store. The SNC Campus Store also utilizes Square Waller, which can be downloaded for free from Google Play for Android devices and from the Apple App Store for iPhone devices.

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

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

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

Office Hours
The Sierra Nevada College general business hours are Monday through Friday, 8:30am to 5:00pm.

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

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

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

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

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

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

**Computer Requirements**
All students attending SNC are required to have a laptop for their academic use. For details regarding minimum hardware and software requirements, visit the SNC web site [http://www.sierranevada.edu/UserFiles/file/IT/IT_Policies_and_Procedures.pdf](http://www.sierranevada.edu/UserFiles/file/IT/IT_Policies_and_Procedures.pdf)

Graduate courses require the use of a laptop computer. Computer Skill Competency requirement – must be proficient in technology skills including, but not limited to:
- Basic computers, including the ability to create folders; find, copy, move, rename, and delete files; maximize/minimize multiple windows; and download and save files;
- Ability to use a word processor application to create, save, print and retrieve a document; cut, copy, and paste text within and between documents; and save a word processing document in Microsoft Word;
- Ability to access SNC email that you check regularly. In addition, you must be able to send, receive, open, and store messages and attachments; and
- Ability to navigate between web sites, use search engines, install needed plug-ins, such as Flash or QuickTime players, and disable pop-up blockers or white list sites as needed for online courses.

While these are the basic skills needed, students have opportunities to develop additional skills, including media development, and the use of conferencing and collaboration tools.

It is recommended that the laptop is a new or updated computer – either a PC running Windows 7 or higher, or a Mac running OSX 10.8.6 (Mountain Lion) or higher. In addition, high-speed internet access, a printer, speakers, and a headset microphone are also recommended.
PC Minimum Hardware Requirements
- 2.0 GHz CPU
- 1GB RAM
- 80 GB Hard Drive
- 24x CD RON or 8x DVD ROM
- 800 x 600 Display Resolution
- VGA Output (to drive LCD projectors, monitors, and displays)
- Ethernet and wireless internet capabilities
- If laptop has DVI output, then a DVI-to-VGA adaptor is required

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

Registration Policies

Academic Advising
Individual academic advising is required of all Sierra Nevada College graduate students. Academic advising includes career exploration and guidance, course selection, schedule planning, and graduation evaluation. Advising is mandatory for all students prior to registration.

Add/Drops/Withdrawals
An "add" is defined as the process by which a student officially enrolls in an individual course or courses. Add/Drop forms must be signed by the student’s assigned academic advisor. A “drop” is defined as the process by which a student officially disenrolls from an individual course or all courses without incurring academic penalty. A dropped course is not recorded on the official academic transcript and 100% of the tuition is refunded. For periods of enrollment 10 weeks or longer, the drop period is the first seven days of the term. For periods of enrollment shorter than 10 weeks, the drop period is the first day of instruction. Students should consult the academic calendar available on the SNC web site for specific drop dates for each term of enrollment.

A “withdrawal” is defined as the process by which a student officially disenrolls from an individual course or all courses with academic and/or financial consequences. A withdrawal form must be signed by the student’s assigned academic advisor. A withdrawn course is recorded on the official academic transcript with a grade of “W” and the tuition refund is pro-rated. For periods of enrollment 10 weeks or longer, the withdrawal period begins on the first day of the second week of the term and continues through the date on which 60% of the term is completed. For periods of enrollment shorter than 10 weeks, the withdrawal period begins on the second day of the course and concludes on the date on which 60% of the course is completed. Students who wish to drop or withdraw from a course must submit a signed Add/Drop/Withdrawal form to the Office of the Registrar.

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

Administrative Withdrawal
The Registrar’s Office has the right to Administrative Withdraw students who leave the institution without officially 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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit Hours Enrolled</th>
<th>Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>0.01 to 2.99</td>
<td>Less Than Half-Time</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.00 to 5.99</td>
<td>Half-Time</td>
</tr>
<tr>
<td>Graduate</td>
<td>6.00 or more</td>
<td>Full-Time</td>
</tr>
</tbody>
</table>

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

Audit (Non-Credit)
Students who wish to attend a class without earning credits may register for the class as an audit. Classes are available for audit by students, faculty, staff, or community members on a space available basis. Audited classes do not count towards enrolled credit hours.
when calculating enrollment status for loan deferments, financial aid, etc. All normal registration and refund policies apply to audit courses.

Credit Load/Overload
Graduate students must consult with their academic advisors for advisor approval regarding the maximum number of credits in which they may enroll during a given semester.

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

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

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

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

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

Graduate Leave of Absence
Using the Leave of Absence (LOA) Petition form, graduate students may request a leave of absence when they are unable to make continuous progress toward completion due to personal or family illness, or other life situations. The LOA process requires the student to contact their advisor before the LOA form is submitted as well as re-entry into the program. A Leave of Absence postpones all deadlines concerning completion of degree requirements for the duration of the Leave of Absence. During a Leave of Absence, candidates may not consult with faculty members nor use the College’s resources. Graduate students who take a leave of absence are responsible for any financial aid obligations and may be required to repay a portion of their student loans when on leave.

Graduate students on Leave of Absence may re-enter the program by contacting the Registrar’s office at their campus of attendance prior to their scheduled semester of return. As long as candidates on a Leave of Absence re-enter the program by the approved term of re-entry, no readmission fee is required. Graduate students must also be in contact with their assigned academic advisor when considering re-entering a program.

Department of Teacher Education students are required to maintain continuous enrollment during the duration of the M.A.T. program (Fall, Spring, and Summer semesters). Students are permitted to petition for up to three (3) semesters Leave of Absence (LOA) during the duration of the M.A.T. program. Leave of Absence petitions require approval from the student’s academic advisor and the Department of Teacher Education Chair. Students requesting more than three semesters LOA may be asked to reapply and be readmitted into the M.A.T. program. Alternative Route to Licensure (ARL) students are required to maintain continuous enrollment (Fall, Spring, and Summer semesters) and are not eligible for Leave of Absence while in the ARL program.

Graduate Readmission without a Leave of Absence
If candidates fail to register for a term and have not been granted a Leave of Absence, the candidates must apply to be readmitted and pay a readmission application fee. The Application for Readmission will be reviewed by a faculty committee to determine candidates’ readmission status on a case-by-case basis. In addition, depending on the length of time away from the program of study, candidates may
be required to repeat previous coursework as determined by the graduate faculty and graduate program director, or may be denied readmission.

Master of Fine Arts Attendance Policy
Master of Fine Arts students are required to attend all sessions of their residency program as it is part of the program requirements.

Grading

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Below Average</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Not Reflecting Graduate Level Work</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>Not Reflecting Graduate Level Work</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Not Reflecting Graduate Level Work</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>Not Reflecting Graduate Level Work</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>Not Reflecting Graduate Level Work</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Not Reflecting Graduate Level Work</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.00</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Failing*</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>No effect</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>No effect</td>
</tr>
<tr>
<td>WNP</td>
<td>Withdraw No Pass*</td>
<td>No effect</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>No effect</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>No effect</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>No effect</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress**</td>
<td>No effect</td>
</tr>
</tbody>
</table>

* Awarded to students who stop attending before the 60% date but do not officially withdraw. Equivalent to an F or NP, but indicates nonattendance rather than academic nonperformance. “WF” is used for Standard courses and “WNP” is used for Pass/No Pass courses.

**Reserved only for Internships, Student Teaching (EDUC 595, ELEM 595, SECD 595, SPED 595, EDUC 630, and EDUC 635) and courses that extend beyond the semester end date, such as field courses.

Pass/No Pass Option
Certain Teacher Education courses are offered on a “pass/no pass” (P/NP) basis. These courses are: Student Teaching Seminar, Educational Research and Reflective Practices, Elementary/Secondary/Special Education Practicum, EDUC 628, EDUC 629, EDUC 635, EDUC 640, Professional Project, EDUC 500, EDUC 501, EDUC 640, ELEC 101, ELEC 102, TLDR 500, and TLDR 650.

For courses that are graded as Pass or No Pass, the number of times that a course can be repeated is once. After two unsuccessful semesters receiving a No Pass in a course, the student is unable to continue in the program. The student may petition the Department of Teacher Education Academic Appeals Committee for review to continue in the program.

The Master of Fine Arts in Creative Writing Program does not offer P/NP.

Incomplete/In Progress Grade Policy
An Incomplete (I) grade is given when a student is performing passing work and has completed a substantial portion of the required classes and assignments, but because of an unusual circumstance is unable to complete the course requirements within the semester. It is not to be used by either the student or the faculty as a way of indiscriminately extending the term. An “I” cannot be used as a mid-term grade. In Progress (IP) grades may be given only to those individuals who are in internships or courses where assignments overlap semesters.

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

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

Grade Reports

Final semester grades are entered online using the SNC Student Information System (SNCSIS). Students may access their final grades on the SNCSIS.

Midterm Grades

Graduate students are not formally assigned midterm grades.

Changing Grades

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

Appealing Grades

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

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

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

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

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

Appealing Grades Received as a Result of Unofficial Withdrawal

Under certain circumstances, students who do not withdraw from the College in accordance with official procedures may appeal the grades they received that semester. The appeal procedure applies only to emergency or hardship situations, defined as follows: personal illness or accident involving extended hospitalization, or sudden and unexpected departure from the area resulting in the student’s inability to return to the College, e.g., death in the immediate family, induction to military service. The appeal may be made for all coursework in the semester in question and must be made within six months of the issuance of final grades, unless the student can demonstrate incapacity beyond that date. All appeals should be submitted to the Associate Provost.

Credit for Repeated Courses – Standard Grading

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.
Graduate Course Descriptions

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

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

Student Standing

The following policies apply to the determination of student standing at Sierra Nevada College:

Graduate students are required to maintain a 3.00 cumulative grade point average to remain in Good Standing. If a student’s cumulative GPA falls below 3.00 the student will be placed on Academic Probation. The student will be allowed to continue on Academic Probation as long as the student maintains a semester GPA of 3.00 or higher. If a student who is on Academic Probation earns a semester GPA of less than 3.00 at any time while on Academic Probation, that student will be academically disqualified. A student on Academic Probation will return to Good Standing when the student’s cumulative GPA is 3.00 or higher.

Teacher Education

Students must be in Good Standing to advance to Student Teaching and/or graduate from the program. In rare circumstances, this might require students to take additional coursework beyond the program requirements in order to raise the cumulative GPA to 3.00 or higher. Any student receiving a grade of C+ or below in any course is required to repeat the course, regardless of the student’s current Academic Standing. Students may still receive financial aid funds during the probation period while making up the grade point average and/or credit deficiencies.

If a student opts to take elective or endorsement coursework, then the student must successfully complete and pass elective courses to be eligible to remain in the degree-seeking program. Once a student is unsuccessful in any two elective courses, the student will not be eligible to continue in any endorsement area.

A student must successfully complete and pass the courses designated, and advisor approved, in their degree-seeking program. Students are eligible to take only one advisor approved three (3) credit elective course outside of their, advisor approved, degree plan.

A student must successfully complete and pass their original, and advisor approved, degree-seeking program. Once a student has successfully completed their original, and advisor approved, degree-seeking program, the student will be eligible to admit and enroll in another degree-seeking program.

In order to advance to ELEM/SECD/EDUC/SPED 595: Student Teaching Seminar, a student must be in Good Standing and have completed all coursework, including courses that must be repeated due to a grade of C+ or below. Students entering ELEM/SECD/EDUC/SPED 595: Student Teaching Seminar must also have all Nevada Teacher Licensure testing requirements, including: PRAXIS Core or CBEST, PRAXIS II Pedagogy or Principles of Learning and Teaching; and, for Secondary and Special Education majors, a PRAXIS II Content Area exam.

Readmission after Disqualification

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

Military Credit

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’s office with an official Armed Forces transcript in order to have such credit evaluated.

Transfer Credit and Course Substitution - Teacher Education

Up to six (6) graduate credits may transfer to the program from other accredited institutions with a grade of B or better. All transfer requests must be submitted to the faculty advisor for approval. All courses accepted for transfer require an official transcript. Students may also be required to provide a course description to determine transferability. The course description for a prior course considered for transfer or substitution must meet current licensure requirements and the content of the course must be equivalent to a course in the current program. These graduate credits must have been completed within five years prior to admission into the program.

Undergraduate level coursework does not transfer; however, graduate course substitutions may be made if the appropriate course content has been provided at the upper division level. All substitutions require an official transcript. Students will be required to provide a
course description to determine which course will be substituted. Regardless of the number of course substitutions, students must meet the required number of credits for graduation and will make-up any missing credits through electives.

Typically, for M.A.T. students, transfer credits may not be used for EDUC 560. As M.Ed. students “build” their thesis/action plan through each TLDR course, transfer credits may not be used for TLDR 501, TLDR 502, TLDR 503, TLDR 601, TLDR 602, and TLDR 603.

Transfer Credit- Master of Fine Arts
Due to the unique low residency Master of Fine Arts program, credits will not be transferred from other institutions in most cases. In exceptional circumstances, an incoming student may petition to transfer credit to the program from other accredited institutions with a grade of B or better. All courses proposed for transfer require an official transcript and course descriptions from the institution’s catalog. Undergraduate level coursework does not transfer. It is not recommended that a student pursue a petition unless he or she proposes a transfer of 12 credits due to the Master of Fine Arts in creative writing program’s flat-rate tuition and 12-credit semester.

Transcripts
The Office of the Registrar maintains official transcripts. Transcripts provide an academic history of a student’s time at Sierra Nevada College, including a listing of all courses taken, grades earned, and degrees awarded. In addition, the following information also appears on official transcripts: academic standing (e.g., good standing, probation, and academic disqualification). Official transcripts only will be issued to third-parties upon written authorization by the student. Official transcripts can be given to the student only in a sealed envelope. If the seal is broken, the transcript ceases to be official. The student can request transcripts by ordering them online through the National Student Clearinghouse. The request must include the student’s full name at time of attendance, date of birth, Social Security number, dates of attendance and the student’s signature. The appropriate fee of $10 per transcript must accompany each request. Rush orders will be accepted with the payment of an additional $25 per delivery address. Official transcripts cannot be ordered by telephone or email.

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

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

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

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

Graduation Petitions
Every student must file a formal petition to graduate. The deadline for submission of these petitions will be strictly observed. If a student does not submit a graduation petition by the established deadline as listed in the Academic Calendar, the student’s petition may be rejected. Late petitions are subject to a $50.00 late fee. Sierra Nevada College has August, December, and May graduation dates. The May ceremony held in Incline Village is the only graduation with a public ceremony.

Participation in Commencement
In order to participate (walk) in graduation ceremonies, a student must have submitted a graduation petition by the deadline published in the Academic Calendar. Students who graduate anytime within an academic year (Fall/December, Spring/May or Summer/August) are invited to walk in the May ceremony. Academic regalia must be worn in order to participate in the graduation ceremony. All degree program requirements must be successfully completed in order to participate in the graduation ceremonies.

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

1. A formal petition for graduation must be submitted by the deadline as posted in the Academic Calendar and must specify the catalog year, which determines the major requirements.
2. All academic requirements, including testing requirements, in effect at the time of graduation must be completed.

Attendance
Graduate students are expected to attend all instructional sections of registered classes. Absence from class for any reason does not relieve the student for the material covered. Unless stated differently by department or in the course syllabus, no more than one (1)
Accordingly, SNC faculty and students have the following responsibilities:

**General**

- Maintaining these standards at Sierra Nevada College and ensuring that standards are upheld by their colleagues and peers.
- Guided by mutual respect, integrity, and 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.
- 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.

**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:

1. To be truthful in all academic and professional matters, and to honestly represent their work and that of others;
Graduate Course Descriptions

2. 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;
3. To be aware of and to abide by all applicable federal, state and local civil and criminal laws and regulations;
4. To help ensure that high standards of professional and ethical conduct are upheld by faculty, students, colleagues, and peers by reporting violations of this Honor Code observed in others to the Provost’s Office.

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

Student Rights Regarding Honor Code Violations
Violations of the Honor Code may be considered a learning experience that can result in personal growth and understanding of one’s responsibilities and privileges within the college community. Students who have been accused of academic misconduct have the opportunity to appeal decisions through a grievance process with the Disciplinary Hearing Committee.
1. The accused student will be given written notice of the specific charges concerning the violation.
2. The accused student may elect to meet with the chair of the Disciplinary Hearing Committee to discuss aspects of the violation.
3. The accused student may elect to have a hearing of the violation by the whole committee.
4. The accused student will receive written notice of the committee’s decision.
5. Any further appeal will be at the prerogative of the Provost.

Faculty Responsibility
1. Promotion of the aims of the Honor Code Statement is a general responsibility of the faculty.
2. Every member of the faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester, members of the faculty will receive with their initial class lists a copy of the Honor Code Statement and a reminder of the duty to explain its implications in each course.
3. It is the responsibility of the faculty to uphold the standards of academic integrity and the educational mission of the college; therefore, violations of the Honor Code on the part of students must be reported to the appropriate offices.
4. Faculty must counsel a student who has violated the honor code about the honor code, consequences for violating it, and the value of academic honesty in learning. The student’s advisor may be included in the counseling session.

Faculty Rights regarding Honor Code violations
1. Faculty will receive written notification of a student appeal of a reported code violation.
2. Faculty will receive written notification of a reversal of a reported code violation.

Examples of Violations of Academic Integrity and of Standards of Behavior:
CHEATING occurs when an individual misrepresents his/her mastery of the subject matter or assists another to do the same. Instances of cheating include, but are not limited to:
1. Copying another’s work and submitting it as one’s own on an examination, paper, or other assignment.
2. Allowing another to copy one’s work.
3. Using unauthorized materials during an examination or evaluation such as a textbook, notebook, or prepared materials or possession of unauthorized materials (notes, formulas, etc.) that are visually or audibly accessible.
4. Collaborating with another individual by giving or receiving unauthorized information during an examination or evaluation.

PLAGIARISM occurs when an individual represents someone else’s words, ideas, phrases, sentences or data, whether oral, in print or in electronic form, including internet sources, as his/her own work. Examples include, but are not limited to:
1. Using the exact words (verbatim) of another source without quotations and appropriate referencing.
2. Using the ideas, thoughts, opinions, data or theories of another without a reference, even if completely paraphrased.
3. Using charts and diagrams from another source without revision, permission from the author, and/or appropriate referencing.
4. Using facts and data from another source without a reference unless the information is considered common knowledge.

FABRICATION is the deliberate use of false information or withholding of information with the intent to deceive. Examples include, but are not limited to:
1. Using information from a source other than the one referenced.
2. Listing of references in a bibliography that were not used in a paper.
3. Falsifying or withholding data in experiments, research projects, notes, reports, or other academic exercises.
4. Submitting papers, reports or projects prepared in whole or part by another.
5. Taking an exam for another or allowing another to take an exam for oneself.
OTHER ACTS OF MISCONDUCT include, but are not limited to:

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

SNC’s Disciplinary Sanctions:

1\textsuperscript{st} Offense (on student’s academic record)
   Student receives a zero for assignment/exam and/or a determination by the faculty if the student should fail the course is made. Counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning are provided.

2\textsuperscript{nd} Offense (on student’s academic record)
   Student is expelled.
ACADEMIC PROGRAMS

Graduate Course Descriptions

Degrees Offered
Sierra Nevada College offers graduate degrees at the Lake Tahoe, Reno, and Las Vegas locations.

Master of Arts in Teaching (M.A.T.)
1. Master of Arts in Teaching with a major in Elementary Education
2. Master of Arts in Teaching, Elementary; Specialization: Teaching English as a Second Language (TESL)
3. Master of Arts in Teaching, Elementary; Specialization: Special Education (SPED)
4. Master of Arts in Teaching with a major in Secondary Education
5. Master of Arts in Teaching, Secondary; Specialization: Teaching English as a Second Language (TESL)
6. Master of Arts in Teaching, Secondary; Specialization: Special Education (SPED)
7. Master of Arts in Teaching with a Dual Major in Elementary and Secondary Education
8. Master of Arts in Teaching, Dual Elementary/Secondary Education; Specialization: Teaching English as a Second Language (TESL)
9. Master of Arts in Teaching, Dual Elementary/Secondary Education; Specialization: Special Education (SPED)
10. Master of Arts in Teaching with a major in Special Education
11. Master of Arts in Teaching, Special Education; Specialization: Teaching English as a Second Language
12. Master of Arts in Teaching, Special Education; Specialization: Elementary Education
13. Master of Arts in Teaching, Special Education; Specialization: Secondary Education

Master of Education (M.Ed.)
1. Master of Education in Teaching English as a Second Language
2. Master of Education in Administration

Master of Fine Arts in Creative Writing (M.F.A.)
6. Master of Fine Arts in Creative Writing
7. Master of Fine Arts in Interdisciplinary Arts
Master of Arts in Teaching (M.A.T.)

Master of Arts in Teaching Program Overview
The Master of Arts in Teaching (M.A.T.) program is a graduate degree program that leads to teacher licensure in Elementary, Secondary, or Special Education for those who already hold a bachelor’s degree and have successfully completed the requisite courses. The guiding philosophy of the program is based upon various adult learning theories and encourages a lifelong commitment to reflective teaching practices guided by sound educational theory. The M.A.T. builds on teachers’ required educational program and classroom experiences, reflective teaching practices, and research skills.

M.A.T. Curriculum Overview
The Master of Arts in Teaching degree program consists of 41 credits for the secondary teaching level, 47 credits for the elementary level, and 51 for Special Education, and may be completed through part-time or full-time enrollment. The program is divided into two stages. Upon completion of the first stage (licensure), students are qualified to apply for a standard teaching license in Nevada at the elementary, secondary, special education generalist, or dual levels. After students have completed the required coursework and passed all tests for licensure, they enter the second stage of the program and may enroll in the 600-level courses to complete the M.A.T. degree.

All M.A.T. students take a core of foundational and methods courses.

Professional Disposition
Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions. Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers’ actions in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching.

Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct. They also should maintain screening and assessment procedures to assure that teacher candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs. The teacher education program at Sierra Nevada College assesses their candidates’ knowledge, skills, and dispositions. Teaching dispositions also extend to maintaining the ethical standards of teachers’ professional organizations (for example, Council for Exceptional Children, National Council of Teachers of Mathematics, International Literacy Association, etc.).

Sierra Nevada College Teacher Education has identified the InTASC critical dispositions that should be possessed by program graduates. Please refer to your course syllabus and program handbook for detailed professional disposition expectations.

Student teaching is an integral part of the program and is the culmination of the first stage. During the semester of student teaching, students attend a weekly seminar to parallel their internship experiences in the classroom. The concluding activity is the student’s production of a portfolio that documents their student teaching experiences, especially as those experiences relate to InTASC standards. The portfolio includes their resume, letters of reference, student work samples, philosophy of education, diversity statement, and any special activities and accomplishments.

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The concluding activity is the student’s production of a portfolio that documents their student teaching experiences, especially as those experiences relate to InTASC standards. The portfolio includes their resume, letters of reference, student work samples, philosophy of education, diversity statement, and any special activities and accomplishments.

The culminating experience for demonstrating understanding of theoretical frameworks that guide teaching practices (Phase II) is the professional project (EDUC 635). In order to complete the M.A.T. degree, graduate students are required to design a project that reflects their academic readings and professional experience, articulates a coherent philosophy and vision for their teaching aimed at raising student achievements, and engages critically with a relevant educational issue.

Students wishing to pursue teacher licensure only may enroll as a non-pursuing degree (NPD) and complete Phase I.

M.A.T. Program Objectives

The Department of Teacher Education learning objectives were developed to fulfill SNC’s mission, addressing all of the student outcome and institutional goals. Departmental objectives are tied to one or more of our core themes, indication is as follows:

<table>
<thead>
<tr>
<th>Liberal Arts: L</th>
<th>Professional Preparedness: P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Thinking: E</td>
<td>Sustainability: S</td>
</tr>
</tbody>
</table>
Graduate Course Descriptions

The M.A.T. degree program goals are a natural outgrowth of Sierra Nevada College’s mission and core themes. Specifically, the M.A.T. program seeks to prepare graduate students to:

- Teach to a diverse population of learners; (L, P)
- Implement a variety of instructional strategies; (P)
- Meet or exceed professional teaching competencies within the global, multicultural paradigm of the twenty-first century; (E)
- Incorporate an interdisciplinary philosophy and approach to classroom instruction; (L)
- Communicate the conviction that learning is a lifelong process and that sustainable education is a core social value; (S)
- Meet and exceed all InTASC Standards. (S, P)

M.A.T. Graduate Student Transfer Credits
Up to six (6) graduate credits may transfer to the program from other institutions with a grade of B or better. These graduate credits must have been completed within five years prior to admission into the program. Undergraduate level coursework does not transfer; however, graduate course substitutions may be made if the appropriate course content has been provided at the upper division level during undergraduate work. Regardless of the number of course substitutions, students must meet the required number of credits for graduation and will make-up any missing credits through electives.

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

M.A.T. Program Timelines and Process
The M.A.T. program is planned to span approximately two years, or six semesters, of enrollment in every term (Fall/Spring/Summer) after the first term of registration. Any breaks in enrollment not pre-approved through the Leave of Absence process will result in the student having to reapply for admission. The actual length of the program, however, is based on graduate students’ progress in mastering subject matter, successfully completing practicum in student teaching in a classroom setting, conducting original research, and writing the professional project. The nature of these activities differs and allows passing teaching licensure examinations, and for time variability among graduate students in the same program. Inclusive of any approved Leaves of Absence or unapproved breaks in enrollment, graduate students must complete their entire degree program within seven (7) years. Students must complete one teacher education degree program before applying for admission into another program (either degree seeking or NPD). An exception request must receive prior approval from the Director of the Program, Department Chair and Provost.

General Program Requirements
- Verification of registration for the Praxis Core or the CBEST should be received by the end of the first semester. Exceptions are granted for students with certain GRE scores and a Master’s degree. Course waivers for Praxis Core will not be accepted.
- Verification of passing scores for the Praxis Core or the CBEST must be received prior to enrollment in the practicum course.
- Verification of passing scores for Praxis II testing prior to student teaching.

Elementary Majors:
- Verification of passing scores for Elementary Praxis II testing is required prior to student teaching and/or eligibility to be enrolled in 600 level courses.
- Fingerprint clearance and/or a substitute teaching license are required prior to student teaching.
- Maintain a 3.00 grade point average and pass all courses with a B- or better. (See Academic Standing section for details.)
- Proof of immunizations for Reno/Incline students. (Refer to Admissions section for details.)
- Verification of 18 credits of coursework with a grade of C or above as detailed below:
  - Six (6) credits of Math at the 100 level or higher.
  - Six (6) credits of Science at the 100 level or higher.
  - Six (6) credits of Social Studies at the 100 level or higher.

Secondary Majors:
- Passing the content knowledge portion of Praxis II testing in the student’s teachable major field is required prior to student teaching. All required Praxis II testing must be completed prior to student teaching and/or eligibility to be enrolled in 600 level courses.
- Fingerprint clearance and/or a substitute teaching license are required prior to student teaching.
- Maintain a 3.00 grade point average and pass all courses with a B- or better. (See Academic Standing section for details.)
- Proof of immunizations for Reno/Incline students. (Refer to Admissions section for details.)
- Verification of course content completion with a grade of C or better at the 100 level or higher for the specific teachable major endorsement requirements.
Teacher Education Independent Study
An independent study permits qualified students to pursue educational enrichment beyond the scope of a regular course and may include special topics, reading programs, or projects apart from courses listed in the catalog. Students who demonstrate need to take a regular course that has been cancelled or is not being offered may also qualify for independent study.

An independent study requires a minimum of three hours of work per week during the entire semester for each credit hour. The final product reflects high standards of scholarship and organization, and earns a letter grade.

Students wishing to enroll in an independent study (including the independent study section of a cancelled class) must contact their advisor in the Department of Teacher Education, and have Department Chair approval.

Continuous Enrollment Policy for Master of Arts in Teaching Students
Any student who fails to maintain continuous enrollment in the DTE program during every semester (Fall, Spring, and Summer) after their initial term of enrollment will be expected to either apply for readmission or have an approved Leave of Absence request on file with the department. The readmission process is different depending on the phase of the program the student is enrolled in and the duration of the absence:

**Phase I – In Progress**
Students who fail to enroll in every semester (Fall, Spring, and Summer) during Phase I of the program, will need to apply for readmission upon return by completing the Application for Readmission form and paying the $50 fee. For students who have been out of the program for less than one Academic Year, new transcripts, letters of recommendation, personal statement, test scores, and other supporting documents will not be required. If the student has been out of the program for more than one academic year, students should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision. Students who have been out of the program for more than one academic year should expect to re-enter the program under the current catalog, which may involve taking different or additional academic requirements in order to complete the program.

**Phase I – Completed**
Students who fail to continue to enroll after completing all of the Phase I requirements, but before entering Phase II of the program, will need to apply for readmission upon return by completing the Application for Readmission form and paying the $50 fee. For students who have been out of the program for less than one academic year, new transcripts, letters of recommendation, personal statement, test scores, and other supporting documents will not be required. If the student has been out of the program for more than one academic year, students should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision. Students who have been out of the program for more than one academic year should expect to re-enter the program under the current catalog, which may involve taking different or additional academic requirements in order to complete the program.

**Phase I – Completed: Seven Year Rule**
Students who wish to return and enter Phase II of the program after an enrollment break, who did not complete their degree program, must petition the Chair of Teacher Education for special approval to return. Students petitioning to return after seven (7) years, will need to provide proof of current employment in the field of education, professional letters of recommendation speaking to their excellence in teaching, and evidence of ongoing professional development activities that would ensure their currency in the field. Coursework that is over seven (7) years old may need to be retaken. If approval to return is granted by the Chair of Education, additional requirements, including coursework and testing, may be required.

**Phase II – Prior to Enrollment in EDUC 635: Professional Project**
Students who fail to enroll in every semester (Fall, Spring, and Summer) during Phase II of the program before enrollment in EDUC 635: Professional Project, will need to apply for readmission upon his/her return by completing the Application for Readmission form and paying the $50 fee. For students out of the program for less than one academic year, new transcripts, letters of recommendation, personal statement, test scores, and other supporting documents will not be required. Students out of the program for more than one academic year, the student should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision.

*Students may also be required to resubmit their proposal for evaluation and approval before being assigned a project director. Additional fees may be required.*
Graduate Course Descriptions

Phase II – EDUC 635: Professional Project is In Progress (IP)

Students who have an In Progress (IP) grade in EDUC 635: Professional Project and fail to enroll in EDUC 699P: Professional Project Completion every semester (Fall, Spring, and Summer) after their original enrollment in EDUC 635: Professional Project, will need to apply for readmission by completing the Application for Readmission ($50 fee). Students out of the program for less than one academic year, new transcripts, letters of recommendation, personal statement, and other supporting documents for the Application for Readmission will not be required. Students out of the program for more than one academic year, should expect to provide all new supporting documents as needed by the Admissions Committee to reach an informed decision. In addition to these materials, for students applying for readmission during Phase II of the program, the Admissions Committee may seek the opinion of prior Phase II instructors in order to determine if the student was making academic progress and is likely to be successful in completing the professional project if readmitted to the program.

Students may also be required to resubmit their proposal for evaluation and approval before being reassigned a project director. Additional fees may be required.

If a student opts to take elective or endorsement coursework, then the student must successfully complete and pass elective endorsement courses to be eligible to remain in the degree-seeking program. Once a student is unsuccessful in any two elective courses, the student will not be eligible to continue in any endorsement area. Also, if a student receives a No Pass (NP) two semesters while registered for 699P, he/she may be asked to petition to continue in the program.
Master of Arts in Teaching (M.A.T.) in Elementary Education

Student Learning Outcomes
Graduate students who successfully complete the elementary teaching program will be eligible for licensure in the State of Nevada and will be able to:

- Teach all subjects in kindergarten through grade 6 (In order to teach grades 7 and 8, K-8 license holders may be required to meet additional requirements.); (L)
- Recognize and develop age appropriate lessons; (L)
- Identify how young children learn to read and develop literacy skills through a balanced literacy approach; (S)
- Meet or exceed InTASC standards; (S, P)
- Explain the subjects they teach and know how to teach these subjects to diverse learners; (L)
- Select appropriate technological material to enhance and support subject lessons; (E)
- Plan instruction based on formal and informal assessment strategies. (S)

Required Coursework:
The following coursework is required for degree completion in the elementary education program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 101*</td>
<td>Online Training</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 460/560</td>
<td>Introduction to Education and Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Effective Instructional Practices and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 500***</td>
<td>M.A.T. Graduate Writing Directed Study</td>
<td>(1)</td>
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<tr>
<td>EDUC 570</td>
<td>Teaching with Technology</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Evaluation, Assessment, Data, and Student Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 455/555</td>
<td>Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 520</td>
<td>Parent Involvement, Family Engagement, and Classroom Practices</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 501</td>
<td>Teaching Methods of Reading I</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 502</td>
<td>Teaching Methods of Reading II</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 590</td>
<td>Elementary Practicum – Co-requisite Reading II Methods</td>
<td>1</td>
</tr>
<tr>
<td>ELEM 510</td>
<td>Teaching Methods of Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 512</td>
<td>Teaching Methods of Social Studies and Curriculum Integration</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 525</td>
<td>Teaching Methods of Math</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 526</td>
<td>Teaching Methods of Science &amp; Health Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 589***</td>
<td>Testing Review (Not required for all students)</td>
<td>(3)</td>
</tr>
<tr>
<td>ELEM 595</td>
<td>Student Teaching and Seminar</td>
<td>8</td>
</tr>
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<tr>
<td></td>
<td>Completion of Phase I</td>
<td>41</td>
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<tr>
<td>Phase II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 628</td>
<td>Educational Research and Reflective Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Professional Project</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 699p***</td>
<td>Project Completion (Not required for all students)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Completion of M.A.T. Degree Elementary Education Program</td>
<td></td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>47</td>
</tr>
</tbody>
</table>

*ELEC 101 is a required pre-requisite for all M.A.T. online courses.

*** Credits do not count toward final degree

Please note: Elementary Education – 18 hours of credit in course content are required as follows: six semester (6) hours in mathematics; six (6) semester hours in science; and six (6) semester hours in social studies.
# Master of Arts in Teaching (M.A.T.) in Secondary Education

**Student Learning Outcomes**
Graduate students who successfully complete the secondary teaching program will be eligible for licensure in the State of Nevada and will be able to:

- Apply a variety of instructional strategies to enhance reading motivation; (L)
- Plan and implement instruction based upon knowledge of subject matter, students, and curriculum goals; (P)
- Select appropriate instructional technology to support lesson content; (E)
- Meet or exceed the InTASC standards for teachers. (S, P)

## Required Coursework

The following coursework is required for degree completion in the secondary education program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 101*</td>
<td>Online Training</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 460/560</td>
<td>Introduction to Education and Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 500 **</td>
<td>M.A.T. Graduate Writing Directed Study</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Effective Instructional Practices and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Evaluation, Assessment, Data, and Student Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 455/555</td>
<td>Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 520</td>
<td>Parent Involvement, Family Engagement, and Classroom Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 570</td>
<td>Teaching with Technology</td>
<td>1</td>
</tr>
<tr>
<td>SECD 501 or SECD 502</td>
<td>Teaching Methods of Reading ( 501 MS or 502 HS)</td>
<td>3</td>
</tr>
<tr>
<td>SECD 511-519</td>
<td>Teaching Methods in SECD Major/Minor</td>
<td>3</td>
</tr>
<tr>
<td>SECD 590</td>
<td>Secondary Practicum – Co-requisite SECD 511-519</td>
<td>1</td>
</tr>
<tr>
<td>TESL 563</td>
<td>Methods and Materials for Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SECD 585</td>
<td>Adolescent Development &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 589**</td>
<td>Testing Review (Not required for all students)</td>
<td>3</td>
</tr>
<tr>
<td>SECD 595</td>
<td>Student Teaching and Seminar</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>** Completion of Phase I**</td>
<td>35</td>
</tr>
<tr>
<td>EDUC 628</td>
<td>Educational Research and Reflective Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Professional Project</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 699P**</td>
<td>Project Completion (Not required for all students)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>** Completion of M.A.T. Degree Secondary Education Program**</td>
<td>41</td>
</tr>
</tbody>
</table>

* ELEC 101 is a required pre-requisite course for all M.A.T. online courses.
** Credits do not count toward final degree.

Please note: Secondary Education – Candidate must have a state recognized teachable major. See chart on page 199.
Students who seek both an elementary and secondary license may enroll in the Dual Education Program. The students will complete an extended semester of supervised student teaching (10 credits) at the elementary and secondary levels.

The following coursework is required for degree completion in the dual education program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 101*</td>
<td>Online Training</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 460/560</td>
<td>Introduction to Education and Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 500**</td>
<td>M.A.T. Graduate Writing Directed Study</td>
<td>(1)</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Effective Instructional Practices and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 570</td>
<td>Teaching with Technology</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Evaluation, Assessment, Data, and Student Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 455/555</td>
<td>Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 520</td>
<td>Parent Involvement, Family Engagement, and Classroom Practices</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 501</td>
<td>Teaching Methods of Reading I</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 502</td>
<td>Teaching Methods of Reading II</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 590</td>
<td>Elementary Practicum – Co-requisite Reading II Methods</td>
<td>1</td>
</tr>
<tr>
<td>ELEM 510</td>
<td>Teaching Methods of Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 512</td>
<td>Teaching Methods of Social Studies and Curriculum Integration</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 525</td>
<td>Teaching Methods of Math</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 526</td>
<td>Teaching Methods of Science &amp; Health Education</td>
<td>3</td>
</tr>
<tr>
<td>SECD 501 or SECD 502</td>
<td>Teaching Methods of Reading (501 MS or 502 HS)</td>
<td>3</td>
</tr>
<tr>
<td>SECD 511-519</td>
<td>Teaching Methods in SECD Major/Minor</td>
<td>3</td>
</tr>
<tr>
<td>SECD 590</td>
<td>Secondary Practicum – Co-requisite SECD 511-519</td>
<td>1</td>
</tr>
<tr>
<td>TESL 563</td>
<td>Methods and Materials for Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SECD 585</td>
<td>Adolescent Development &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 589**</td>
<td>Testing Review (Not required for all students)</td>
<td>(3)</td>
</tr>
<tr>
<td>EDUC 595</td>
<td>Student Teaching and Seminar</td>
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<tr>
<td></td>
<td>** Completion of Phase I **</td>
<td>56</td>
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<tr>
<td></td>
<td>** Phase II **</td>
<td></td>
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<tr>
<td>EDUC 628</td>
<td>Educational Research and Reflective Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Professional Project</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 699P**</td>
<td>Project Completion (Not required for all students)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>** Completion of M.A.T. Degree Dual Elementary/Secondary Education Program **</td>
<td>62</td>
</tr>
</tbody>
</table>

*ELEC 101 is a required pre-requisite for all M.A.T. online courses.

** Credits do not count toward final degree.

Please note: Elementary Education – Eighteen (18) hours of credit in course content are required as follows: six (6) semester hours in mathematics; six (6) semester hours in science; and six (6) semester hours in social studies.

Please note: Secondary Education – Candidate must have a state recognized teachable major. See chart on page 199.
Master of Arts in Teaching (M.A.T.) in Special Education Learning Outcomes

Graduate students who successfully complete the special education teaching program will be eligible for licensure in the State of Nevada and will be able to:

- Identify students who have specific learning disabilities, emotional disturbances, or mental retardation, and mild to moderate needs assistance and intervention in kindergarten through grade 12; (L)
- Design individual goals and objectives incorporating state and national standards; (E)
- Develop methods, strategies, and materials in reading and math, and subject specific curriculum based on formal and informal assessment results specific to individual students with disabilities; (P)
- Modify lessons for disabled students in the regular classroom; (P)
- Design effective individual behavior plans; (P)
- Communicate and collaborate with parents, teachers, and professionals in assisting students with disabilities; (S)
- Recognize and develop age appropriate lessons; (L)
- Plan instruction based on formal and informal assessment strategies; (S)
- Apply a variety of instructional strategies to enhance reading motivation; (L)
- Plan and implement instruction based upon knowledge of subject matter, students, and curriculum goals; (P)
- Select appropriate instructional technology to support lesson content; (E)
- Meet or exceed the InTASC standards for teachers. (S,P)

Required Coursework

The following coursework is required for degree completion in the special education program.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC 101*</td>
<td>Online Training</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 500**</td>
<td>M.A.T. Graduate Writing Directed Study</td>
<td>(1)</td>
</tr>
<tr>
<td>SPED 510</td>
<td>Assessment and Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 520</td>
<td>Advanced Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 530</td>
<td>Behavior Interventions: Methods and Practices</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>Collaboration and Transition Issues w/Families and Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPED 550</td>
<td>Characteristics of Special Education Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 563</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590</td>
<td>Special Education Practicum (co-requisite SPED 520)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 460/560</td>
<td>Introduction to Education and Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 520</td>
<td>Parent Involvement, Family Engagement, and Classroom Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 455/555</td>
<td>Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 501</td>
<td>Teaching Methods of Reading 1</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 525</td>
<td>Teaching Methods of Math</td>
<td>3</td>
</tr>
<tr>
<td>SPED 595</td>
<td>Student Teaching Seminar</td>
<td>8</td>
</tr>
<tr>
<td>Completion of Phase I</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Phase II</td>
<td></td>
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</tr>
<tr>
<td>EDUC 628</td>
<td>Educational Research and Reflective Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 635</td>
<td>Professional Project</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 699P</td>
<td>Project Completion (as needed)</td>
<td>(3)</td>
</tr>
<tr>
<td>Completion of M.A.T. Degree Special Education Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>

* ELEC 101 is a required pre-requisite course for all M.A.T. online courses.
** Credits do not count toward final degree.
Graduate Course Descriptions

Master of Arts in Teaching Alternate Route to Licensure Track

ARL Track Overview
The ARL Track within the M.A.T. program allows students who are fully enrolled in the M.A.T. program to begin working in licensed, paid teaching positions in Nevada school districts; thus, satisfying a school district’s need to fill hard-to-fill teaching positions. The ARL Track also allows M.A.T. students to gain valuable, on-the-job teaching experience, while concurrently completing teacher licensure coursework. The Master of Arts in Teaching (M.A.T.) Alternative Route to Licensure (ARL) Track at Sierra Nevada College (SNC) offers licensure tracks in five areas:

- Elementary (Grades K-8)
- Secondary Mathematics (Grades 7-12)
- Special Education (Generalist)
- Secondary English (Grades 7-12)
- Secondary Science (Grades 7-12)

ARL Track Curriculum
The M.A.T. degree program consists of 49 credits for an Elementary major, 43 credits for a Secondary major, and 53 credits for a Special Education major. Majors may be completed through part-time or full-time enrollment in the M.A.T. program. All M.A.T. ARL Track students take a core of foundational and methods courses. There is an administrative and supervision fee each semester for all ARL students after admission into the ARL track.

The ARL Track within the M.A.T. program is divided into three phases: The Initial Phase, Phase I, and Phase II. Upon acceptance into the M.A.T. program, students interested in the ARL Track must complete the initial phase of the program prior to acceptance into the ARL Track. The Initial Phase consists of completing teacher licensure required testing (PRAXIS I Core, and PRAXIS II Content, when applicable), an Introduction to Education and Educational Research course (EDUC 560), and an Effective Instructional Practices and Classroom Management course (EDUC 565) or, for Special Education majors, a course in Exceptional Students (EDUC 555) or an equivalent required course. Once students have completed the initial phase and have obtained an offer of employment from a Nevada school district, they are granted an ARL license by the Nevada Department of Education (NV DOE) and may begin working as teachers. Upon completion of two (2) years of successful contracted teaching experience under ARL, students must apply with the NV DOE to convert the conditional ARL license into a standard teaching license.

Students entering the M.A.T. program, who are interested in the Secondary license through ARL, must have either a teachable major as recognized by the Nevada Department of Education, or complete testing requirements before entering the M.A.T. program.

Upon completion of Phase I and the obtainment of the standard teaching license, ARL students begin Phase II of the M.A.T. program. Phase II of the program consists of two 600 level courses (EDUC 628 and EDUC 635). ARL students may petition to the Department of Teacher Education Faculty to begin 600 level coursework during the ARL internship once all of the 500 level teacher licensure coursework is complete. Petitions will be granted based on academic advisor recommendation, instructor recommendations, successful academic and resident internship experience, and strong professional dispositions.

ARL Student Teaching Eligibility
Students must be in good standing to advance to student teaching and/or graduate from the program. In rare circumstances, this might require students to take additional coursework beyond the program requirements in order to raise the cumulative GPA to 3.00 or higher. Any student receiving a grade of C+ or below in any course is required to repeat the course, regardless of the student’s current academic student. Students may still receive financial aid funds during the probation period while making up the grade point average and/or credit deficiencies.

ARL student teachers are evaluated on classroom performance six (6) times during the student teaching semester by the SNC Field Experience Supervisor. Students must receive satisfactory evaluations in all of the following areas to receive a passing grade for student teaching ELEM 595/SECD 595/SPED 595: professionalism, classroom management and effective learning environment, preparation and planning, and instruction and assessment of student learning.

Transitional ARL Students
Students who are in a school district ARL program should remain in that ARL program while completing the SNC M.A.T. program. The school district ARL programs do not offer students the M.A.T. degree, only licensure. The SNC ARL program provides students an opportunity to meet teacher licensure requirements and earn a M.A.T. degree. Students may not be in two ARL programs simultaneously.
Completion of M.A.T. ARL Track

After completion of the ARL Track of the M.A.T. Program, students may complete two, consecutive 600 level courses in two (2) semesters for completion of the Master of Arts in Teaching. From the point of entry into the first 600 level course, students have a maximum of two (2) years (six semesters) to complete the Professional Project (EDUC 635).

The culminating experience for demonstrating understanding of theoretical frameworks that guide teaching practices (Phase II) is the professional project (EDUC 635). In order to complete the M.A.T. degree, graduate students are required to design a project that reflects their academic readings and professional experience, articulates a coherent philosophy and vision for their teaching aimed at raising student achievements, and engages critically with a relevant educational issue.
Specializations

Master of Arts in Teaching (M.A.T.) in Elementary Education, Secondary Education, Special Education or Dual Enrollment Elementary Education/Secondary Education with Specializations

Specialization courses may be taken prior to student teaching, during Phase II of the program or after completion of the program, and are appropriate for teachers who want to apply for additional teaching endorsements from the Nevada Department of Education to be added to their licenses.

- Teaching English as a Second Language (TESL): 12 credits
- Special Education (Generalist Endorsement): 31 credits + 8 credits student teaching = 39 credits

Teaching English as a Second Language (TESL) – 12 of 18 credits
Within recent years, increased recognition of the changing population in schools has resulted in the need for institutions of higher education to provide coursework to prepare teachers to work with students of limited English proficiency. In order to respond to this need, courses have been developed at Sierra Nevada College that meet the requirements for the Nevada Endorsement in Teaching English as a Second Language (TESL).

Teaching English as a Second Language Student Learning Outcomes
Students graduating with a TESL specialization will be able to:

- Develop theoretical knowledge necessary to teach diverse student populations, including bilingual students (e.g., students speaking other languages); (L)
- Advance comprehension of theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (L)
- Apply theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (P)
- Analyze teaching, in relation to best practices supported in theory, to determine which practices support teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (S)
- Apply and analyze theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (P)
- Evaluate and synthesize theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages). (S, E)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 101*</td>
<td>Online Training</td>
<td>0</td>
</tr>
<tr>
<td>TESL 561</td>
<td>Assessment Considerations and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 562</td>
<td>Developing Curriculum for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 563</td>
<td>Methods and Materials for Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 564</td>
<td>Theories of Language Development, Structure and Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>TESL 565</td>
<td>Teaching Language Arts—Listening, Speaking, Reading, and Writing for English Language Learners</td>
<td></td>
</tr>
<tr>
<td>TESL 566</td>
<td>Theories of Second Language – Linguistics and Cultural Diversity for English Language Learners</td>
<td></td>
</tr>
</tbody>
</table>

* ELEC 101 is a required pre-requisite course for all online endorsement courses.
Specialization in Special Education for Generalist Resource Room – 48 credits (42 semester credits of coursework, which includes eight (8) semester credits of student teaching)

Sierra Nevada College supports the need for teachers to expand their classroom preparedness and their career opportunities in Special Education by earning advanced training in this critical need area.

Special Education for Generalist Resource Room Student Learning Outcomes

- Identify students who have specific learning disabilities, emotional disturbances, or mental retardation, and mild to moderate needs assistance and intervention in Kindergarten through grade 12; (L)
- Design individual goals and objectives incorporating state and national standards; (E0
- Develop methods, strategies, and materials in reading and math, and subject specific curriculum based on formal and informal assessment results specific to individual students with disabilities; (P)
- Modify lessons for disabled students in the regular classroom; (P)
- Design effective individual behavior plans; (P)
- Communicate and collaborate with parents, teachers, and professionals in assisting students with disabilities. (S)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 101*</td>
<td>Online Training</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 520</td>
<td>Parent Involvement, Family Engagement, and Classroom Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 455/555</td>
<td>Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 501</td>
<td>Teaching Methods of Reading I</td>
<td>3</td>
</tr>
<tr>
<td>ELEM 525</td>
<td>Teaching Methods of Math</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590</td>
<td>Elementary Practicum (co-requisite with SPED 520)</td>
<td>1</td>
</tr>
<tr>
<td>SPED 510</td>
<td>Assessment and Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 520</td>
<td>Advanced Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 530</td>
<td>Behavior Interventions: Methods and Practices</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>Collaboration and Transition Issues w/Families and Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPED 550</td>
<td>Characteristics of Special Education Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 563</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 595</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

* ELEC 101 is a required pre-requisite course for all M.A.T. online courses.
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, a teaching license, and a Master of Arts in Teaching degree. The bachelor’s degree and teaching license (Elementary or Secondary or both) can be completed in four (4) years and students can earn a Master of Arts in Teaching (M.A.T) degree taking evening classes while working as a teacher during the fifth year.

Eligible students who wish to complete the Dual Degree program in five years will enroll in an accelerated schedule (18 credits per term). Students will begin taking 400 level education classes once they reach the junior level. The program will take five (5) years total to complete. Students can earn a Bachelor’s degree at year three (3), a teaching license at year four (4), and a Master’s degree at year five (5). “Dual” means that 10 credits count towards both undergraduate and graduate programs.

Proposed Program Outline for Elementary Education

<table>
<thead>
<tr>
<th>Student Status &amp; Year</th>
<th>Semester</th>
<th>Credits/Semester</th>
<th>Type of Credits</th>
<th>Total Credits</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate Year 1</td>
<td>Fall</td>
<td>18</td>
<td>Undergraduate</td>
<td>18</td>
<td>Freshman</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>18</td>
<td>Undergraduate</td>
<td>36</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Undergraduate Year 2</td>
<td>Fall</td>
<td>18</td>
<td>Undergraduate</td>
<td>54</td>
<td>Sophomore</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>18</td>
<td>Undergraduate</td>
<td>72</td>
<td>Junior</td>
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<tr>
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<td>Summer</td>
<td>6</td>
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<td>Junior</td>
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<tr>
<td>Undergraduate Year 3</td>
<td>Fall</td>
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<td>Undergraduate</td>
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<td>Senior</td>
</tr>
<tr>
<td>Graduate (during Summer)</td>
<td>Spring</td>
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<td>Undergraduate</td>
<td>114</td>
<td>Senior</td>
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<td></td>
<td>Summer</td>
<td>8</td>
<td>Dual</td>
<td>125</td>
<td>Graduate</td>
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<td>Graduate Year 1</td>
<td>Fall</td>
<td>16</td>
<td>Graduate</td>
<td>141</td>
<td>Graduate</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>8</td>
<td>Graduate</td>
<td>149</td>
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</tr>
<tr>
<td></td>
<td>Summer</td>
<td>3</td>
<td>Graduate</td>
<td>152</td>
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</tr>
<tr>
<td>Graduate Year 2</td>
<td>Fall</td>
<td>3</td>
<td>Graduate</td>
<td>155</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

- The Traditional Undergrad Program (120 Credits), plus the Graduate Program (47 credits), is a 167 credit program. The combined Undergraduate/Graduate Program totals 157 credits. This is a 10 credit difference. Ten (10) credits will count towards both the undergraduate/graduate degrees.
- The student will begin taking Education classes in their 2nd year (5th semester) at the Junior level. The student will walk for their undergraduate degree in their 3rd year (7th semester) and will switch from an undergraduate to a graduate student in their 3rd year (8th semester).
- The program will take 5 years total to complete and will earn the student a Bachelor’s degree at year 3, a teaching license at year 4, and a Master’s degree at year 5.
- “Dual” means that the credits will count towards both undergraduate and graduate programs.
- All online M.A.T. and online Endorsement courses have a prerequisite online training course (ELEC 101) to be successfully completed prior to starting any other online course. Seat fees are applicable for undergraduate students who register for online courses.
- Elementary Education candidates must complete 18 semester hours of credit in course content at 100 level or higher with a grade of C or above are required as follows: six (6) semester hours in mathematics; six (6) semester hours in science; and six (6) semester hours in social studies.
- Secondary Education candidates must have a state recognized teachable major – see chart on page 47.
- All education courses (undergraduate and graduate) that are a part of the M.A.T. degree program must receive a B- or better (See Academic Standing section for details).
## Graduate Course Descriptions

### Teachable Majors:

<table>
<thead>
<tr>
<th>SNC Major</th>
<th>State Endorsement and Teachable Major</th>
<th>Nevada Department of Education Requirements. Secondary Academic 7-12 Comprehensive Major. Please note: licensure requirements are subject to change depending on decisions made by the Nevada Department of Education and/or State Legislature*</th>
</tr>
</thead>
</table>
| English                          | English                               | Thirty-six (36) semester credits required for a major in English must include at least 3 semester credits each of the following:  
  - Advanced composition (junior/senior level);  
  - Grammar;  
  - Reading;  
  - American Literature;  
  - English Literature;  
  - General survey of literature;  
  - Journalism;  
  - Speech or dramatic or theatrical arts; and  
  - Linguistics or history of the English language |
| Art                              | Art                                   | Thirty-Six (36) semester credits in art must include: Twenty-four semester credits which must include at least 6 credits in each of the following:  
  - History of art;  
  - Drawing;  
  - Painting; and  
  - Ceramics or sculpture; and  
  - Twelve semester credits which must include at least 3 credits in each of the following:  
    - Design;  
    - Digital or graphic arts;  
    - Photography or printmaking; and  
    - Working with any medium not otherwise listed. |
| Biology                          | Biological Science                    | Thirty-six (36) semester credits required for a major in Biological Science must include at least 3 semester credits each in any four of the following:  
  - Biology;  
  - Botany;  
  - Chemistry;  
  - Environmental or ecological science;  
  - Physiology; or  
  - Zoology |
| Environmental Science and Ecology| General Science                       | Thirty-six (36) semester credits required for a major in General Science must include at least 3 semester credits in each of the following:  
  - Biology;  
  - Chemistry;  
  - Physics; and  
  - Earth science, space science, electronics, or engineering. |
| Interdisciplinary Studies w/Social Studies Focus | Social Studies | Thirty-six (36) semester hours of credit which must include at least 3 semester hours of credit in each of the following areas (a), (b), (c), (d), (e), (f), and (g) named below and 15 additional credits in areas (a), (b), (c), (d), and (e) named below.  
  a. Economics;  
  b. Geography;  
  c. History of the United States;  
  d. History of the world;  
  e. Political science;  
  f. Ethnic studies; and  
  g. Psychology or Sociology |

*Please note: Nevada Department of Education Requirements for Secondary Academic 7-12 Comprehensive Major are subject to change depending on decisions made by the Nevada Department of Education and/or State Legislature. Contact the Nevada Department of Education for any recent changes in law and licensure requirements.*

### Practicum Field Experience

Successful completion of a Practicum Field Experience is required as a co-requisite of a methods course.

### SUPERVISED STUDENT TEACHING (8-10 Credits)

Full-time (6.5 hours a day minimum, and 5 days a week) supervised student teaching experience is required, for a duration as specified by the program, for successful completion of Phase I of the M.A.T. Degree Program. Students are assigned to specific classrooms during the last semester of Phase I, leading to state licensure. A lead teacher, employed as a contracted teacher with the host school (public, private, or charter) is assigned as a mentor and conducts a minimum of six observations/evaluations. A college supervisor is assigned to each student and conducts a minimum of 6 observations/evaluations. The three meet as a triad to discuss each observation/evaluation, identify improvement goals and chart the student’s progress. Student teaching is a pass/fail grade with 60% based on the practicum experience and 40% on the student’s performance and participation in the seminar.

If the student teaching assignment is not completed successfully by the student, and/or if the student is asked to leave a student teaching assignment, the process and the procedure for reviewing the student teaching assignment will occur in a timely manner to determine: if
the student will remain in the teacher education program and have the opportunity to be reassigned for another student teaching placement; or, if the student will be suspended or removed from the teacher education program.

SEMINAR
Concurrently, with the student teaching experience, students attend a seminar. The seminar focuses on specific outcomes/assignments correlated to the national Title II Program Outcomes and to the national InTASC Standards. Seminar content parallels the sequence of the student teaching experiences to promote professional growth, reflection, and information to apply in the development of an effective classroom teacher. To pass, students must earn a minimum of 950 points, as detailed on the syllabus, for performance and participation in the seminar to achieve the required 40% to pass student teaching.

REQUIREMENTS TO BE ELIGIBLE FOR SUPERVISED STUDENT TEACHING
1. Possess a bachelor’s degree from a regionally accredited institution and have successfully completed all required licensure/Phase I coursework except for student teaching and including any repeated courses where the student received a C+ or below.
2. Student has maintained a cumulative GPA of 3.00 or higher in the teacher education courses and is in good academic standing.
3. Student has provided proof of being fingerprinted as required by Nevada statues before student teaching.
4. Student has successfully completed all the requirements for full admission.
5. Course content requirements for Elementary licensure require verification of 18 credits of coursework with a grade of C or above as detailed below:
   - Six (6) credits of Math at the 100 level or higher.
   - Six (6) credits of Science at the 100 level or higher.
   - Six (6) credits of Social Studies at the 100 level or higher.
6. Course content requirements for Secondary licensure require verification of course content completion with a grade of C or better at the 100 level or higher for the specific teachable major endorsement.
7. Student has successfully completed all required testing BEFORE applying to student teach. Students will provide passing test scores and/or documentation of a B or better in relative coursework in the following areas:
   - Praxis Core or CBEST or a Master’s Degree and an approved GRE score. Course waivers for Praxis Core will not be accepted.
   - Secondary students must pass Praxis II content area specific to teaching area.

Students must verify with the Nevada Department of Education the tests required for their specific teaching major.

NPD STUDENT TEACHING ELIGIBILITY
NPD students will be audited for student teaching eligibility per standard Nevada licensure requirements. Only NPD students who have completed all testing and coursework requirements for Nevada licensure will be permitted into student teaching.

DISTANCE STUDENT TEACHING
The final semester of Phase I, student teaching may be made with special arrangements made with the Director of Field Experiences. Students who have not graduated from the Masters in Teaching program from Sierra Nevada College, may be required to take additional coursework before acceptance into student teaching. The information and application procedures can be obtained by contacting the Department of Teacher Education. Additional coursework and/or licensure examinations may be required before acceptance into student teaching. Additional fees apply.

Completion of Phase 1 (Eligibility for Initial Licensing)
In order to be eligible to advance to Phase II of the program, students must be in good standing (cumulative GPA of 3.00 or higher) and complete the following: all coursework (including any required repeats of a course where the student received a C+ or below) required for a Nevada teaching license in their field including student teaching; all required standardized tests, including the PRAXIS tests, CBEST, or Praxis Core.

Program Locations: Incline Village/Reno and Las Vegas Campuses
Students at all sites must meet identical requirements for admission, candidacy for student teaching, and completion of the program.

M.A.T. Program Assessments
Graduate students are constantly being assessed before, during, and after enrollment at Sierra Nevada College. Since no single assessment tool guarantees student success, teacher education uses multiple assessments, including summative and formative evaluations, performance-based assessments, and professional dispositions. Table 1 below addresses these assessments.
Table 1: Teacher Education Assessments

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Assessment Instrument</th>
<th>Assessor(s)</th>
<th>Frequency</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>PRAXIS Core (or CBEST)</td>
<td>Educational Testing Service (ETS)</td>
<td>Schedule published by ETS</td>
<td>Program admission and completion</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>Classroom observations, assignments, and tests</td>
<td>DTE instructors</td>
<td>Periodically throughout courses</td>
<td>Course completion</td>
</tr>
<tr>
<td>STUDENT TEACHERS</td>
<td>DTE developed, based on standards in InTASC</td>
<td>Lead Teachers</td>
<td>2x/semester (mid-term and final)</td>
<td>Completion of student teaching requirement</td>
</tr>
<tr>
<td>STUDENT TEACHERS</td>
<td>DTE developed, based on InTASC standards</td>
<td>College Supervisors</td>
<td>6x/semester</td>
<td>Completion of student teaching requirement</td>
</tr>
<tr>
<td>INSTRUCTORS</td>
<td>SNC Faculty Course Assessment</td>
<td>Students</td>
<td>1x/semester</td>
<td>Instructor evaluation</td>
</tr>
<tr>
<td>COURSES</td>
<td>SNC Faculty Course Assessment</td>
<td>Students</td>
<td>1x/semester</td>
<td>Curriculum review/revision</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>Evaluation of Teacher Education Program</td>
<td>Lead Teachers</td>
<td>1x/semester</td>
<td>Program review/revision</td>
</tr>
<tr>
<td></td>
<td>PRAXIS II Content &amp; Pedagogy tests</td>
<td>ETS</td>
<td>Annually</td>
<td>Federal Title II Reporting Requirements</td>
</tr>
<tr>
<td>STUDENT/PROGRAM</td>
<td>M.A.T. Portfolio</td>
<td>DTE Portfolio Committee</td>
<td>3x over the course of the program</td>
<td>Proof of InTASC competencies at individual student level and at program level</td>
</tr>
</tbody>
</table>

Mid-level assessment checkpoints include instructor evaluations of student-led discussions, lesson preparation and presentation to peers, instructor prepared tests, and student driven feedback. Nationally norm-referenced tests published by the Educational Testing Services (ETS) assess content areas, teaching methodology, and pedagogy for pre-service teachers.

M.A.T. Phase II
In Phase II, candidates focus their learning on the advanced pedagogical studies of a chosen teaching field and their own professional development guided by the professional standards of their chosen teaching field. The culminating activity is a professional project. The required courses are EDUC 628 and EDUC 635.

Candidates who require additional time to complete their degree after enrollment in EDUC 635 must register for EDUC 699P (Project Completion) each semester until their work is completed.

Additional information regarding Phase II requirements is available in the M.A.T. Phase II Handbook available through the SNC website.

Professional Project
The purpose of the professional project is the improvement of teaching practices. Projects focus on specific teaching fields. Projects must reflect current research in the field and must be broad enough in scope to be of value to other teachers in the field of study.

Professional Project Committee (PPC) and Project Directors
The PPC meets each semester to review and approve professional project proposals. PPC members also evaluate the completed professional projects and recommend candidates for graduation. The Phase II Director assigns candidates to Project Directors for EDUC 635 once proposals are approved.

Timeline for Completion of the M.A.T.
Candidates have two (2) years to complete the professional project once they have registered in EDUC 635. If they are unable to complete their project during their enrollment in EDUC 635, candidates must maintain continuous enrollment by registering for EDUC 699P, Project
Completion, each additional semester until completion. In addition, candidates must show continuous progress toward completion of the work each semester.

Candidates who make significant progress but are unable to complete EDUC 635 in a semester, will receive an “In Progress” grade (IP) on their transcripts until such time that they complete the project. All IP grades will automatically default to “No Pass” (NP) on the first day of the semester after the two year deadline has passed.

Candidates who do not complete the professional project may petition to extend the project timeline if they have made continuous progress throughout the previous semesters. Candidates who register for EDUC 699P and do not show progress toward completion as attested to by their Project Director, will not be granted an extension.

Chair Reassignments
Chair Reassignment requests by a student must be accompanied with documentation. Documentation must include detailed communications (date, time, content) with the faculty member, the Directors, and/or the Department Chair. The student may petition the college by writing a letter and providing documentation to petitions committee to request refund or reassignment. Students may be charged an extra fee for Chair reassignments.
Master of Education (M.Ed.) in Administration

Program Overview – 36 Credit Degree Program
Students completing the thirty-six (36) credits of coursework for the M.Ed. in Administration program will be given theory, content knowledge, and pedagogical skills to effectively lead others of diverse cultures, backgrounds, and learning styles. Offered in an online platform and Moodle with a semester long administrative internship in a district school or central office, the M.Ed. in Administration program provides opportunities to interact with fellow classmates, learn research-based theory and apply it to meaningful experiences, as well as meet Nevada State Administrative Leadership endorsement requirements for administrator of a program or administrator of a school.

M.Ed. Program Overview – 30 Credit Degree Program Without Licensure
This degree program is designed for graduate students who elect to waive an administrative internship field experience and/or do not meet the three (3) years of experience as a licensed employee in an accredited K-12 school. If an internship is waived, the student is not eligible and does not meet the requirements for the Nevada Department of Education (NV DOE) Administrative Licensure. The internship waiver form must be completed and signed by the student, and approved and signed by an academic advisor and the Department Chair of Teacher Education. Without the signed and approved internship waiver document, the student must complete the internship to complete the degree program and receive the M.Ed. degree and license with successful completion of the administrative internship.

M.Ed. in Administration Student Learning Outcomes
• Comprehend basic theoretical concepts of leadership in given situations; (S)
• Apply concepts of leadership to individual leadership practice; (P)
• Analyze components of best practices in relation to leadership contexts; (S)
• Evaluate and synthesize appropriate theory to practice; (S, E)
• Comprehend and apply basic theoretical concepts to educational and community-based situations; (S)
• Analyze components of best practices in relation to the betterment of the community-at-large. (S)

Courses and Sequence

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELEC 101</td>
<td>M.Ed. Online Training</td>
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</tr>
<tr>
<td>ALDR 501</td>
<td>Examining Theories of Organizational Leadership and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ALDR 502</td>
<td>Exploring School Finance</td>
<td>3</td>
</tr>
<tr>
<td>ALDR 503</td>
<td>Understanding School Law</td>
<td>3</td>
</tr>
<tr>
<td>ALDR 504</td>
<td>Leadership and Supervision: Considerations for Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ALDR 505</td>
<td>Strategies for Personal Success: Developing Personnel</td>
<td>3</td>
</tr>
<tr>
<td>ALDR 506</td>
<td>Curriculum Design and Development in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLDR 599</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TLDR 615</td>
<td>School Administration, Leadership and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>TLDR 630</td>
<td>School Administration, Leadership and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>TLDR 650</td>
<td>School Administration, Leadership and Community</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLDR 605I</td>
<td>Internship Course</td>
<td>6</td>
</tr>
<tr>
<td>Total Degree Credits</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

In order to enroll in the TLDR 605I Administrative Internship course, students must have a minimum of three (3) years of successful experience as a licensed employee in an accredited K-12 school and advisor approval.
Graduate Course Descriptions

Master of Education (M.Ed.) in Teaching English as a Second Language
(Online Program Only)

Program Overview
Students completing the coursework for the M.Ed. program with area of specialization TESL will be given theory, content knowledge, and pedagogical skills to effectively lead others of diverse cultures, backgrounds, and learning styles. Offered in an online platform, this program provides opportunities to interact with fellow classmates, learn research-based theory and apply it to meaningful experiences, as well as meet Nevada State Teaching English as a Second Language endorsement requirements.

Teaching Specialization: Teaching English as a Second Language (TESL) Student Learning Outcomes
Students graduating with a TESL Endorsement will be able to:

- Develop theoretical knowledge necessary to teach diverse student populations, including bilingual students (e.g., students speaking other languages); (L)
- Advance comprehension of theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (L)
- Apply theoretical knowledge which supports best practices when teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (P)
- Analyze teaching, in relation to best practices supported in theory, to determine which practices support teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (S)
- Apply and analyze theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (P)
- Evaluate and synthesize theoretical knowledge which supports best practices teaching to diverse student populations, including bilingual students (e.g., students speaking other languages); (S, E)

### APPLIED THEORY

<table>
<thead>
<tr>
<th>Course #</th>
<th>Master of Education</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELEC 102*</td>
<td>M.Ed. Online Training</td>
<td>0</td>
</tr>
<tr>
<td>TLDR 500**</td>
<td>Graduate Writing Directed Study</td>
<td>(1)</td>
</tr>
<tr>
<td>TLDR 501</td>
<td>Understanding Teachers as Leaders</td>
<td>3</td>
</tr>
<tr>
<td>TLDR 502</td>
<td>Understanding Community Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TLDR 503</td>
<td>Understanding Practical Advocacy</td>
<td>3</td>
</tr>
</tbody>
</table>

### TEACHING SPECIALIZATION: Teaching English as a Second Language (TESL)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Master of Education</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TESL 561</td>
<td>Assessment Considerations and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 562</td>
<td>Developing Curriculum for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 563</td>
<td>Methods and Materials for Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 564</td>
<td>Theories of Language Development, Structure and Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>TESL 565</td>
<td>Teaching Language Arts-Listening, Speaking, Reading, and Writing for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 566</td>
<td>Theories of Second Language-Linguistics and Cultural Diversity for English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

### APPLIED LEADERSHIP

<table>
<thead>
<tr>
<th>Course #</th>
<th>Master of Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLDR 601</td>
<td>Exploring Applied Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TLDR 602</td>
<td>Collaborative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TLDR 603</td>
<td>Leadership in Action</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Degree Credits**

*ELEC 102 is a required prerequisite for all online TLDR courses.

** Credits do not count toward final degree. TLDR 500 may be assigned per academic advisor recommendation.
Department of Teacher Recertification

The Sierra Nevada College Teacher Recertification Program came into existence in 1990. The primary reason for the emergence of the program stems from the state of Nevada requirement that all licensed teachers must demonstrate professional growth in order to qualify for the renewal of their teaching license. The mission of the Teacher Recertification Program is to facilitate the delivery of high quality graduate-level college staff development courses to the teachers of Nevada.

Teacher Recertification 500 Level Courses: Sierra Nevada College at Lake Tahoe is accredited by the Northwest Association of Schools and Colleges and is authorized to offer coursework through the Teacher Recertification Division. Teacher Recertification graduate-level courses do not comprise a graduate program in and of themselves but may be used for several purposes: 1. Professional advancement upon approval of the appropriate district office; 2. Under pre-approved circumstances from the graduate institution, to satisfy graduate degree requirements; 3. To satisfy license renewal requirements.

All classes are taught at the graduate level (500 level) and are offered in the areas, including: Gifted and Talented, and TESL. These classes may also be used toward an endorsement in those fields. For each credit offered, 15 hours of student/teacher contact time is required. All classes are taught by teachers who are currently teaching in the field of instruction, or who have a particular expertise in that field. Instructors must possess a Master's degree or higher to teach a course. To accommodate teachers, classes are offered late afternoons, evenings, and weekends. Classes are taught in various locations around the state of Nevada.
Master of Fine Arts in Creative Writing
Program Chair: Brian Turner

The Master of Fine Arts in Creative Writing builds upon and moves beyond the BA/BFA level in English, allowing students the opportunity to earn an advanced degree, thereby furthering their careers in writing, editing and publishing. This low residency, two year program requires five 10-day residencies in which students will choose a focus track of Poetry, Fiction or Literary Nonfiction. The residency periods will expose students to renowned writers, speakers, editors and publishers. Students will also be expected to attend conferences, public readings, workshops and other events that will lead to an enhanced relationship with the community both locally and in a broader context. This supports the SNC institutional commitment to produce students who are scholars of and contributors to society, while encouraging cultural and educational sustainability through life-long learning.

Master of Fine Arts in Creative Writing Student Learning Outcomes
The MFA in Creative Writing student learning outcomes are tied to one or more of the SNC core themes. Indication is as follows:

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

Students who graduate with a Master of Fine Arts in Creative Writing will:

1. Write to a professional standard in a variety of modes and genres both creatively and critically with attention to the processes of writing, revision and presentation, both written and oral, of their work; (P)
2. Experiment with different approaches to writing using various literary techniques and forms across genres while mastering one specific genre, challenging the established boundaries of that genre, and adding their voice to an ongoing dialectic of artistic creation; (L)
3. Recognize, discuss and analyze the history, literary movements, traditions, subgenres, innovations, and contemporary practice of their genre of specialization; (L)
4. Demonstrate excellence in craft and aesthetic technique in their genre of specialization in successively higher levels each academic year; (L)
5. Engage in a broader community of writers through attendance at residencies, interaction with teachers/mentors, public readings, conference attendance, and other participatory activities; (P)
6. Demonstrate a knowledge of pedagogical strategies for the teaching of creative writing;
7. Relate writing to the concerns of larger communities, both local and global, and to other disciplines; (L)
8. Submit both original shorter works and book-length manuscripts to appropriate markets for publication. (P)

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

Petitions
Every student must file a formal petition to graduate with the MFA office. The deadline for submission of these petitions will be strictly observed. If a student does not submit a graduation petition by the established deadline as listed in the Academic Calendar, the student’s petition may be rejected. Late petition are subject to a $50.00 late fee. Sierra Nevada College has August, December, and May graduation dates. The May ceremony held in Incline Village is the only graduation with a public ceremony. A ceremony will be held during the MFA residency for graduate candidates.

Participation in Commencement
In order to participate (walk) in graduation ceremonies, a student must have submitted a graduation petition by the deadline published in the Academic Calendar and completed all requirements. Students must complete all requirements, including MFA Thesis and defense. Students that have their final residency in Fall/August 2015 are invited to walk in the May 2015 ceremony if they are within 6 credits of completion. Academic regalia must be worn in order to participate in the graduation ceremony.

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

1. A formal petition for graduation must be submitted by the deadline as posted in the Academic Calendar and must specify the catalog year, which determines the major requirements.
2. All academic requirements, including testing requirements, in effect at the time of graduation must be completed.

Exceptions may be made for students that wish to walk in May but are within six (6) credits of completion.
Graduate Course Descriptions

OVERVIEW OF REQUIREMENTS
Master of Fine Arts in Creative Writing

The MFA in Creative Writing may be taken with emphases on poetry, fiction, literary nonfiction or writing for children and young adults. Coursework is taken over five residencies and four semesters. For example, the poetry emphasis could assume the following configuration:

<table>
<thead>
<tr>
<th>Residency/Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Residency</td>
<td>ENGL 513R</td>
<td>Craft of Poetry Workshop</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENGL 505, 507, 580, or 680</td>
<td>Choose: Seminar/Special Topics</td>
<td>2</td>
</tr>
<tr>
<td>First Semester</td>
<td>ENGL 513</td>
<td>The Craft of Poetry</td>
<td>6</td>
</tr>
<tr>
<td>Second Residency</td>
<td>ENGL 523R</td>
<td>Craft of Poetry Workshop</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENGL 551 or 580</td>
<td>Choose: Critical Theory or Special Topics</td>
<td>2</td>
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<tr>
<td>Second Semester</td>
<td>ENGL 613</td>
<td>Poetry Workshop</td>
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<td>Third Residency</td>
<td>ENGL 533R</td>
<td>Craft of Poetry Workshop</td>
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<tr>
<td></td>
<td>ENGL 505, 507, 580, or 680</td>
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<tr>
<td>Third Semester</td>
<td>ENGL 623</td>
<td>Advanced Poetry Workshop</td>
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<td>Fourth Residency</td>
<td>ENGL 543R</td>
<td>Craft of Poetry Workshop</td>
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<tr>
<td></td>
<td>ENGL 561</td>
<td>Teaching Creative Writing (Pedagogy)</td>
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<td>Fourth Semester</td>
<td>ENGL 683</td>
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<tr>
<td></td>
<td>ENGL 693</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>54 Credits</strong></td>
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The fiction emphasis could assume the following configuration:

<table>
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<th>Credits</th>
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</thead>
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<tr>
<td>First Residency</td>
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<td>First Semester</td>
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<td></td>
<td>ENGL 551, 580 or 680</td>
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<tr>
<td>Second Semester</td>
<td>ENGL 615</td>
<td>Fiction Workshop</td>
<td>6</td>
</tr>
<tr>
<td>Third Residency</td>
<td>ENGL 535R</td>
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<td>4</td>
</tr>
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<tr>
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<td>ENGL 625</td>
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<td>Fourth Residency</td>
<td>ENGL 545R</td>
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<tr>
<td>Fourth Semester</td>
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<tr>
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<td>ENGL 695</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>54 Credits</strong></td>
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The literary nonfiction emphasis could assume the following configuration:

<table>
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<th>Credits</th>
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</thead>
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<tr>
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<tr>
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<td>The Craft of Nonfiction</td>
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<td>Second Residency</td>
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<td></td>
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<td></td>
<td>ENGL 697</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>54 Credits</strong></td>
</tr>
</tbody>
</table>
The Sierra Nevada College Master of Fine Arts in Interdisciplinary Arts is a focus for creative art making, fostered by critical thinking, with an emphasis on community. The experience and exploration of embodied place is a central element of this distinctive program, encouraging students’ multi-dimensional relationship with their environment both here in the Tahoe Basin and within their own communities. Through a multi-disciplinary approach to art making, the program encourages participants to consider how we engage the material and social worlds of our respective environments from personal, to political, to planetary.

This low residency program takes advantage of emerging technologies in education to combine two intensive 10-days residency periods each year in beautiful Lake Tahoe, full-time work in the student’s local studio, and a dynamic group of faculty, renowned visiting artists, professional mentors and peers. Residencies bring students, faculty and visiting artists together in a collaborative community to engage, critique, and explore unfamiliar ideas and cross-disciplinary questions. Personalized mentorship and extensive studio time will help students develop the expressive and professional skills to realize their personal visions.

Sierra Nevada College’s interdisciplinary approach addresses the challenges and responsibilities faced by contemporary artists in an evolving global environment by focusing on the skill development, experimentation, and collaborative dialogue that fosters creative solutions and the practice of art.

**Master of Fine Arts in Interdisciplinary Arts Student Learning Outcomes**

The MFA in Interdisciplinary Arts student learning outcomes are tied to one or more of the SNC core themes. Indication is as follows:

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

Students who graduate with a Master of Fine Arts in Interdisciplinary Arts will:

1. Students will have manifested an articulate and creative idiosyncratic voice, demonstrated in their midway and final exhibition portfolios and defenses, and be aware of the complexities of contest in which their voice participates;
2. Students will be able to design and execute artworks and projects of vision that come from a sustainable practice. Sustainability is understood to be the ability to live a creative and ethical life capable of cultural participation. For example, students will be able to place their practice both in and beyond traditional art venues.
3. Students will have integrated entrepreneurial spirit into their practice and be capable of imaging diverse and creative responses to a variety of opportunities.
4. Students will have a deep understanding of how their individual practices embody a sense of place, and are part of a complex system of intersecting life forms and a multiplicity of community interests.
5. Students will have experienced collaborative art-making, and will be capable of synthesizing a wide variety of perspectives and of working toward a common goal with participants from different disciplines.
6. Students will be able to speak and write about their work and others’ work informed by a fluid set of critical and historical contexts.

**Graduation and Commencement**

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

**Petitions**

Every student must file a formal petition to graduate with the MFA office. The deadline for submission of these petitions will be strictly observed. If a student does not submit a graduation petition by the established deadline as listed in the Academic Calendar, the student’s petition may be rejected. Late petition are subject to a $50.00 late fee. Sierra Nevada College has August, December, and May graduation dates. The May ceremony held in Incline Village is the only graduation with a public ceremony. A ceremony will be held during the MFA residency for graduate candidates.

**Participation in Commencement**

In order to participate (walk) in graduation ceremonies, a student must have submitted a graduation petition by the deadline published in the Academic Calendar and completed all requirements. Students must complete all requirements, including MFA Thesis and defense.
Graduate Course Descriptions

Students that have their final residency in Fall/August 2015 are invited to walk in the May 2015 ceremony if they are within 6 credits of completion. Academic regalia must be worn in order to participate in the graduation ceremony.

Graduation Requirements

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

1. A formal petition for graduation must be submitted by the deadline as posted in the Academic Calendar and must specify the catalog year, which determines the major requirements.
2. All academic requirements, including testing requirements, in effect at the time of graduation must be completed.

Exceptions may be made for students that wish to walk in May but are within six (6) credits of completion.

OVERVIEW OF REQUIREMENTS
Master of Fine Arts in Interdisciplinary Arts

<table>
<thead>
<tr>
<th>Residency/Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>First Residence</td>
<td>FNAR 505</td>
<td>Professional Practices: Core Themes</td>
<td>3</td>
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<td></td>
<td>FNAR 605</td>
<td>Focused Studio Practice 1</td>
<td>3</td>
</tr>
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<td></td>
<td>ARTH 506</td>
<td>Context and Culture of Contemporary Theory and Practice</td>
<td>3</td>
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<td>NWGN 611</td>
<td>Graduate Seminar: Community/Alternative Modes of Display</td>
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</tr>
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<td>FNAR 620</td>
<td>Mentored Studio Practice</td>
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<td>ARTH 509</td>
<td>Contemporary Critical Theory I</td>
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<td>NWGN 510</td>
<td>High Desert Installation</td>
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<td>FNAR 606</td>
<td>Focused Studio Practice 2</td>
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<td>ARTH 612</td>
<td>Graduate Seminar: Curatorial Practices and Art Writing</td>
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<td>FNAR 621</td>
<td>Midway Exhibition Design</td>
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<td>FNAR 560</td>
<td>Midway Exhibition</td>
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<td>FNAR 607</td>
<td>Focused Studio Practice 3</td>
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<td>ARTH 510</td>
<td>Contemporary Critical Theory 2</td>
<td>3</td>
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<td>NWGN 613</td>
<td>Graduate Seminar: Collaborative Strategies</td>
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<td>FNAR 622</td>
<td>Developing Studio Language</td>
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<td>FNAR 507</td>
<td>Creative Problem Solving</td>
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<td>NWGN 540</td>
<td>Experiential Learning</td>
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<td>FNAR 615</td>
<td>Graduate Seminar: Studio Building</td>
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<td>Final Exhibition Design</td>
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<td>NWGN 550</td>
<td>Practicum: Community Application</td>
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<td>FNAR 690</td>
<td>MFA Thesis Project and Portfolio</td>
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**GRADUATE 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

*** Course Fees are Subject to Change

**Administrative Leadership (ALDR)**

**ALDR 501: Examining Theories of Organizational Leadership and Administration (3) [ES]**
This course introduces prospective students to theories of organizational behavior and practices of managing and leading people within the context of the school organization. Students also examine high-impact principles and practices as they may relate to the forces reshaping our society and our schools. The course will address topics such as values-based behavior [courage, trust, ethics], professional code, power and authority, individual motivation, cohesion, team and group effectiveness, crisis leadership organizational models, characteristics of leadership, change systems, vision development and school design. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the Professional Standards for Educational Leaders.

**ALDR 502: Exploring School Finance (3) [ES]**
This course provides background and understanding of public school finance. Students investigate both principles and practices utilized in collecting, distributing, and managing district and school revenues, with emphasis on specific state regulation. Collective bargaining practices and capital facilities development also emphasized. Introduction to the concepts, methods, and problems of financial and managerial accounting addressed. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the Professional Standards for Educational Leaders.

**ALDR 503: Understanding School Law (3) [ES]**
In this course, students become acquainted with legal issues relating to public education. Students begin to consider rights and responsibilities of students, teachers, and educational practitioners. In addition, students are asked to relate these rights to school programs and operations as determined by state and federal laws and court decisions. Federal and state cases that affect the administration of our educational system are examined. Topics include student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; employee rights. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the Professional Standards for Educational Leaders.

**ALDR 504: Leadership and Supervision: Considerations for Instruction (3) [ES]**
This course will examine principles and theoretical base of supervision as they relate to improving instructional and professional practices. In addition, students will explore the structure and significance of school reform, teaching and learning theories, Standards Theory, the change process, and how instructional improvement relies on leadership and resourcefulness. Other topics include recognizing the purpose of followership and leadership through identifying the fundamentals of leadership, including core values. In addition, this course emphasizes research findings and recommended practices. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the Professional Standards for Educational Leaders.

**ALDR 505: Strategies for Personal Success: Developing Personnel (3) [ES]**
This course has a major emphasis on the analysis of factors to be considered in the selection and evaluation of teachers and administrators and considerations in staff development. Students will be provided a broad overview of matters having to do with leadership and organization of school personnel. The following topics will be explored: staff recruitment and selection; employee induction; professional development; supervision and evaluation; discipline and dismissal; the work environment; compensation and benefits; administering employee contracts and legal issues in personnel management. Students will be asked to explore their multiple roles and responsibilities, levels of personal accountability, possible sources of conflict, and developing and applying strategies for conflict resolution in relation to leadership. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the Professional Standards for Educational Leaders.
Graduate Course Descriptions

ALDR 506: Curriculum Design and Development in Education (3) [ES]
During this course, students examine theories, principles, and foundations of curriculum, emphasizing program planning and current curriculum trends. Students will be provided a comprehensive overview of the concepts, strategies and resources associated with planning, implementing and evaluating school curricula. Attention will be focused on contemporary research regarding constructivist principles, invitational learning, cooperative learning, outcome-based education, multiculturalism, learning styles, multiple intelligences and techniques that support curricular change. The course combines theory with practical strategies. In addition, this course provides students with a greater understanding and knowledge into the fields of leadership through the design of curriculum. This course fulfills part of the Nevada State Administrative Leadership endorsement requirement and is aligned with the Professional Standards for Educational Leaders.

Art History (ARTH) – Program Launch Summer 2015
Department of Fine Arts

ARTH 506: Context and Culture of Contemporary Theory and Practice (3) [AS]
This course will draw from the expertise of individual Visiting Artists and Scholars to provide context for contemporary practice and creative problem-solving. Topics may include Postcolonial Theory, Rewriting History, Modernism/Postmodernism, Structure of Contemporary Identities, The Image in a Time of War, or Feminist Performance, Then and Now. Students will build a working knowledge of contemporary art theory and practice.

ARTH 509: Contemporary Critical Theory (3) [ES]
Following Context and Culture of Contemporary Theory and Practice, this course deepens the study of contemporary visual art theory and criticism. Readings are selected from contemporary art journals and from anthologies of cultural studies and art criticism. Based on the trajectory defined in the Midway Exhibition, students will develop a personal interpretation of theory and criticism as it applies to their work.

ARTH 612: Graduate Seminar: Curatorial Practices and Art Writing (1.5) [ES]
Building on the Graduate Seminar: Community/Alternative Modes of Display, in this course, the student will extend personal practice into both curating and art-writing as a way of empowering the vision that is at the core of the idiosyncratic voice. By design, this extension is to complicate the idiosyncratic, to promote or advocate for an integration of the personal with communal and/or global perspectives. The student will participate in a redistribution of ideas implicit in the contemporary reenergizing of public voice and will be able to synthesize the small and the large, or the intimate and the vast.

ARTH 620: Context and Criticality (1-3) [ES]
This course may be offered in any semester in a case-by-case basis as a way to complete special projects, which contribute to an individual MFA-IA student’s development. This course is meant to satisfy requirements for coursework that qualifies as contributing to a contemporary critical discourse. Projects should be particular to the trajectory of a student’s overall movement towards their thesis. Approval is necessary by the Department Chair prior to registration.

Autism Spectrum Disorders (AUTS)

AUTS 501: Understanding the Nature of Autism Spectrum Disorders (3)
This introductory course is designed to help educators better understand the characteristics of individuals with Autism Spectrum Disorder (ASD) and the complex challenges they face, both educationally and socially. The characteristics of diverse students with ASD, historical perspectives and etiology of ASD are explored. Assessment procedures, as well as current and emerging practices that have proven to be successful are a major focus of the course. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 502: Behavior Support and Intervention (3)
Design and application of behavioral and instructional support for diverse learners with Autism Spectrum Disorders (ASD). Strategies for conducting functional analysis of problem behaviors and developing teaching plans are reviewed. General understanding of Applied Behavior Analysis (ABA) principles, and how they can be used to teach various skills to support student behavior. Application of concepts and principles through role playing and other hands-on activities. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 503: Communication and Language Development in Students with Autism Spectrum Disorders (3)
This course focuses on the development of communication, language acquisition, and language development and how it differs in individuals with ASD. Effective methods and instructional strategies for promoting the development of cognitive, language, and communication skills will be explored. Students will identify and evaluate needs, develop goals, and design interventions to improve communication skills for individuals with ASD. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 504: Augmentative and Alternative Communication and Instruction (3)
Preparation in the design and instruction of augmentative communication systems that include the use of graphic symbols to support diverse learners with ASD. Focus on students with ASD who do not develop spoken language by facilitating communication through teaching vocalization, gesture, sign, and/or point to or exchange objects or pictures. Students design and construct communication aids and develop strategies for integrating augmentative communication systems into the classroom and home to enhance communication.
AUTS 505: Methods and Strategies for Teaching Students with Autism Spectrum Disorders (ASD) (3)
Students examine the design and implementation of current best practices and methodologies for teaching a wide range of students with ASD. Application of research based models and practices including social pragmatic and social cognitive approaches, adult directed, child-centered, and peer mediated practices. Strategies for inclusion with typical students and siblings in the school, home, and school settings will be explored. Includes methods to enhance social competence through strategies such as play therapy, art, drama, film making, music, and animal therapy. It fulfills part of the Nevada endorsement for teaching pupils who have autism.

AUTS 506: Collaboration, Partnerships, and Life Issues (3)
This course is designed to identify contemporary issues facing families and individuals on the Autism Spectrum. Considerations for success in nonacademic school environments such as physical education, lunch, driver’s education and extracurricular activities in the school setting. Implementation of current practices in collaboration used for program planning. Transitions, family, school and community supports and partnerships are explored.

Education [EDUC]
Undergraduates enroll in courses at 400 levels. Graduate students enroll in courses at 500-600 levels.

EDUC 500: M.A.T. Graduate Writing Directed Study (1) [ES]
Pass/Fail
This course requires the student to master writing proficiencies, which will be required for written documents at the graduate level. With instructor feedback, the student will develop writing skills to produce grammatically correct work that demonstrates precision, clarity, coherence, and unity.

EDUC 501: M.A.A. Graduate Writing Directed Study (1) [OC]
Pass/Fail
Students will comprehend components of the writing process in relation to yourself as a writer; identify viable media and Internet resources to assist you with your writing; apply basic grammar and punctuation to your professional writing, specifically in relation to your proposal project idea; analyze viable Internet and/or library Web research that pertains to your writing and your overall project proposal idea; evaluate and document appropriate and viable sources used for your research writing, specifically in relation to your proposals and evaluate how to use appropriate citations in the research writing process.

EDUC 502: Nevada School Law for Educators (1) [AS] Pass/Fail
Course Fee: $175***
Fulfills Nevada licensure requirements. This course is designed to 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 503: Scholarly Writing and Research for Educators (2) [OC]
Mastery of written communication skills is imperative for a student to obtain and demonstrate in the teacher and administrative degree programs. The ability to communicate clearly and concisely to a specific audience for a specific purpose through the written word is an everyday task for a teacher. This course will familiarize students with APA writing used in the field of education for coursework and professional projects.

EDUC 504: Exceptional Individuals (3) [AS]
A survey course to familiarize students with the characteristics of individuals with exceptional needs in public-school programs and strategies to use for integration. Included are processes used to identify these individuals; placement procedures and major educational and psychological intervention techniques; current state and federal legislation dealing with special education; procedures and processes for gifted children and their special needs; discussion and review of ethnic and multicultural learning styles and programs.

EDUC 510: Psychological Foundations of Education (3) [AS]
This course focuses on explanations of how people learn, including people of ethnic and cultural diversity. Theories and research are included with emphases on practical applications, such as methods used to improve learning and teaching, and how learning relates to motivation, personality, development, creativity, and perception. Current brain-based research and its application are reviewed.

EDUC 511: ARL Supervision (0) [ES]
This course provides supervision for Alternate Route to Licensure (ARL) students employed in elementary or secondary schools. Grade Mode: Audit Only.

EDUC 505: Evaluation, Assessment, Data, and Student Learning (1) [AS]
This graduate class prepares teacher candidates to use assessment to improve student learning. The focus is on understanding summative and formative assessment, implementing technology to manage data, analyzing assessment results, and developing classroom assessment tools.

EDUC 520: 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 524/624: Scholarly Writing and Research for Educators (2) [OC]
Mastery of written communication skills is imperative for a student to obtain and demonstrate in the teacher and administrative degree programs. The ability to communicate clearly and concisely to a specific audience for a specific purpose through the written word is an everyday task for a teacher. This course will familiarize students with APA writing used in the field of education for coursework and professional projects.

EDUC 555: Exceptional Individuals (3) [AS]
A survey course to familiarize students with the characteristics of individuals with exceptional needs in public-school programs and strategies to use for integration. Included are processes used to identify these individuals; placement procedures and major educational and psychological intervention techniques; current state and federal legislation dealing with special education; procedures and processes for gifted children and their special needs; discussion and review of ethnic and multicultural learning styles and programs.
EDUC 560: Introduction to Education & Educational Research (3) [AS]
This course focuses on the historical, social, psychological, and political foundations of education, with a strong emphasis on reading and evaluating educational research. Teacher candidates learn professional writing style (APA) and the importance of research in teaching and learning.

EDUC 565: Effective Instructional Practices & Classroom Management (3) [AS]
Research-based best practices (K – 12) are presented and analyzed. Teacher candidates will explore how strategies are used to teach state mandated core standards and to differentiate instruction based on student cognitive, social and cultural needs. Methods, theories and resources in class management will provide a foundation for constructing a comprehensive Classroom Management Plan.

EDUC 570: Teaching with Technology (1) [AS]
This class is designed to provide an overview of techniques in classroom uses of computers and other devices. Hands-on simulation activities using PC and Macintosh products related to teaching major and teacher utility needs. Topics include contemporary technology used in schools and presentation of multimedia project production.

EDUC 589: Testing Review (3) [OC] Pass/Fail
Individualized testing preparation and review.

EDUC 590: Alternative Route to Licensure Internship (2) [ES]
This clinical experience promotes integration of methods and supervised field experiences to link theory and practice. Assignments and activities will be highlighted to direct students in the classroom setting.

EDUC 595: Student Teaching Seminar (Elementary and Secondary) (10) [ES] Pass/Fail
Course Fee: $600***
Distance Fee: $1,200
Full-time supervised teaching for 20 weeks, half-time in elementary, half-time in secondary schools; students required to attend weekly seminars.

EDUC 596: Student Teaching Continuation Course (3) [ES]
Pass/Fail
Course Fee: $600***
This course is designed for the students who have taken but not completed EDUC 595. Students must meet with the Director of Field Experiences for approval and file a pre-professional plan. (Attendance at the seminar classes is at the discretion of the Director of Field Experiences.)

EDUC 598: Independent Study: K-12 (1-6) [OC]
Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with an instructor. Weekly conferences.

EDUC 599: Special Topics: K-12 (1-6) [OC]
This course will explore special topics in education outside the purview of the normal curriculum.

EDUC 627: Introduction to Educational Administration Policy and Procedure (3) [ES]
Prerequisites: The candidate must hold a valid teaching license and have completed one year or more of successful teaching in a K-12 accredited school. This course focuses on professional scholarly writing using the American Psychological Association style, provides an overview of research methods used in education administration policy and practice inquiry, and enable students to review and analyze a variety of educational research studies conducted on current educational administration policy and practice issues. Teacher candidates analyze educational research and relate it to their classroom practices.

EDUC 628: Educational Research and Reflective Practice (3) [ES] Pass/Fail
Course Fee: $160***
Distance Fee: $320
Prerequisites: Completion of student teaching and all testing requirements. Teacher candidates analyze educational research and relate it to their classroom practices. Focus on professional reflection as candidates prepare proposal. Professional writing using APA style is required.

EDUC 629: Educational Research in Administration and Reflective Practice (3) [ES]
Pass/Fail
Course Fee: $160***
Distance Fee: $320
Prerequisites: Completion of EDUC 627 and completion of one year or more of successful teaching in a K-12 accredited school. Administrative candidates analyze educational research and relate it to their administrative practices. Focus on professional reflection as candidates prepare proposal for an administrative research project. Professional graduate level writing using APA style is required.

EDUC 635: Professional Project (3) [ES/Summer] Pass/Fail
Course Fee: $650***
Distance Fee: $1,300
Prerequisites: Successful completion of EDUC 628 and all M.A.T. testing requirements. During this graduate level class, candidates complete their approved professional projects with the assistance of an assigned Project Director. At the end of each semester, candidates present their projects at the SNC Masters Project Conference.

EDUC 640: Administrative Research Project (3) [ES]
Pass/Fail
Course Fee: $650***
Distance Fee: $1,300
Prerequisites: Completion of EDUC 627, EDUC 629 and completion of one year or more of successful teaching in a K-12 accredited school. Administrative candidates analyze educational research and relate it to administrative policy and
Graduate Course Descriptions

ELEM 501: Teaching Methods of Elementary Reading I (3) [AS]
A comprehensive reading instruction course which is research based and includes the study of: phonemic awareness and phonics; comprehension; vocabulary development; spelling patterns; ongoing assessment and diagnostic techniques; and methodologies for a balanced literacy approach to teaching reading which are appropriate to students’ developmental levels. Developmental methods that are effective with students who are delayed, culturally diverse or who have learning differences and/or difficulties are also taught. This course focuses on the primary grade learner.

ELEM 510: Teaching Methods of Elementary Language Arts (3) [AS]
Explores the language needs of children with emphasis on writing, speaking and listening, language development as related to individual and cultural differences.

ELEM 512: Teaching Methods of 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 525: Teaching Methods of Math (3) [AS]
This course is designed to introduce content and methods for teaching mathematics to elementary students. Topics include theory, assessment, skill in computation and recent trends, remediation of pupil difficulties, and an overview of content included in the elementary mathematics curriculum. The primary focus is to assist teachers with developing the child’s understanding and appreciation of mathematics.

ELEM 526: Teaching Methods of Science and Health (3) [AS]
This course is designed to introduce content and methods for teaching science and health to elementary students. Topics include scientific methods and processes, remediation of pupil difficulties, and recent trends in science and health education. The primary focus is to assist teachers with developing the child’s understanding and appreciation of science and health.

ELEM 590: Elementary Practicum (1) [ES] Pass/Fail
Corequisite: ELEM 502. 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 595: ELEM Student Teaching Seminar (8) [ES] Pass/Fail
Course Fee: $600***
Distance Fee: $1,200
This course provides full-time supervised teaching in elementary schools. Students are required to attend weekly seminar throughout the term.

ELEM 596: Student Teaching Continuation Course (Elementary) (1-6) [ES] Pass/Fail
Course Fee: $600***
Distance Fee: $1,200
This course is designed for the students who have taken, but have not completed, ELEM 595. Students must meet with the Director of Field Experiences for approval and file a pre-professional plan. (Attendance at the seminar classes is at the discretion of the Director of Field Experiences.)

ELEM 598: Independent Study: Elementary (1-6) [OC]
Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with an instructor. Weekly conferences.

ELEM 599: Special Topics: Elementary (1-6) [OC]
This course will explore special topics in elementary education outside the purview of the normal curriculum.

English (ENGL)

ENGL 503: Seminar in Poetics (2) [AS]
This intensive course covers a variety of poetic forms. Students submit original work, and receive feedback and give feedback to others in a workshop setting. Additional topics may include particular sub-genres of poetry.

ENGL 505: Seminar in Fiction (5) [AS]
This intensive course covers crucial aspects of fiction such as narrative, dialogue, character, plot, and setting. Students submit original work, and receive feedback and give feedback to others in a workshop setting. Additional topics may include particular sub-genres of fiction.

ENGL 507: Seminar in Literary Nonfiction (2) [AS]
This intensive course covers literary nonfiction forms and may include the essay, the mixed-genre essay, the memoir, literary journalism, and journaling. Students submit original work, and receive feedback and give feedback to others in a workshop setting.

ENGL 510: Sierra Nevada Review Editing Workshop (4) [ES]
Prerequisite: Consent of instructor. This course offers students direct experience in the editing and publishing field by serving as editorial staff on the Sierra Nevada Review literary magazine. Students will read submissions and select work as an editorial staff. Involvement in all stages of the publication process is required.

ENGL 513: The Craft of Poetry (6) [ES]
This course covers the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone and voice.

ENGL 513R: Craft of Poetry Workshop (4) [ES]
This residency workshop focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone and voice. This class may be taken multiple times for credit.

ENGL 515: The Craft of Fiction (6) [ES]
This course covers the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 515R: Craft of Fiction Workshop (4) [ES]
This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone. This class may be taken multiple times for credit.

ENGL 517: The Craft of Literary Nonfiction (6) [ES]
This course covers the fundamentals of literary nonfiction. Students practice and receive feedback on essay writing, the mixed-genre essay, memoir, literary journalism and journaling, with emphasis upon the differences in tone, content and structure of each.

ENGL 517R: Craft of Literary Nonfiction Workshop (4) [ES]
This residency workshop focuses on the fundamentals of literary nonfiction. Students practice and receive feedback on essay writing, the mixed-genre essay, memoir, literary journalism and journaling, with emphasis upon the differences in tone, content and structure of each. This class may be taken multiple times for credit.

ENGL 519: Craft of WCYA (6) [ES]
This course covers the fundamentals of Writing for Children and Young Adults (WCYA). Students practice a variety of forms in the field, including: picture book, middle grade, and young adult books – and receive feedback on their work. Additional topics for feedback may include use of figurative description, scene development, subject matter, and voice development.

ENGL 519R: Craft of WCYA Workshop (4) [ES]
This workshop in in writing for WCYA will take place during their first residency. This course focuses on the fundamentals of writing in the field, and explores the history and trends of the genre and the practice of the genre as a literary art form. Students begin to hone in on specific tools in writing picture
books, middle grade or young adult narratives. Additional topics for feedback include scene and voice development.

**ENGL 523R: Craft of Poetry Workshop II (4) [ES]**
This is the second workshop a poetry student will take during their second residency. This residency workshop focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone, and voice.

**ENGL 525R: Craft of Fiction Workshop II (4) [ES]**
This is the second workshop a fiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

**ENGL 527R: Craft of Literary Nonfiction Workshop II (4) [ES]**
This is the second workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of literary nonfiction. Students practice and receive feedback on essay writing, the mixed-genre essay, memoir, literary journalism and journaling, with emphasis upon the differences in tone, content and structure of each.

**ENGL 529R: Craft of WCYA Workshop II (4) [ES]**
This is the second WYCA residency workshop, and this course focuses on the fundamentals of writing in the field and explores the history and trends of the genre and the practice of the genre as a literary art form. Students begin to hone in on specific tools to writing picture books, middle grade, or young adult narratives. Additional topics may include figurative description, subject matter, and voice development.

**ENGL 533R: Craft of Poetry Workshop III (4) [ES]**
This is the third workshop a poetry student will take during their third residence. This residency course focuses on the fundamentals of poetry and poetic rhetoric. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

**ENGL 535R: Craft of Fiction Workshop III (4) [ES]**
This is the third workshop a fiction student will take during their third residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

**ENGL 537R: Craft of Literary Nonfiction Workshop III (4) [ES]**
This is the fifth workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

**ENGL 539R: Craft of WCYA Workshop III (4) [ES]**
This is the third residency workshop in WCYA, and this course focuses on the fundamentals of writing in the genre, as well as the practice of the genre as a literary art form. Students hone in on specific tools to writing picture books, middle grade, or young adult narratives. Additional topics for feedback may include use of figurative description, scene development, subject matter, and voice development.

**ENGL 543R: Craft of Poetry Workshop IV (4) [ES]**
This is the fourth workshop a poetry student will take during their third residence. This residency workshop focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone, and voice.

**ENGL 545R: Craft of Fiction Workshop IV (4) [ES]**
This is the fourth workshop a fiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

**ENGL 547R: Craft of Literary Nonfiction Workshop IV (4) [ES]**
This is the fourth workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

**ENGL 549R: Craft of WCYA Workshop IV (4) [ES]**
This is the fourth residency workshop in WCYA, and this course focuses on the fundamentals of writing in the genre, as well as the practice of the genre as a literary art form. Students hone in on specific tools to writing picture books, middle grade, or young adult narratives. Additional topics for feedback may include use of figurative description, scene development, subject matter, and voice development.

**ENGL 551: Critical Theory (2) [ES]**
This course covers core theories and movements in literary critical theory. Emphasis is on theories of culture (and modes of multiculturalism), gender, class, psyche, and language. Students will discuss and analyze readings, and write critical response papers.

**ENGL 553R: Craft of Poetry Workshop V (4) [ES]**
This is the fifth workshop a poetry student will take during their third residence. This residency course focuses on the fundamentals of poetry and poetic rhetoric. Students practice a variety of poetic forms and receive feedback on their work. Additional topics for feedback may include sensory and figurative description, sound, line, tone, and voice.
ENGL 555R: Craft of Fiction Workshop V (4) [ES]
This is the fifth workshop a fiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 557R: Craft of Literary Nonfiction Workshop V (4) [ES]
This is the fifth workshop a literary nonfiction student will take during their second residency. This residency workshop focuses on the fundamentals of fiction. Students practice aspects of fiction and receive feedback on their work. Topics for feedback may include sensory and figurative description, character, dialogue, plot, setting, and tone.

ENGL 559R: Craft of WYCA Workshop V (4) [ES]
This is the fifth WYCA workshop and this course focuses on the fundamentals of writing in the field, as well as the practice of the genre as a literary art form. Students hone and polish specific tools for writing picture books, middle grade, and young adult narratives. Additional topics for feedback may include the use of figurative description, scene development, subject matter, and voice development.

ENGL 561: Teaching Creative Writing (Pedagogy) (2) [ES]
This course introduces a variety of techniques for teaching creative writing. Students engage in practical, hands-on teaching.

ENGL 580: Special Topics in Literature and Writing (2) [AS]
This course focuses on varying topics of importance in the examination of literature and creative writing. This class may be taken multiple times for credit.

ENGL 613: Poetry Workshop (6) [ES]
Prerequisite: ENGL 513. Students write and receive feedback on their own poetry. Students also read, and write a variety of critical papers about, the work of eminent authors in the genre. Emphasis is upon the development of voice and literary technique, as well as increased knowledge of the genre.

ENGL 615: Fiction Workshop (6) [ES]
Prerequisite: ENGL 515. Students write and receive feedback on their own fiction. Students also read, and write a variety of critical papers about, the work of eminent authors in the genre. Emphasis is upon the development of voice and literary technique, as well as increased knowledge of the genre.

ENGL 617: Nonfiction Workshop (6) [ES]
Prerequisite: ENGL 517. Students write and receive feedback on their own literary nonfiction. Students also read, and write a variety of critical papers about, the work of eminent authors in the genre. Emphasis is upon the development of voice and literary technique, as well as increased knowledge of the genre.

ENGL 619: WYCA Workshop (6) [ES]
Students write and receive feedback on their own writing in the field of children’s literature. Students will also read and write a variety of critical papers about, the work of eminent authors in the genre. Emphasis is upon the development of voice and literary technique, as well as increased knowledge of the genre.

ENGL 623: Advanced Poetry Workshop (6) [ES]
Prerequisites: ENGL 513 and ENGL 613. Students produce original poetry of an advanced caliber. Students engage in an active dialogue concerning areas of their work that need further attention and development. This course also emphasizes further reading in the genre and a variety of in-depth critical responses to that reading.

ENGL 625: Advanced Fiction Workshop (6) [ES]
Prerequisites: ENGL 515 and ENGL 615. Students produce original fiction of an advanced caliber. Students engage in an active dialogue concerning areas of their work that need further attention and development. This course also emphasizes further reading in the genre and a variety of in-depth critical responses to that reading.

ENGL 627: Advanced Nonfiction Workshop (6) [ES]
Prerequisites: ENGL 517 and ENGL 617. Students produce original literary nonfiction of an advanced caliber. Students engage in an active dialogue concerning areas of their work that need further attention and development. This course also emphasizes further reading in the genre and a variety of in-depth critical responses to that reading.

ENGL 629: Advanced WYCA Workshop (6) [ES]
Students produce original work in the WYCA field of publishable quality. Students engage in an active dialogue concerning areas of their work that need further attention and development. This course also emphasizes further reading in the genre and a variety of in-depth critical responses to that reading.

ENGL 680: Special Topics in Literature and Writing (2) [AS]
This course focuses on varying topics of importance in the examination of literature and creative writing. This class may be taken multiple times for credit.

ENGL 683: Thesis Production (Poetry) (6) [ES]
Prerequisites: ENGL 513, ENGL 613, and ENGL 623. Students revise and complete an original, full-length (generally 48-60 pages) poetry manuscript of publishable quality. The thesis may include a mixture of new work and work from previous semesters.

ENGL 685: Thesis Production (Fiction) (6) [ES]
Prerequisites: ENGL 515, ENGL 615, and ENGL 625. Students revise and complete an original, full-length (generally 150-300 pages) fiction manuscript of publishable quality. The thesis may include a mixture of new work and work from previous semesters.

ENGL 687: Thesis Production (Literary Nonfiction) (6) [ES]
Prerequisites: ENGL 517, ENGL 617, and ENGL 627. Students revise and complete an original, full-length (generally 150-300 pages) literary nonfiction manuscript of publishable quality. The
thesis may include a mixture of new work and work from previous semesters.

**ENGL 698: Thesis Production (WCYA) (6) [ES]**
Students revise and complete an original full-length (up to 75 pages) of either complete picture books, middle grade, or young adult manuscript of publishable quality. The thesis may include a mixture of new work or work from previous semesters.

**ENGL 693: Portfolio Defense (Poetry) (2) [ES]**
Prerequisites: ENGL 513, ENGL 613, ENGL 623, and ENGL 683. Students will write an essay introducing and contextualizing their thesis. Students will give a public reading, to include selections from their thesis, during their final residency.

**ENGL 695: Portfolio Defense (Fiction) (2) [ES]**
Prerequisites: ENGL 515, ENGL 615, ENGL 625, and ENGL 685. Students write an essay introducing and contextualizing their thesis. Students will give a public reading, to include selections from their thesis, during their final residency.

**ENGL 696: Portfolio Defense (Literary Nonfiction) (2) [ES]**
Prerequisites: ENGL 517, ENGL 617, ENGL 627, and ENGL 687. Students write an essay introducing and contextualizing their thesis. Students will give a public reading, to include selections from their thesis, during their final residency.

**ENGL 697: Portfolio Defense (WCYA) (2) [ES]**
Students will participate in an oral defense of their work, introducing and contextualizing their thesis. Students will complete an artist statement and they will give a public reading of their work – reading selections from their thesis manuscript during their final residency.

**Fine Arts and Exhibition (FNAR)**
Department of Fine Arts

**FNAR 505: Professional Practices: Core Themes (3) [ES]**
This course introduces the six core themes of our program while emphasizing the definition and possibilities of the collaborative and investigative spirit and its application in contemporary art practice, SNC faculty and Visiting Artists contribute to teach the course collaboratively. This course is the second in a series that immerses the student in the Sierra Nevada College community of artists and educators.

**FNAR 506: Professional Practices: Constructing Community 2 (3) [ES]**
This course introduces the six core themes of our program while emphasizing the definition and possibilities of the collaborative and investigative spirit and its application in contemporary art practice, SNC faculty and Visiting Artists contribute to teach the course collaboratively. This course is the second in a series that immerses the student in the Sierra Nevada College community of artists and educators.

**FNAR 507: Creative Problem Solving (3) [ES]**
This interdisciplinary course melds contemporary practice with critical thinking. As the practice of art can be seen as a prism, this course helps to identify multiple perspectives needed to construct a holistic approach to making. The passions that propel creative practice to be critically engaged also require artistic practice to be flexible and relevant in order to be sustainable. In addition to SNC faculty widening the scope of imaginative problem-solving, visiting faculty will provide opportunities for looking at ways to approach the construction and viability of a contemporary artists practice.

**FNAR 560: Midway Exhibition (3) [ES]**
In this course, the student will present an exhibition or project that demonstrates a serious engagement with embodied practice. This project is designed to extend and activate the student’s understanding of how art intersects with multiple communities. In addition, this project helps the student articulate to the committee what directions the work should address for the last year of program participation.

**FNAR 605: Focused Studio Practice (3) [AS]**
Focused Studio Practice is a special topics studio course designed to take advantage of a particular vision and expertise of the teaching Visiting Artist or Scholar, who expands our sense of community from the Tahoe Basin outward. Regardless of a particular Visiting Artist’s focus, she or he will present a course that integrates individual practice with a culturally activated sense of place, collaboration, or creative problem-solving.

**FNAR 606: Focused Studio Practice 2 (3) [AS]**
Focused Studio Practice 2 is the second in a series of special topics studio courses designed to take advantage of a particular vision and expertise of the teaching Visiting Artist or Scholar, who expands our sense of community from the Tahoe Basin outward. Regardless of a particular Visiting Artist’s focus, she or he will present a course that integrates individual practice with a culturally activated sense of place, collaboration, or creative problem-solving.

**FNAR 607: Focused Studio Practice 3 (3) [AS]**
Prerequisites: FNAR 605 and FNAR 606. Focused Studio Practice 3 is the third in a series of special topics studio courses designed to take advantage of a particular vision and expertise of the teaching Visiting Artist or Scholar, who expands our sense of community from the Tahoe Basin outward. Regardless of a particular Visiting Artist’s focus, she or he will present a course that integrates individual practice with a culturally activated sense of place, collaboration, or creative problem-solving.

**FNAR 608: Focused Studio Practice 4 (3) [AS]**
Prerequisites: FNAR 605, FNAR 606, and FNAR 607. Focused Studio Practice 4 is the fourth in a series of special topics studio courses designed to take advantage of a particular vision and expertise of the teaching Visiting Artist or Scholar, who expands our sense of community from the Tahoe Basin outward. Regardless of a particular Visiting Artist’s focus, she or he will present a course that integrates individual practice with a...
culturally activated sense of place, collaboration, or creative problem-solving.

FNAR 614: Graduate Seminar: Portfolio Build (1.5) [ES]
In this course, the student will integrate the theory and practice of previous coursework into a discussion of the possibilities of what a portfolio is and how it can serve a multitude of intentions. The student will construct both a thesis model and a five-year plan for post-graduation. Augmenting the student’s committee conversation this course highlights the input of student peer group and extended communities.

FNAR 615: Graduate Seminar: Studio Building (1.5) [ES]
In this course, the student will integrate the theory and practice of previous coursework into a discussion of the possibilities of what a “practice” is and how it can serve a multitude of intentions. Augmenting the student’s committee conversation, this course highlights the input of a student peer group and extended communities.

FNAR 620: Mentored Studio Practice (3) [ES]
This course is designed to activate the student’s studio practice and integrate that practice into a wider cultural context. The student will construct an individual plan with a mentor for the studio work to be completed over the course of the term. The mentor and student will meet monthly to assess the movement of the artwork, the work’s equality, and the trajectory of ongoing practice.

FNAR 621: Midway Exhibition Design (3) [AS]
Prerequisite: FNAR 620. This course is the second in a series designed to activate the student’s studio practice and integrate that practice into a wider cultural context. The student will develop an individual plan with a mentor for the studio work to be completed over the course of the term. The mentor and student will meet monthly to assess the movement of the artwork, the work’s equality, and the trajectory of ongoing practice.

FNAR 622: Developing Studio Language (3) [AS]
Prerequisites: FNAR 620 and FNAR 621. This course is the third in a series designed to activate the student’s studio practice and integrate that practice into a wider cultural context. The student will develop an individual plan with a mentor for the studio work to be completed over the course of the term. The mentor and student will meet monthly to assess the movement of the artwork, the work’s equality, and the trajectory of ongoing practice.

FNAR 623: Final Exhibition Design (3) [AS]
Prerequisites: FNAR 620, FNAR 621, and FNAR 622. This course is the fourth in a series designed to activate the student’s studio practice and integrate that practice into a wider cultural context. The student will develop an individual plan with a mentor for the studio work to be completed over the course of the term. The mentor and student will meet monthly to assess the movement of the artwork, the work’s equality, and the trajectory of ongoing practice.
Gift/talented. It fulfills part of the Nevada State GTED endorsement requirement. It is aligned with the InTASC Standards.

**GTED 563: Characteristics and Needs of the Gifted and Talented Learner (3) [OC]**
This is a survey course to introduce students with the social and emotional characteristics of gifted students and teachers of the gifted students. The course includes procedures for assisting GTED students in their independent and collective journey in maximizing their own talent. Creative GT students and their special needs will be explored. It fulfills part of the Nevada State GTED endorsement requirement. It is aligned with the InTASC Standards.

**New Genres (NWGN)**
Department of Fine Arts

**NWGN 510: High Desert Installation (3) [OC]**
High Desert Installation is a field work, studio course creating projects on-site in different high desert locations in the Great Basin. Students will explore large issues of sustainable practice, land use, and alternative display by preparing and presenting artwork in the landscape. Students will camp in various locations over a two-week period.

**NWGN 540: Experiential Learning (3) [ES]**
This course will allow students to participate in various forms of learning outside of a conventional classroom curriculum. As part and parcel of this course, faculty will integrate field trips and expeditions that will encourage students to develop projects stemming from exposure to new ways of thinking and seeing – challenging ideas of how art gets made. Faculty members will be responsible for creating a theme for the course that stems from their particular area of expertise, but makes a consistent gesture towards ideas of embodied place and sustainable arts practices. This course may take the form of multiple workshops.

**NWGN 550: Practicum: Community Application (3) [ES]**
The will integrate his or her practice in an expansive way, building on the principles demonstrated in their developing Portfolio, their Midway Exhibition, and Mentored Practice to activate an audience of their choosing. Taking a step beyond the process inculcated by the Collaborative Strategies course, students will develop dialogue within their unique communities, where they will foster a sustainable relationship between their work and life.

**NWGN: 560: Guided Individual Research (1) [ES]**
Co-requisite: NWGN 561. Working together with the two-credit course, the one-credit Individual Research classes are designed to serve as an opportunity for MFA-IA students to create an additional written component to their visual art works based on various topics. Guided by a faculty mentor, MFA-IA students will delve deeper into relevant histories around the topic at hand and create a written reference paper that lends depth to their projects. These papers can be seen as historical or contextual anchors into the subjects with which they are working.

**NWGN 561: Directed Collaborative Research (2) [ES]**
Co-requisite: NWGN 560. Directed Collaborative Research is a two-credit course that will encourage students to collaborate with MFA’s in Creative Writing while taking on various and complex topics, which span the spectrum from visual to linguistic. Guided by Visiting Artist and Resident Faculty, students will create individual and collaborative projects inspired by various subjects, texts, and exploration.

**NWGN 611: Graduate Seminar: Community/Alternative Modes of Display (1.5) [AS]**
In this course, the student will investigate, articulate, and participate in a variety of strategies for community building through aesthetic practice and various modes of display. This course provides an overview of the possible intersections of aesthetic practices and an implementation of tangible outcomes from pop-up exhibitions, to alternative press and social media. The student will participate in the wider definitions of community and organizational practice while investigating strategies of display that extend the role of the artist beyond the gallery or museum.

**NWGN 613: Grad Seminar: Collaborative (1.5) [ES]**
In this course, the student will integrate collaborative art-making into their practice. Particular emphasis will be placed on the value that different voices and perspectives add to the artwork’s complexity. The student will be asked to see and establish a collaborative project within his or her own community.

**NWGN 615: Experiments in Contemporary Thought (1-3) [ES]**
This course may be offered in any semester in a case-by-case basis as a way to complete special projects, which contribute to an individual MFA-IA student’s development. This course is meant to satisfy requirements for developments in experimental practices. Projects should be particular to the trajectory of a student’s overall movement towards their thesis. Approval is necessary by Department Chair prior to registration.

**Secondary Education (SECD)**

**SECD 501: Teaching Methods of Reading (Middle School) (3) [AS]**
A comprehensive reading instruction course which is research based and includes the study of: phonics, vocabulary, spelling; meaning/patterns, writing; and adolescent literature, with emphases on skills needed for content area reading and comprehension including study skills and ongoing assessment and diagnostic techniques. Developmental methods that are effective with students who are delayed, culturally diverse or who have learning differences and/or difficulties are also taught. This course focuses on the middle-school learner.

**SECD 502: Teaching Methods of Reading (Secondary) (3) [AS]**
A comprehensive reading instruction course which is research based and includes the study of: phonics, vocabulary, spelling, meaning/patterns, writing, and adolescent literature, with emphasis on skills needed for content area reading and
comprehension including study skills and ongoing assessment and diagnostic techniques. Developmental methods that are effective with students who are delayed, culturally diverse or who have learning differences and/or difficulties are also taught. This course focuses on the secondary-school learner.

SECD 511 - 519: Teaching Methods in Major/Minor I (Secondary) (3) [AS]
Corequisite: SECD 590. This course is a comprehensive introduction to the methodology of teaching in secondary schools: current trends in teaching methods and techniques; creation and use of materials as applied in curricular presentation. This course presents methods, theories, and successful practice for teaching in student’s field of study (e.g., science, math, English), including technology and strategies for reaching exceptional and limited English proficiency (LEP) students. Additional classroom strategies are introduced as well as ideas to move students from the concrete to the abstract. Participants will take away practical ideas and tools to use as they embed methods/theories into their own learning.

SECD 511: Teaching Methods of English
SECD 512: Teaching Methods of Social Science
SECD 513: Teaching Methods of Sciences
SECD 514: Teaching Methods of Math
SECD 515: Teaching Methods of Physical Education
SECD 517: Teaching Methods of Foreign Language
SECD 518: Teaching Methods of Speech/Drama
SECD 519: Teaching Methods of the Arts

SECD 532: Interactive Approaches in Secondary Curriculum Design and Instruction (Secondary) (3) [AS]
Scope and sequence in instructional programming, with methods and strategies used in teaching student’s major and minor discipline. Special emphasis on developing materials and resources related to the teaching of state curriculum requirements by the states of Nevada and California. Small group strategies.

SECD 580: Learning Theories and Classroom Practices (Secondary) (3) [AS]
Includes learning theories, motivation, alternative management systems for learning environments, teaching behaviors, diagnosis, prescriptions, instructional treatment, evaluation, interpersonal relations, motivational skills, and multi-cultural instructional techniques.

SECD 585: Adolescent Development and Learning (3) [AS]
Adolescent Development and Learning examines brain research on adolescent development and its implications for preteen and teenage learning and teaching in middle school and high schools. The impact of peer pressure, gangs, and bullying on adolescent learning is addressed. Teacher candidates will develop learning environments and activities that reflect adolescent cognitive, social, and emotional development. Health issues for adolescents are studied.

Graduate Course Descriptions

SECD 590: Secondary Practicum (1) [ES] Pass/Fail
Course Fee: $300***
Corequisite: SECD 511-519. 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.

SECD 595: SECD Student Teaching Seminar (8) [ES] Pass/Fail
Course Fee: $600***
Distance Fee: $1,200
This course provides full-time supervised teaching in secondary schools. Students are required to attend weekly seminars throughout the term.

SECD 596: Student Teaching Continuation Course (Secondary) (1-6) [ES] Pass/Fail
Course Fee: $600***
Distance Fee: $1,200
This course is designed for the students who have taken, but not completed, SECD 595. Students must meet with the Director of Field Experiences for approval and file a pre-professional plan. (Attendance at the seminar classes is at the discretion of the Director of Field Experiences.)

SECD 598: Independent Study: Secondary (1-6) [OC]
Prerequisite: Consent of instructor. Individual project conceived, directed, and completed by student during the semester in conjunction with an instructor. Weekly conferences.

SECD 599: Special topics: Secondary (1-6) [OC]
This course will explore special topics in secondary education outside the purview of the normal curriculum.

Special Education (SPED) Generalist Resource Room

SPED 510: Assessment and Program Planning (3) [AS]
This course surveys the formal and informal assessment strategies for students with disabilities. Attention is given to developing individual education programs based on formal and informal assessment results that include parent involvement. The course focuses on designing school programs based on State curriculum standards. Transition and placement options for students are addressed. Implications of State and Federal legislation are covered. It fulfills part of the Nevada State SPED endorsement requirement. It is aligned with the InTASC Standards.

SPED 520: Advanced Teaching and Learning Strategies in Special Education (3) [ES]
Corequisite: SPED 590. This course focuses on the development of education programs and curriculum strategies for students with learning disabilities, emotional disabilities, and/or cognitive Disabilities. In addition, attention is given to the modification and adaptation of regular classroom and curriculum, including intervention strategies and career
planning. It fulfills part of the Nevada State SPED endorsement requirement. It is aligned with the InTASC Standards.

**SPED 530: Behavior Interventions: Methods and Practices in Special Education (3) [AS]**
Effective behavior management strategies are described and assessed. Application of research-based management techniques are applied to schools, classrooms, and individual students. Focus on functional behavioral assessments and individualized intervention. A practical approach to developing management plans is emphasized. It fulfills part of the Nevada State SPED endorsement requirement. It is aligned with the InTASC Standards.

**SPED 540: Collaboration and Transition Issues with Families and Professionals (3) [AS]**
Course focuses on working effectively with families of students with disabilities. Course explores ways of collaborating with classroom teachers and other professionals in planning and adapting curriculum. Transition issues and procedures are addressed. Attention is given to implications of current federal legislation and parents’ rights. Local and national resources are explored. It fulfills part of the Nevada State SPED endorsement requirement. It is aligned with the InTASC Standards.

**SPED 550: Characteristics of Students with Learning Disabilities, Emotional Problems, and Related Disorders (3) [AS]**
Prerequisites: EDUC 455 and EDUC 555. This course focuses on students with mild to moderate disabilities that are included in the regular classroom setting. The development and characteristics of learners with specific learning disabilities, emotional and cognitive challenges and related disorders are explored. This course fulfills part of the Nevada Generalist endorsement for special education teaching. It is aligned with the InTASC Standards.

**SPED 563: Human Development (3) [AY]**
A study of human development from conception through old age. Physical, intellectual, social and emotional growth are examined in each of the eight stages of development (prenatal, infancy, early childhood, school age children, adolescence, early adulthood, middle adulthood and later adulthood) from the biological, psychological, socio cultural and life-cycle theoretical perspectives. This course fulfills part of the Nevada Generalist endorsement for special education teaching. It is aligned with the InTASC Standards.

**SPED 590: Special Education Practicum (1) [ES] Pass/Fail**
Course Fee: $300***
Corequisite: SPED 520. The intent of this clinical experience is to promote the integration of methods and field experiences, and to link educational theory and practice. The course instructor will highlight elements of the course and direct students with the assignments and activities in the practicum classroom setting experience.

**SPED 595: Special Education: Student Teaching Seminar (8) [II]**
Pass/Fail
Course Fee: $600***
Distance Fee: $1,200
Full-time supervised teaching in special education in elementary or secondary schools. Students are required to attend weekly seminars throughout the term.

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

**TESL 561: 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 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 TESL endorsement requirement and is aligned with the InTASC Standards.

**TESL 562: 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 563: 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 564: Theories of Language Development, Structure and Acquisition (3) [AS]**
This course addresses the history and structure of language focusing on theories of first and second language acquisition, universals and differences in language structure and usage. The course covers a glossary of terms used in language instruction. It fulfills part of the Nevada State TESL endorsement requirement and is aligned with the InTASC Standards.
Graduate Course Descriptions

TESL 565: Teaching Language Arts—Listening, Speaking, Reading & Writing for English Language Learners (3) [AS]
This course addresses literacy development in the areas of language arts: listening, speaking, reading and writing for English Language Learners. This course explores classroom practices in the instruction of ELL students including adaptation of content, strategies and assessment to promote academic achievement for learners at all levels of English language acquisition. This course fulfills part of the Nevada State TESL endorsement requirement and is aligned with the InTASC Standards.

TESL 566: Theories of Second Language Linguistics and Cultural Diversity for English Language Learners (3) [AS]
This course addresses issues of first and second language acquisition and the relationship on effective communication with students and parents. This course explores linguistic implications of language in society. It focuses on the study of characteristics and backgrounds of various cultures to promote understanding for recognizing, appreciating and valuing contributions of individuals. Second language strategies will be reviewed as well. This course fulfills part of the Nevada State TESL endorsement requirement and is aligned with the InTASC Standards.

Teachers as Leaders (TLDR)

TLDR 500: Graduate Writing Directed Study (1) [ES] Pass/Fail
This course requires the student to master writing proficiencies which will be required for written documents at the graduate level. With instructor feedback, the student will learn to produce grammatically correct written work that demonstrates precision, clarity, coherence, and unity.

TLDR 501: Understanding Teachers as Leaders (3) [ES]
Prerequisite: ELEC 102. Students examine their current knowledge base, skill sets and leadership abilities with an eye toward improvement and engagement. Expansion of roles and responsibilities for leadership within the framework of teaching is a major focus of this course. Students explore their leadership approaches, learning styles, and communications styles in order to maximize their professional growth and development as leaders. In this course, examination of leadership theories and approaches serves as primary source of inquiry and research for students as they begin to develop a proposal for professional development of training session in order to apply theory to practice.

TLDR 502: Understanding Community Leadership (3) [ES]
Prerequisites: ELEC 102 and TLDR 501. Students examine their current knowledge base, skill sets and leadership abilities with an eye toward improvement and engagement. Expansion of roles and responsibilities within the framework of a professional as a community leader is a major focus of this course. Topics will include history, theory, and definitions of community leadership, as well as methods and resources for introducing concepts of community leadership into any classroom. In this course, examination of leadership philosophies serve as primary sources of inquiry and research for teachers as they begin to develop a community-based action plan in order to apply theory to practice.

TLDR 503: Understanding Practical Advocacy (3) [ES]
Prerequisites: ELEC 102, TLDR 501, and TLDR 502. To assume leadership roles and become change agents in their respective schools, students analyze the influences, trends, social and political forces that generate and impact educational change at varying levels, (i.e. classroom, school, community, state, and national levels). Students develop knowledge of the stages of systemic educational change and strategies needed to achieve and sustain momentum for change. In this course, examination of advocacy philosophies serve as primary sources of inquiry and research as students begin to develop an “action plan” of change, in order to apply theory to practice.

TLDR 599 – Educational Research (3)
Research conducted should consider one of the following: (1) a current issue related to educational administrative leadership, and (2) a specific challenge pertinent to educational administrative leadership and how this might be addressed.

TLDR 601: Exploring Applied Leadership (3) [ES]
Prerequisites: ELEC 102, TLDR 501, TLDR 502, and TLDR 503. This course is designed as a lecture series and is meant to serve as a culminating look at leadership as an inside-out, relational phenomenon – from individual development (teacher leadership) to group dynamics (community leadership) and eventually complex organizations (practical advocacy). A broad range of leadership topics including self-development, diversity, communications, conflict resolution, group roles, teamwork, decision-making, ethics, organizational design and change, community building and renewal is covered by invited “experts.”

TLDR 602: Collaborative Leadership (3) [ES]
Prerequisites: ELEC 102, TLDR 501, TLDR 502, TLDR 503, and TLDR 601. This course provides an opportunity for students to apply and test leadership knowledge, skills, and abilities. Students are placed in a position of leadership, through a community-based opportunity, to practice theory and examine personal obligations to citizenship and community. Culminating “action-plans” derived in student teams, organized in areas of specialization, will be developed.

TLDR 603: Leadership in Action (3) [ES]
Course Fee: $600***
Prerequisites: ELEC 102, TLDR 501, TLDR 502, TLDR 503, TLDR 601, and TLDR 602. Investigates the processes involved in, factors influencing effectiveness of, and strategies for effecting change in general and in educational milieus in particular; emphasizes strategies for identifying, prioritizing and designing collaborative plans to effect needed school improvement. Students will present their “action plans” developed during their Collaborative Leadership course, to an Advisory Board, reflecting on how, as leaders, teachers can impact their classrooms, their communities, and society.
TLDR 605I: Administrative Leadership Internship (6) [ES]
Pass/Fail
Course Fee: $600***
Distance Fee: $1,200
Practical experience in the students Administrative Leadership Endorsement under close supervision and direction of local school system personnel and university staff members, required to occur within the State of Nevada. Experience areas selected by student, advisor, Site Mentor, and SNC Supervisor.

TLDR 605P: Action Plan Publication (3) [ES] Pass/Fail
Students will be encouraged to conduct both a pre- and post-assessment to determine validity of proposal and overall proposal implementation. In addition, students will be asked to provide a brief presentation of their implementation findings and what changes and/or adjustments would be made to their proposal based on their initial implementation.

TLDR 615: School Administration, Leadership and Accountability (3-4)[ES]
During this course, students research principles of school administration in terms of accountability. Students examine the evaluation processes that, as a school administrator, encourage and focus on improving teaching; specifically, in relation to student achievement and outcomes. Topics include: the assessment of critique of best practices in faculty evaluation, administration leadership practices, and how to engage faculty in the growth process in relation to assessment; and, in addition, students determine a measurable plan of remediation that encompasses accountability. This course is online in Moodle.

TLDR 630: School Administration, Leadership and Ethics (3-4) [ES]
This course will examine the moral and ethical issues facing school administrators. Specific focus on public policy and the impact of policy on school operations, in terms of ethics and decision-making, will be examined, specifically school leadership. Topics of evaluation will include Common Core State standards and new teacher mentoring. A code of ethics will be created and examined in terms of impact on leadership practice. Additional topics include examining schools in terms of political, social and global policies, and equity issues.

TLDR 650: School Administration, Leadership and Community (3-4) [ES]
During this course, students research resources within a community setting, including relationship building within the community as a school administrator. Topics include: developing leadership in terms of school partnerships, having an informed school community, and working with families as equitable partners in the school setting. Maintaining positive community and media relationships will also be examined.
VI. BOARD OF TRUSTEES
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Dr. Barry Klein
Warren Kocmond
Julia Mailander
Scott Minick
Bob Preger
Roland Schumann III
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Jim Steinmann

Advisory
Bruce James
Richard Offerdahl
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Elbridge Stuart III
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Jeffrey A. Quinn
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Rodney K. Smallwood
Jerry Stewart
Harvey E. Wagner, Past Chair
Gwendolyn Weiner
Stuart Yount
VIII. SIERRA NEVADA COLLEGE PRESIDENTS

Dr. Alan G. Walker 2015 -
Shannon Beets (Interim) 2014 - 2015
Dr. Lynn G. Gillette 2011 - 2014
Richard Rubsam en 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
Dr. Gilbert A. Ralston 1972–1980
Dr. Friedrich A. von Brincken 1969–1971
2016-2017 SIERRA NEVADA COLLEGE CATALOG ADDENDA AND ERRATA

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, Associate Provost, and Humanities and Social Studies Department Chair. Ph.D., University of Washington.

Office of Development and Alumni Relations
Devenney Leijon. Events and Administrative Manager. B.A., University of Nevada, Reno.

Office of Accounting and Business
Richard Anderson. Interim Chief Financial Officer.
Rosa Whisenand. Interim Accounting Manager. B.S., Montana State University.
Wendy Wilson. Senior Accountant-Payroll. M.A., Pacifica Graduate Institute; M.T.S., Graduate Theological Union/Pacific School of Religion.
Maia Rowland. Director of Financial Services. B.S., Sierra Nevada College.
Jacqueline Dountcho. Senior Accountant-Student Accounts.
Tricia Davis. Senior Accountant – Accounts Payable.

Food Services
Aaron Zendner. General Manager, Executive Chef.

Academic Support Services

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

Library
Pending. Library Director.
Marsha Tejeda. 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
Pending. Office Manager to the Registrar.
Pending. Registrar Clerk.
Student Affairs

Athletics

Teacher Education

Institutional Effectiveness and Compliance
Annmarie Jones. Director of Assessment. B.S., M.A., Sierra Nevada College.

Facilities

Human Resources

Science and Technology Lab.
Pending. Science and Technology Lab Manager.

Financial Aid

Information Technology

Marketing
Admissions

**Undergraduate**
Stacie Lyons. Director of Undergraduate Admissions. M.B.A., Humboldt State University.
Pending. Assistant Director of Admissions.
Pending. Admissions Transfer Coordinator.
Julie Hernandez. Admissions Office Manager. LVN, University of California, Santa Barbara.

**Graduate**
Katrina Midgley. Director of Graduate Admissions. B.A., University of the Pacific.
Sophie Cherry. MFA Program Coordinator and Graduate Admissions Counselor. B.A., Anderson University.
Joyce Flynn. Graduate Admission Coordinator.
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

Altunin, Valery I. (2010). Adjunct Faculty. B.S., M.S., Gorky University; Ph.D., Soviet Academy of Sciences. ST

Anderson, Christopher (2012). Assistant Professor. B.A., San Diego State University; N.A., San Francisco State University. HS


Axton, Donna (1986). Professor. Program Chair-Music. B.S., Allegheny College; M.A., Pacifica Graduate Institute. FA, HS

Babin, Nicholas (2016). Assistant Professor. B.A., M.A., and Ph.D., University of California, Santa Cruz. HS

Beets, Shannon (2007). Assistant Professor. B.A., University of La Verne; M.A. Claremont Graduate University. HS

Bekkeli, Kai (2010). Adjunct Faculty. B.S., Sierra Nevada College; M.A., University of Manchester. HS

Bennett, Laura (2012). Adjunct Faculty. B.A., Humboldt State University; M.F.A., University of Houston. FA


Bigelsen, Adam (2010). Adjunct Faculty. B.A., Lewis and Clark College. FA


Bouchard, Beth (2009). Department Chair, Teacher Education. Professor. B.A., University of Arkansas; M.A., University of CO. TE

Brancamp, David (2010). Adjunct Faculty. B.A., Fresno State University; M.Ed., University of Phoenix. TE

Brandeis, Gayle (2014). Distinguished Visiting Professor, Writer in Residence, and M.F.A. Faculty. B.A., Redlands University; M.F.A., Antioch University. HS

Brown, Ann Marie (2011). Assistant Professor. B.A., Pomona College; M.A. Stanford. HS

Brown, Keli (2010). Assistant Professor. B.S., M.A., University of Nevada, Reno. TE

Brown, Thomas (2011). Adjunct Faculty. B.A., University of Nevada, Reno. HS

Canino, Tanya (2009). Adjunct Faculty. B.A., Kansas State University. HS

Cardinali, Tony (2017). Adjunct Professor. B.S. and M.B.A., University of Nevada, Reno. BU

Cohee, Tim (2007). Assistant Professor. Program Director Ski Business and Resort Management. B.A., California State University, Long Beach. BU
Conover, Henry (2009). Adjunct Faculty. B.A., Azusa Pacific University. HS

Cooper, Patricia (2013). Assistant Professor. M.Ed., University of Nevada. TE

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

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


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


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

Greysen, Katherine (2008). Adjunct Faculty. B.A., M.A., and Ph.D., University of New Mexico. TE


Hackett, Bret (2009). Adjunct Faculty. B.A., Prescott College. HS

Hackett, Rosie (2009). Assistant Professor. Program Director-Outdoor Adventure Leadership and Physical Education. B.A., Bowdoin College; M.A., National University. HS

Handal, Natalie (2012). MFA Faculty. B.A., M.A., Simmons College; M.F.A., Bennington College. HS

Hardie, Kirk (2010). Adjunct Faculty. B.A., University of Boulder; M.S., University of Nevada, Reno. ST

Hanson, Keith (2010). Visiting Professor. B.A., M.A., Stanford; M.A. Johns Hopkins; E.M.B.A. Stanford. BU

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

Huie, Gretchen (2014). Adjunct Faculty. B.S., University of Arkansas, Fayetteville; M.S., University of Freiburg, Germany. ST

Keller, Alyssa (2006). Adjunct Faculty. B.S. San Diego State University; M.S., Stanford University; J.D., University of San Francisco, School of Law. ST


Kelly, Meghan (2012). Adjunct Faculty. B.S., Cornell University; M.S., University of Michigan. ST


King, Robert (2010). Honors Program Director. Associate Professor. B.A., University of Florida; M.A., and Ph.D., Purdue. HS

Lagasse, Brennan R. (2010). Adjunct Faculty. B.A., Colgate University; M.A., Humboldt State University. HS, ST

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

Lauletta, Michael (2004). Adjunct Faculty. M.A., California State University at San Jose. TE
Laverdure, Ashley (2014). Adjunct Faculty. B.S., M.S., University of Nevada, Reno. TE

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


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

Maloney, Patricia (2011). Adjunct Faculty, B.S., University of New Hampshire; M.S., Northern Arizona University; Ph.D., University of California, Davis. ST

Markle, Elizabeth (2007). Associate Professor. Thesis Chair. B.A., National Louis University; M.L.S., Dominican University; Ph.D., Colorado State University. TE, BU

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

Meschery, Joanne (2012). MFA Faculty. B.S., University of Nevada, Reno; M.F.A., Iowa Writers Workshop. HS


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

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


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

O’Bryan, Daniel W. (1992). Associate Provost, Department Chair, Humanities and Social Sciences. Professor. B.A., University of Nevada, Reno; M.A., University of California, Berkeley; Ph.D., University of Washington. HS

O’Connor, Sheri Leigh (1997). Chair, Department of Fine Arts, Professor, Director of Summer Visiting Artist Workshops. B.F.A., University of Colorado; M.F.A., Claremont Graduate University. FA.

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

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

Parkhill, Ted (2013). Assistant Professor. B.A., University of Manitoba; M.B.A., Cornell University. BU

Parsons, Rick (2009). Associate Professor. B.A., Stephen F. Austin State University; M.A. and M.F.A., University of Dallas. FA

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

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

Roberts, Judy (2012). Adjunct Faculty. B.A., Sierra Nevada College; M.A., National University. HS

Roberts, Suzanne (2011). Adjunct Faculty. MFA Faculty. B.A., Ph.D., University of Nevada, Reno. HS

Rost, Andy (2003). Associate Professor. B.A., University of Vermont; M.A. and Ph.D., University of Nevada, Reno. ST

Ryland, Sean (2012). Adjunct Faculty. B.S., Point Loma Nazarene University; M.A., Ph.D., University of Colorado, Boulder. ST

Schwadron, Julia (2013). Adjunct Faculty. B.A., University of California, San Diego, La Jolla, CA; M.F.A., Tyler School of Art, Philadelphia, PA. FA

Selby, Michael (2009). Adjunct Faculty. B.A., University of California, Santa Cruz; M.A., California State University, Chico; Ed.D., University of Nevada, Reno. HS

Shade, Coleen (2012). Adjunct Faculty. B.S., M.Ed., Humboldt State University. ST

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

Smith, Roderick (1979). Adjunct Faculty. B.A., M.A., San Francisco State University. TE

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

Taylor, Ryan (2013). Adjunct Faculty. B.A., University of Southern Maine. FA

Taylor, Stacy (2012). Assistant Professor. B.A., Washington State University; M.B.A., Portland State University. BU

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

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

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

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


Wong, Kendra (2008). Chair, Department of Business. Interim Harold Walter Siebens Entrepreneurship Chair. Associate Professor. B.S., University of California, Davis; M.B.A., Arizona State University; CPA. BU


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

Zentner, Alexi (2012) MFA Faculty. M.F.A., Cornell University. HS

Las Vegas Campus


Cipriano, Lisa (2010). Adjunct Faculty. B.S., M.Ed., University of Nevada, Las Vegas. TE

Cooper, Patricia (2013). Assistant Professor and Field Experience Coordinator. B.S., Central Connecticut State University; M.Ed., University of Nevada, Reno. TE

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


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

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


Online Teacher Education

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

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

Houston, Caprice. (2013). Adjunct Faculty. B.S., University of Nevada, Las Vegas; M.Ed., University of Nevada, Las Vegas. TE

Jaramillo, Darian (2014). Adjunct Faculty. B.S., New Mexico State University; M.Ed., M.A.T., Grand Canyon University, Arizona; M.A., University of the Southwest. TE

Klockow, Jeanne (2007). Professor. B.A., M.A., Governors State University; Ph.D., University of Nevada, Las Vegas. TE

Krasch, Delilah (2010). Adjunct Faculty. B.A., University of Nevada, Las Vegas; M.S., Southeastern University; M.Ed., Ph.D., University of Nevada, Las Vegas. TE

Kulesza, Dorothy (2009). Assistant Professor. B.S., M.Ed., Ph.D. 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


Owens, Marissa (2014). Adjunct Faculty. B.S., University of Chicago, Illinois; M.A., Roosevelt University of Chicago, Illinois; Ph.D., University of Nevada, Las Vegas. TE

Patefield, Linda (2011). Adjunct Faculty. B.S., Robert Morris College; M.A., Argosy University. 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
Current Faculty

Lake Tahoe Community College Extension Center

Truckee Meadows Community College Extension Center

College of Southern Nevada Extension Center
**XI. ACADEMIC CALENDARS**

### Fall 2017: MASTER OF ARTS IN TEACHING/MASTER OF EDUCATION IN ADMINISTRATION - Academic Calendar

<table>
<thead>
<tr>
<th>Event/Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018 FAFSA Available for Filing</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>MAT/MED.A Student Registration Opens for Fall</td>
<td>June 1, 2017</td>
</tr>
<tr>
<td><strong>Semester Official Start</strong></td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>On-ground Instruction Begins (Mod A/full term)/Tuition Due</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) for Mod A begins</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>ALDR Internship Launch</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td><em>Last day to drop with 100% refund for full term courses that started 8/21</em></td>
<td>August 27, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) for Mod A ends</td>
<td>September 3, 2017</td>
</tr>
<tr>
<td>Online Mod A Instruction Begins (first 7 week courses)</td>
<td>September 4, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for online courses that started 9/4</em></td>
<td>September 4, 2017</td>
</tr>
<tr>
<td>Labor Day (College Closed for On Ground Courses)</td>
<td>September 4, 2017</td>
</tr>
<tr>
<td>Alternative Route to Licensure (ARL) Application Due</td>
<td>October 1, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) for Mod B begins</td>
<td>October 9, 2017</td>
</tr>
<tr>
<td>On-ground Mod A Instruction Ends</td>
<td>October 15, 2017</td>
</tr>
<tr>
<td>MAT Mod B on-ground classes begin</td>
<td>October 16, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for on-ground courses that started 10/16</em></td>
<td>October 16, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) for Mod B ends</td>
<td>October 22, 2017</td>
</tr>
<tr>
<td>Online Mod A Instruction Ends (first seven week courses)</td>
<td>October 22, 2017</td>
</tr>
<tr>
<td>Online Mod B Instruction Begins (both 7 week and 8 week courses)</td>
<td>October 23, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for online courses that started 10/23</em></td>
<td>October 23, 2017</td>
</tr>
<tr>
<td>Nevada Day recess (College Closed for On Ground Courses)</td>
<td>October 27, 2017</td>
</tr>
<tr>
<td>Last day to change grade status/withdraw from a full term course without academic penalty</td>
<td>October 30, 2017</td>
</tr>
<tr>
<td>Spring Student Teaching Applications Due</td>
<td>November 1, 2017</td>
</tr>
<tr>
<td>Application for Spring 2017 ALDR Internship due</td>
<td>November 1, 2017</td>
</tr>
<tr>
<td>Current Student Registration for Spring Begins</td>
<td>November 1, 2017</td>
</tr>
<tr>
<td>Veterans Day Holiday (Incline, Reno &amp; Las Vegas campuses closed for on-ground courses)</td>
<td>November 10, 2017</td>
</tr>
<tr>
<td>Thanksgiving Break (no classes for On Ground Courses)</td>
<td>November 20, 2017 – November 24, 2017</td>
</tr>
<tr>
<td>Thanksgiving Holiday (College Closed)</td>
<td>November 22-24, 2017</td>
</tr>
<tr>
<td>Graduation Paperwork due for December Graduation</td>
<td>December 8, 2017</td>
</tr>
<tr>
<td>Online Mod B Instruction (7 week courses) ends</td>
<td>December 10, 2017</td>
</tr>
<tr>
<td>ALDR Internship Complete</td>
<td>December 15, 2017</td>
</tr>
<tr>
<td>Student Registration Ends</td>
<td>December 15, 2017</td>
</tr>
<tr>
<td>Online Mod B Instruction (8 week courses) ends</td>
<td>December 17, 2017</td>
</tr>
<tr>
<td><strong>Semester Official Ends</strong></td>
<td>December 17, 2017</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar full term courses</td>
<td>December 20, 2017 by noon</td>
</tr>
<tr>
<td>Administrative Offices Closed</td>
<td>December 18, 2017 – January 1, 2018</td>
</tr>
</tbody>
</table>

**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.
### Spring 2018: MASTER OF ARTS IN TEACHING/MASTER OF EDUCATION IN ADMINISTRATION - Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018 FAFSA Available for Filing</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>2018/2019 FAFSA Available for Filing</td>
<td>October 1, 2017</td>
</tr>
<tr>
<td>MAT/MED.A Student Registration Opens for Spring</td>
<td>November 1, 2018</td>
</tr>
<tr>
<td>Administrative Offices Reopen</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>Semester Official Start</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Martin Luther King Day (College Closed for On Ground Courses)</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Online instruction begins/Tuition due</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins for Mod A</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>ALDR Internship Launch</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>On-ground Instruction Begins</td>
<td>January 16, 2018</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for full term on-ground courses that started 1/16</em></td>
<td>January 22, 2018</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) ends for Mod A</td>
<td>January 28, 2018</td>
</tr>
<tr>
<td>Online Mod A Instruction Begins (first 7 week courses)</td>
<td>January 29, 2018</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for online courses that started 1/29</em></td>
<td>January 29, 2018</td>
</tr>
<tr>
<td>Alternative Route to Licensure (ARL) Application Due</td>
<td>February 1, 2018</td>
</tr>
<tr>
<td>President's Day Holiday (Incline, Reno &amp; Vegas campuses closed for on-ground courses)</td>
<td>February 19, 2018</td>
</tr>
<tr>
<td>Fall Student Teaching Applications Due</td>
<td>March 1, 2018</td>
</tr>
<tr>
<td>Current Student Registration Begins</td>
<td>March 1, 2018</td>
</tr>
<tr>
<td>Contingency/Weather Make Up Day</td>
<td>March 4, 2018</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) for Mod B begins</td>
<td>March 5, 2018</td>
</tr>
<tr>
<td>On-ground MOD A Instruction ends</td>
<td>March 11, 2018</td>
</tr>
<tr>
<td>Spring Break (no on-ground classes)</td>
<td>March 12-16, 2018</td>
</tr>
<tr>
<td>Online Mod A Instruction Ends (first 7 week courses)</td>
<td>March 18, 2018</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) ends for Mod B</td>
<td>March 18, 2018</td>
</tr>
<tr>
<td>Online Mod B Instruction Begins (both 7 week and 8 week courses)</td>
<td>March 19, 2018</td>
</tr>
<tr>
<td>On-ground MOD B Instruction begins</td>
<td>March 19, 2018</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for MAT online courses that started 3/19</em></td>
<td>March 19, 2018</td>
</tr>
<tr>
<td>Last day to change grade status or withdraw from a full term course without academic penalty</td>
<td>March 26, 2018</td>
</tr>
<tr>
<td>Application for Fall 2018 ALDR Internship due</td>
<td>April 1, 2018</td>
</tr>
<tr>
<td>Student Registration Ends</td>
<td>April 15, 2018</td>
</tr>
<tr>
<td>Graduation Paperwork due for May Graduation</td>
<td>April 20, 2018</td>
</tr>
<tr>
<td>Online instruction for Mod B 7 week courses ends</td>
<td>May 6, 2018</td>
</tr>
<tr>
<td>Commencement Incline Village</td>
<td>May 12, 2018</td>
</tr>
<tr>
<td>Online instruction for Mod B 8 week courses ends</td>
<td>May 13, 2018</td>
</tr>
<tr>
<td>ALDR Internship Complete</td>
<td>May 13, 2018</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>May 13, 2018</td>
</tr>
<tr>
<td>Final GradesFiled with Registrar</td>
<td>May 18, 2018</td>
</tr>
</tbody>
</table>

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*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.
## Summer 2018: MASTER OF ARTS IN TEACHING/MASTER OF EDUCATION IN ADMINISTRATION - Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018 FAFSA Available for Filing</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>2018/2019 FAFSA Available for Filing</td>
<td>October 1, 2017</td>
</tr>
<tr>
<td>Student Registration Opens for Summer</td>
<td>March 1, 2018</td>
</tr>
<tr>
<td>Semester Official Start</td>
<td>May 14, 2018</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins</td>
<td>May 14, 2018</td>
</tr>
<tr>
<td>On-ground instruction begins/Tuition due</td>
<td>May 15, 2018</td>
</tr>
<tr>
<td><em>Last day to drop with 100% refund for full term courses that started 5/15</em></td>
<td>May 21, 2018</td>
</tr>
<tr>
<td>Memorial Day Holiday (Incline, Reno &amp; Las Vegas campuses closed for on-ground courses)</td>
<td>May 28, 2018</td>
</tr>
<tr>
<td>Online Instruction Begins (both 7 week and 8 week courses)</td>
<td>May 28, 2018</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for online courses that started 5/28</em></td>
<td>May 28, 2018</td>
</tr>
<tr>
<td>On-ground instruction begins (8 week courses)</td>
<td>May 29, 2018</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for online courses that started 5/29</em></td>
<td>May 29, 2018</td>
</tr>
<tr>
<td>Current Student Registration Begins for Fall</td>
<td>June 1, 2018</td>
</tr>
<tr>
<td>FAFSA Deadline for 2018-2019 academic year</td>
<td>June 29, 2018</td>
</tr>
<tr>
<td>Last day to change grade status or withdraw from a full term course without academic penalty</td>
<td>July 2, 2018</td>
</tr>
<tr>
<td>Independence Day recess (College Closed for On Ground Courses)</td>
<td>July 4, 2018</td>
</tr>
<tr>
<td>Current Student Registration Ends</td>
<td>July 15, 2018</td>
</tr>
<tr>
<td>Online instruction for 7 week courses ends</td>
<td>July 15, 2018</td>
</tr>
<tr>
<td>Online instruction for 8 week courses ends</td>
<td>July 22, 2018</td>
</tr>
<tr>
<td>Graduation paperwork due for Summer graduation</td>
<td>August 1, 2018</td>
</tr>
<tr>
<td>Semester Official ends</td>
<td>August 5, 2018</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar</td>
<td>August 8, 2018</td>
</tr>
<tr>
<td>Instruction begins for Fall 2018</td>
<td>August 20, 2018</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018 FAFSA Available for Filing</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>2018/2019 FAFSA Available for Filing</td>
<td>October 1, 2017</td>
</tr>
<tr>
<td>Semester Official Start</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>M.Ed. T online instruction begins/Tuition due</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Orientation Course (ELEC 102) begins for M.Ed. Prgm. Students TLDR Courses (2 week course)</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses</em></td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) ends for NPD/Endorsements</td>
<td>September 3, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Orientation Course (ELEC 102) ends for M.Ed. Prgm. TLDR Courses</td>
<td>September 3, 2017</td>
</tr>
<tr>
<td>Labor Day (College Closed for On Ground Courses)</td>
<td>September 4, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Begins-(first 7 week courses)</td>
<td>September 4, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses that started 9/4</em></td>
<td>September 4, 2017</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar (ELEC 101)</td>
<td>September 5, 2017</td>
</tr>
<tr>
<td>Last day to change grade status or withdraw from a full term course without academic penalty (first 7 week courses)</td>
<td>October 2, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)</td>
<td>October 9, 2017</td>
</tr>
<tr>
<td>M.Ed. New Students-ELEC 102 begins (2 week course)</td>
<td>October 9, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) ends for NPD/Endorsements</td>
<td>October 22, 2017</td>
</tr>
<tr>
<td>M.Ed. New Students-ELEC 102 ends</td>
<td>October 22, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Ends-(first 7 week courses)</td>
<td>October 22, 2017</td>
</tr>
<tr>
<td>New and continuing M.Ed. Online Instruction Begins-(second 7 week courses)</td>
<td>October 23, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses that started 10/23</em></td>
<td>October 23, 2017</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar-(ELEC 102 &amp; first 7 week courses)</td>
<td>October 24, 2017</td>
</tr>
<tr>
<td>Nevada Day recess (College Closed for On Ground Courses)</td>
<td>October 27, 2017</td>
</tr>
<tr>
<td>Current Student Registration Begins</td>
<td>November 1, 2017</td>
</tr>
<tr>
<td>Veterans Day Holiday (Incline, Reno &amp; Las Vegas campuses closed for on-ground courses)</td>
<td>November 10, 2017</td>
</tr>
<tr>
<td>Last day to change grade status or withdraw from a full term course without academic penalty (second 7 week courses)</td>
<td>November 20, 2017</td>
</tr>
<tr>
<td>Thanksgiving Break (College Closed for On Ground Courses)</td>
<td>November 20-24, 2017</td>
</tr>
<tr>
<td>Graduation Paperwork due for December Graduation</td>
<td>December 8, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Ends-(second 7 week courses)</td>
<td>December 10, 2017</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar-(second 7 week courses)</td>
<td>December 12, 2017</td>
</tr>
<tr>
<td>Current Student Registration Ends</td>
<td>December 15, 2017</td>
</tr>
<tr>
<td>Semester Official End</td>
<td>December 17, 2017</td>
</tr>
<tr>
<td>Administrative Offices Closed</td>
<td>December 18, 2017 - January 1, 2018</td>
</tr>
</tbody>
</table>

**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.
### Spring 2018: MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE - Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018 FAFSA Available for Filing</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>2018/2019 FAFSA Available for Filing</td>
<td>October 1, 2017</td>
</tr>
<tr>
<td>Administrative Offices Reopen</td>
<td>January 3, 2017</td>
</tr>
<tr>
<td>Las Vegas New M.Ed./NPD (TESL/ALDR) Student Orientation &amp; Registration</td>
<td>January 11, 2017</td>
</tr>
<tr>
<td>Incline/Reno New M.Ed./NPD (TESL/ALDR) Student Orientation &amp; Registration</td>
<td>January 12, 2017</td>
</tr>
<tr>
<td>Semester Official Start</td>
<td>January 16, 2017</td>
</tr>
<tr>
<td>Martin Luther King Day (College Closed for On Ground Courses)</td>
<td>January 16, 2017</td>
</tr>
<tr>
<td>M.Ed online instruction begins/Tuition due</td>
<td>January 16, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)</td>
<td>January 16, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Orientation Course (ELEC 102) begins for M.Ed. Prgm. TLDR Courses (2 week course)</td>
<td>January 16, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses</em></td>
<td>January 16, 2017</td>
</tr>
<tr>
<td>ALDR Internship Launch</td>
<td>January 16, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) ends for NPD/Endorsements</td>
<td>January 29, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Orientation Course (ELEC 102) ends for M.Ed. Prgm. TLDR Courses</td>
<td>January 29, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Begins (first 7 week courses)</td>
<td>January 30, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses that started 1/30</em></td>
<td>January 30, 2017</td>
</tr>
<tr>
<td>Final Grades Files with Registrar (ELEC 101 &amp; ELEC 102)</td>
<td>January 31, 2017</td>
</tr>
<tr>
<td>President's Day Holiday (Incline, Reno &amp; Vegas campuses closed for on-ground courses)</td>
<td>February 20, 2017</td>
</tr>
<tr>
<td>Current Student Registration Begins</td>
<td>March 1, 2017</td>
</tr>
<tr>
<td>Contingency/Weather Make Up Day</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) ends for NPD/Endorsements</td>
<td>March 19, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Ends(second 7 week courses)</td>
<td>March 19, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Begins (second 7 week courses)</td>
<td>March 20, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses that started 3/20</em></td>
<td>March 20, 2017</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar-(ELEC 101, first 7 week courses)</td>
<td>March 21, 2017</td>
</tr>
<tr>
<td>Application for Fall 2017 ALDR Internship due</td>
<td>April 1, 2017</td>
</tr>
<tr>
<td>Contingency/Weather Make Up Day</td>
<td>April 10, 2017</td>
</tr>
<tr>
<td>Current Student Registration Ends</td>
<td>April 15, 2017</td>
</tr>
<tr>
<td>Graduation Paperwork due for May Graduation</td>
<td>April 21, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Ends(second 7 week courses)</td>
<td>May 7, 2017</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar-(second 7 week courses)</td>
<td>May 9, 2017</td>
</tr>
<tr>
<td>ALDR Internship Complete</td>
<td>May 12, 2017</td>
</tr>
<tr>
<td>Commencement Incline Village</td>
<td>May 13, 2017</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>May 14, 2017</td>
</tr>
</tbody>
</table>

**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.
## Summer 2018: MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE - Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018 FAFSA Available for Filing</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>2018/2019 FAFSA Available for Filing</td>
<td>October 1, 2017</td>
</tr>
<tr>
<td>Incline/Reno New M.Ed./NPD (TESL/ALDR) Student Orientation &amp; Registration</td>
<td>May 9, 2017</td>
</tr>
<tr>
<td>Las Vegas New M.Ed./NPD(TESL/ALDR) Student Orientation &amp; Registration</td>
<td>May 10, 2017</td>
</tr>
<tr>
<td>M.Ed online instruction begins/Tuition due</td>
<td>May 15, 2017</td>
</tr>
<tr>
<td>Semester Official Start</td>
<td>May 15, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins for NPD/Endorsements (2 week course)</td>
<td>May 15, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Orientation Course (ELEC 102) begins M.Ed. Prgm.TLDR Courses (2 week course)</td>
<td>May 15, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses</em></td>
<td>May 15, 2017</td>
</tr>
<tr>
<td>Memorial Day Holiday (Incline, Reno &amp; Las Vegas campuses closed for on-ground courses)</td>
<td>May 29, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) ends for NPD/Endorsements</td>
<td>May 28, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Orientation Course (ELEC 102) ends for M.Ed. Prgm.TLDR Courses</td>
<td>May 28, 2017</td>
</tr>
<tr>
<td>Current Student Fall Registration Begins</td>
<td>June 1, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Begins (first 7 week courses)</td>
<td>May 29, 2017</td>
</tr>
<tr>
<td><em>Date to drop with 100% refund for M.Ed. online courses that started 5/29</em></td>
<td>May 29, 2017</td>
</tr>
<tr>
<td>Final Grades Files with Registrar (ELEC 101 &amp; ELEC 102)</td>
<td>May 31, 2017</td>
</tr>
<tr>
<td>FAFSA Deadline for 2016-2017 academic year</td>
<td>June 30, 2017</td>
</tr>
<tr>
<td>Independence Day recess (College Closed for On Ground Courses)</td>
<td>July 4, 2017</td>
</tr>
<tr>
<td>Current Student Fall Registration Ends</td>
<td>July 15, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Instruction Ends(first 7 week courses)</td>
<td>July 16, 2017</td>
</tr>
<tr>
<td>Final Grades Filed with Registrar-(first 7 week courses)</td>
<td>July 18, 2017</td>
</tr>
<tr>
<td>Graduation paperwork due for Summer graduation</td>
<td>August 1, 2017</td>
</tr>
<tr>
<td>Summer Semester Ends</td>
<td>August 6, 2017</td>
</tr>
<tr>
<td>Online Orientation Course (ELEC 101) begins for Fall NPD/Endorsements (2 week course)</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>M.Ed. Online Orientation Course (ELEC 102) begins Fall M.Ed. Prgm.TLDR Courses (2 week course)</td>
<td>August 21, 2017</td>
</tr>
</tbody>
</table>

### *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.
## Master of Fine Arts

<table>
<thead>
<tr>
<th>Event</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018 FAFSA Available for Filing</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>2018/2019 FAFSA Available for Filing</td>
<td>October 1, 2017</td>
</tr>
<tr>
<td>MFA - Creative Writing Residency/Tuition Due</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>MFA - Interdisciplinary Arts Residency/Tuition Due</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>Last day to drop with 100% refund</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>Martin Luther King (college closed on ground courses)</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Semester Official Start</td>
<td>January 16, 2018</td>
</tr>
<tr>
<td>Final Grades due for residency courses</td>
<td>January 19, 2018</td>
</tr>
<tr>
<td>Instruction begins for Correspondence Courses</td>
<td>January 16, 2018</td>
</tr>
<tr>
<td>Presidents Day (college closed on ground courses)</td>
<td>February 19, 2018</td>
</tr>
<tr>
<td>Last day to change grade status or withdraw from a full-term course without academic penalty</td>
<td>March 26, 2018</td>
</tr>
<tr>
<td>Spring Break (college closed on ground courses)</td>
<td>March 12-16, 2018</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 12, 2018</td>
</tr>
<tr>
<td>MFA Instruction ends</td>
<td>May 13, 2018</td>
</tr>
<tr>
<td>Semester Official Ends</td>
<td>May 13, 2018</td>
</tr>
<tr>
<td>Final grades filed with Registrar</td>
<td>May 16, 2018</td>
</tr>
</tbody>
</table>

### 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 2018

Final grades for Summer 2018 are due to the Registrar's office 5 days after the end of the course.