
NORTHERN NEVADA HIGH SCHOOL



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NORTHERN NEVADA HIGH SCHOOL

COVER SHEET

Name of Proposed Charter School: Northern Nevada High School (NNHS)

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Physical address of school: Unknown

Opening Date: August 15, 2013

Sponsored by: State Public Charter School Authority

School district in which school will reside: Carson City School District

Enrollment projections:

Year 1 : Grade 11 (50 student), Grade 12 (20 students)

Year 2: Grade 11 (50 students), Grade 12 (50 students)

Ultimate enrollment cap of 200 students

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A. EDUCATION PLAN

A.1 MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

A.1.1 – STATED PURPOSE

In accordance with NRS 386.520(4)(b), Northern Nevada High School will address the following stated purposes:

1. Improving the academic achievement of pupils.

A.1.2 – MISSION STATEMENT

The mission of Northern Nevada High School is to support our students in a college environment with personal, academic, and social skills.

A.1.3 – VISION STATEMENT

Northern Nevada High School will lead northern Nevada in transitioning high school students to college.

A.1.4 – EDUCATIONAL PHILOSOPHY

Northern Nevada High School uses a concurrent enrollment model that allows 11th and 12th grade students to finish their high school requirements using a dual-credit system. NNHS is a replication of Nevada State High School, a thriving charter high school in Las Vegas that exhibits such proven successes as a graduation rate of 99% for the class of 2010 of which 100% were college-level ready upon graduation needing no remediation. Students must maintain a minimum GPA of 2.0 and complete their high school requirements while taking real college classes with real college professors for a real college experience. NNHS supports these students by paying for their college tuition and textbooks, offering a two-week introduction to college course and another college transitioning course for all first year students. The school also supplies students with free tutoring, college planning, and essential college transitioning skills.

A.2 SCHOOL-SPECIFIC GOALS AND OBJECTIVES

A.2.1 – EDUCATIONAL PERFORMANCE GOALS

Goal

To improve the opportunity for students to learn in a college environment.

Measurable Objectives

1. Personal

- a. 80% NNHS students will complete a college progress profile that includes a(n):
 - i. Academic plan;
 - ii. College major;
 - iii. College choice (in state or out-of-state);
 - iv. SAT/ACT college board account;
 - v. College academic study plan projecting college classes; and
 - vi. Completion of a college application template.

2. Academic

- a. At least 90% of NNHS students will graduate high school.
- b. At least 80% of NNHS students will earn a per student average of 12 credits per college semester.
- c. At least 90% of NNHS students will pass the Nevada State High School Proficiency Exams.
- d. At least 80% of NNHS students who have successfully completed at least one year at NNHS will not need college remediation.
- e. At least 90% of NNHS students will enroll in a post-secondary program after high school.

3. Social

- a. At least 80% of NNHS 1st year students will participate in community service/school activity each semester including:
 - i. Time spent on college campus outside of class time in organized events;
 - ii. College/high school clubs, activities, recreational sports, and/or seminars; and
 - iii. Community service.

A.2.2 – ORGANIZATIONAL MANAGEMENT GOALS

Goal

To steadily increase enrollment while meeting the needs of parents and students.

Measurable Objectives

1. Enrollment
 - a. Enrollment will increase by at least 10% annually until an enrollment of 200 is reached.
2. Needs of Parents and Students
 - a. At least 90% of parents or designated legal guardians of students will indicate on an annual survey that they are satisfied with the school.
 - b. At least 90% of students will be retained annually.

A.2.3 – ASSESSMENT TOOLS FOR GOALS AND OBJECTIVES

The school's progress toward achieving these objectives will include:

1. High school and college transcript review
2. Final transcripts generated for college admissions
3. Graduation rates
4. Nevada High School Proficiency testing data
5. SAT/ACT testing data
6. College enrollment data provided by the State, and national college student tracking service, Clearinghouse

7. Community service/ school activity logs
8. Annual survey of parents
9. Retention Rate Data

A.2.4 – EVIDENCE THAT GOALS ARE REASONABLE

These goals are reasonably aligned to the mission and vision of this school and will reasonably indicate whether the school is achieving its purpose of improving academic achievement for all students. These goals are also mirrored at Nevada State High School and have served as reasonable goals.

A.3 CURRICULUM AND INSTRUCTION

A.3.1 – PROPOSED CURRICULUM

The curriculum at the Northern Nevada High School (NNHS) will give students the opportunity to develop and demonstrate knowledge and skills in college level English, history, government, science and mathematics, arts/humanities, and computer literacy. Students who successfully complete college level courses that meet NNHS's requirements will earn credits that will satisfy their high school graduation requirements. This opportunity is made available through thoughtful course planning and NRS 389.160. It is also the vehicle for the execution of our mission, vision, goals, and objectives.

Other than the three courses described below, all of the courses that NNHS students take will be college level courses. The college level curriculum has already been established, and through NRS 389.160 meets the requirements for high school graduation. Students may attend classes at Truckee Meadows Community College and Western Nevada College through the existing dual-credit agreements in place at both institutions. The committee to form has met with both institutions and they are aware our intent to enroll students.

NNHS students will begin their personal, academic and social transition into college level class the summer before their junior year by attending a two-week, introduction to college course. The two-

week course is mandatory for all incoming 11th graders and any student who is new to NNHS. The course is graded and will count for ½ of a high school credit (titled CEP 121). During this course, student will learn strategies for college success, including how to collaborate with college professors, write college papers, research how to pick a college major and career, and other team-building activities.

NNHS students will be required to attend a study skills course (titled CEP 050). This course will develop and refine skills for college remedial assistance, academic guidance, and proficiency assistance based on student needs. Instructors will monitor, support, assist, tutor, and meet with students to work on filling academic gaps. Students are guided through different ways to problem solve and become actively involved in their education by becoming resourceful learners.

Finally, NNHS will attend monthly transition courses (titled CEP 060). This course develops and refines skills in effective planning and participating in college and beyond. Students are exposed to a variety of activities and strategies that will guide them with different ways to problem solve and keep actively involved in developing their own education. Some of the selected topics included, but are not limited to: ACT, SAT, Nevada proficiency test preparation, deciding and planning for a major, financial planning and budgeting, career interest, and job preparation.

Northern Nevada High School will make college classes at TMCC and WNC available to students. College professors who will use instructional strategies approved by their institution will teach these classes.

A.3.2 – SCHEDULE OF COURSES

See Attachment

A.3.3 – COURSE DESCRIPTION

See Attachment

A.3.4 – STANDARDS ALIGNMENT

See Attachment

A.3.5 – PROMOTIONS

See Attachment

A.3.6 – TYPICAL DAILY SCHEDULE

See Attachment

A.3.7 – COURSES FOR GRADUATION

See Attachment

A.3.8 – SCHOOL DIPLOMA

See Attachment

A.3.9 – SCHOOL TRANSCRIPT

See Attachment

A.3.10 – TRANSFER OF CREDIT

Withdrawals & Transfers from High School

If after being admitted and officially enrolled and the student wants to withdraw, the parent or guardian must complete a withdraw form and have the intended school send NNHS a request for records. New students in the application process who choose not to attend over the summer open enrollment can simply inform NNHS by email or telephone. Students who withdraw from NNHS during the semester will lose their college credit. Students who withdrawal during the semester will not be reimbursed for textbooks by NNHS and students may be charged for the college fees based on the payment voucher. Students can transfer to another high school; however, NNHS does not guarantee that the traditional schools will count the NNHS honors credits or the college classes taken for high school credit.

Students who withdraw must obtain a Pupil Release and Transfer document from NNHS and have it signed by the parent or guardian. It is the students' responsibility to take this form to each teacher or professor to receive their current grade. If students do not obtain transfer grades from teacher or professors, the transfer grades shall record as F. Students who transfer towards the end of the college semester after the college's drop dates will have their "semester" grades recorded rather than a "transfer" grade. It is strongly recommended that students complete the semester after these respective college drop dates as documented in NSHE college handbooks.

A.3.11 – TEXTBOOKS

See Attachment

A.3.12 - INSTRUCTIONAL STRATEGIES

Northern Nevada High Schools will have the opportunity to take college classes taught by college professors at TMCC or WNC. The professors of these two, accredited colleges enjoy academic freedom that enables them to deliver instruction in the best ways they choose. Northern Nevada High School students will have structures and supports in place to help students be successful in the variety of college level learning situations they will experience. The fact that NNHS students will receive authentic, college level instruction aligns with our mission of transitioning high school students to college.

A.3.13 – PROFESSIONAL DEVELOPMENT

The Principal and the Executive Director will be members of the Charter School Association of Nevada (CSAN) and will take part in conferences and workshops offered by CSAN. Additionally, they intend to attend the National Charter School Conference that is sponsored by the National Alliance for Public

Charter Schools. They will also participate in other professional development opportunities as they arise.

A.4 ASSESSMENT AND ACCOUNTABILITY

A.4.1 – ASSESSMENT PLAN

See Attachment

A.4.2 – FORMATIVE AND SUMMATIVE ASSESSMENT INSTRUMENTS

State Assessments -11th and 12th grade students who have not passed all required parts of the required Nevada High School Proficiency exams for Reading, Mathematics and Science will sit for these exams. All 11th grade students will take the Nevada High School Proficiency exam in writing. 12th grade students who need to pass the writing test will be administered this test. All other formative and summative assessments will be administered at the discretion of the college professors.

A.4.3 – APPROACH TO ASSESSMENT

Upon entrance to NNHS, students will take the Accuplacer test for placement into college courses. Furthermore, NNHS will track the highest math class a student has taken prior to enrolling at NNHS, students' college math entry placement levels, and the number of graduates needing college remedial math courses after their tenure at NNHS. NNHS will also track student remedial needs by tracking their remedial class level and grade while in high school and their SAT/ACT scores. Additionally, NNHS will track the number of students needing college remedial English courses after their tenure at NNHS.

For summative assessment, Northern Nevada High School (NNHS) will monitor the progress of students passing the State Proficiency Exams. In addition, students will take the PLAN-ACT, ACT, PSAT,

and SAT as part of their school activities. Scores on these assessments will inform NNHS staff of student preparedness for college.

In addition to these formal assessments, students will be informally assessed during Study Skills class. The teacher will, through informal and formal classroom interactions, assess how individual students are performing and meeting their academic goals set forth on their academic plans. Since students take most of their courses at college and students' professors are prohibited from contacting NNHS personnel, the contact between NNHS staff and students during study skills class periods is invaluable and will be used to get a sense of successes and challenges individual students encounter in their college courses.

A.4.4 – LONGITUDINAL DATA FOR STUDENT SUCCESS

On a global level, NNHS will use the State's Adequate Yearly Progress (soon to be replaced with the Nevada School Performance Framework) analyses as a litmus test for its overall performance. However, other indicators can be more telling of overall student success. Therefore, NNHS will also monitor graduation, dropout, attendance, and retention rates over time. Furthermore, NNHS will monitor students' scores on the college entrance exams and NSHE remediation rates. Finally, and perhaps most important, NNHS will monitor the rate of its graduates who attend college.

A.4.5 – DATA FOR STUDENT ACHIEVEMENT

Using information gleaned from summative, formative, and informal assessment, NNHS staff will ensure that all students, including those who are disadvantaged, are given the support they need as they pursue academic proficiency and move closer to closing the achievement gap. Evaluation for corrective action and intervention will occur regularly during study skills and transition class periods.

Specifically, NNHS will identify at-risk student behavior based off the following: college placement scores, incoming grade point average, grades in classes, evidence of responsible academic

behavior, and concerns raised through our articulated RtI process. NNHS staff will target students exhibiting a pattern of disengagement or low academic skills. NNHS will utilize a tracking intervention system, providing supports for students, and engaging the students so they connect and stay in school, pass the proficiency exams, and excel in achieving the school's mission of transitioning students successfully to college. Student interventions and incidents will be logged in a tracking system that will be accessible to staff who deal directly with the student (see our attached RtI model). The school will also provide students with skills-based preparation programs, reading speed and comprehension programs, and deficiency-targeted tutoring to assist struggling students.

A.4.6 – DATA MANAGEMENT PLAN

In Accordance with NRS 386.650, the School will participate in Student Accountability Information System (SAIN) and will thereby use software, hardware and telecommunications compatible with the Nevada Department of Education to fulfill data transfer requirements to the Authority. NNHS will report data required by NRS 386.650 to the Authority by the beginning of the School's first year of operation. NNHS will use PowerSchool that is hosted as an Application Service Provider (ASP) by the Nevada Department of Education. The data in PowerSchool will be triangulated on an annual basis to determine attainment of goals. The school administrator will monitor PowerSchool to ensure that data is appropriately maintained and entered in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in school.

A.4.7 – STUDENT PROMOTION AND GRADUATION

According to (NAC or NRS), students who have earned 17 credits by the end of their 11th grade year will be promoted to the 12th grade. Students who have passed all required components of the

HSPE and have earned sufficient credits by the end of their 12th grade year (22 ½ credits) will graduate from Northern Nevada High School.

A.5 TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

A.5.1 – CALENDAR

See Attachment

A.5.2 – FIRST YEAR ENROLLMENT DATE

NNHS will begin enrolling students on April 15, 2013.

A.5.3 – ALTERNATIVE SCHEDULE APPLICATION

See Attachment

A.5.4 – ALTERNATIVE SCHEDULE

NNHS students will enroll primarily in dual-credit, college courses and thus, will not engage in a traditional high school schedule. The calendar included in the attachments indicates that students will attend courses 163 days per year. According to NRS 389.160, students may enroll in college courses to meet at least the minimum level of credit needed for graduation from high school. Students will take freshman-level coursework through the Nevada System of Higher Education while earning concurrent credit for their high school graduation requirements. This coursework is aligned with traditional high school 12th grade and college freshman level coursework.

A.6 SCHOOL CLIMATE AND DISCIPLINE

A.6.1 – SCHOOL POLICIES AS SUPPORT FOR SCHOOL GOALS

School policies support the academic goals of the school by providing a safe and effective learning environment for students. NNHS's core values of responsibility, integrity and motivation are at

the center of academic and social life at NNHS. NNHS is dedicated to providing all students with a non-traditional opportunity to earn a high school diploma for earning college credits. By choosing NNHS, students embark on a challenging and unique school experience that will require a high level of commitment and work ethic to succeed. NNHS will provide support and the valuable opportunity to be a part of this early college experience.

A.6.2 – SCHOOL PHILOSOPHY ON STUDENT BEHAVIOR

NNHS Expectations

1. Attend all classes and arrive on-time
2. Turn in all required documents complete and on-time
3. Always do your best

School Core Values:

NNHS works to help students earn freedom by showing increased responsibility, integrity and motivation to succeed. For students who make the choice to neglect these core values, NNHS reserves the right to remove student names from receiving any awards, student government participation, school activities, prom nominations, and may subject to an immediate and/or future enrollment in study skills at the discretion of NNHS administration and/or removal from the school.

A.6.3 – CODE OF CONDUCT

See Attachment

A.6.4 – TRUANCY POLICY

See Attachment

A.6.5 – SCHOOL ABSENCE POLICY

See Attachment

A.6.6 – FAMILY INVOLVEMENT

Parent and Guardian Rights and Responsibilities

Parents and guardians have a unique role at NNHS in that they need to support the students in the college environment to reinforce the personal, academic, and social skills to develop college success. Giving students too much freedom without monitoring their progress is not successful, and doing everything for the student is not helping the student obtain the independence skills the school is working to enforce. NNHS will always work and communicate directly through the students first. Parents and guardians will be given support to help them navigate through monitoring their child's progress should they choose to utilize these supports, and parents and guardians may contact the NNHS staff at any time to more information or to set up a meeting.

Mandatory Parent Information Meeting

All parents and guardians are required to attend the parent information meeting on in September at NNHS to gain essential information directly from school personnel. Attendance will be documented.

Parents in Partnership (PiP)

In the second year of operation, parents and guardians with experience in NNHS's dual-credit program will host seminar style sessions to help parents better understand NNHS procedures, communicate with, and better track and transition their own children while taking college courses and planning beyond. The PiP meetings are posted for the year on the NNHS calendar.

Parent Contact with College Professors

College staff and professors interact with college students only – not parents or guardians. NNHS students are considered college students by the colleges and parents and guardians are NOT to directly contact the colleges to discuss grades, concerns, or the student's progress. Professors will address the NNHS student as they would any other college student in their college class. If a student has

a concern regarding a college professor, he/she is encouraged to work with the professor. NNHS has no authority over the college professors and will not attempt to override a professor's decision. Should serious issues arise with a professor, the student should bring documentation to the NNHS office so that strategies on how to best address the situation can be discussed. Parents and guardians at no time are to directly contact college professors.

Procedures for Addressing Parent Concerns

NNHS's primary goal is to successfully transition students into college. An important component of this transition is to teach and reinforce self-advocacy, personal responsibility, and self-control in our students. Students are taught ways to talk to professors, or seek assistance during the high school classes, but situations may arise during the year that makes it necessary for students to get help. If students have questions or problems, they are encouraged to address them by going directly to the college professor or staff or asking for guidance from NNHS staff. If the situation continues, students are encouraged to follow up with NNHS administration to develop steps to resolve the concern.

As stated, parents and guardians must not directly contact the college staff under any circumstance. If parents have concerns or ideas they want to bring to the high school, they should express them to NNHS administration. If parents or students feel like their needs are not being met by NNHS administration, they have the opportunity to be heard at the Governing Body Meetings. These meetings are public and parents or students can make a written request to be put on the public agenda. This is done by addressing a letter to the Governing Body President detailing the concerns or comments and turning the letter to the NNHS administrative office.

A.7 TARGET POPULATION

A.7.1 – TARGET POPULATION

The targeted student population of NNHS is 11th and 12th grade, college-bound students in and around Carson City, NV who seek the support of NNHS offers them in making a successful transition to college. Although we believe that NNHS is an appropriate environment for all types of students, NNHS will not target at-risk students, nor will not receive enrollment privileges that are different from those of other students. Enrollment at NNHS is first-come-first-served.

Students seeking a dual-credit high school education in northern Nevada are underserved. Washoe County School District's Truckee Meadows Community College High School enrolls dual-credit students at TMCC. However, their enrollment is capped and they currently have a waiting list for enrollment. This indicates that a market for dual-credit schools exists in northern Nevada. Currently, Carson City School District does not provide its students with a high school specifically aimed at transitioning students to college such as TMCCHS or NSHS. Also, NNHS's location in Carson City positions it well to appeal to potential TMCCHS students who reside in south Reno, and who are on the waiting list for TMCCHS. Finally, NNHS's Carson City location may attract students from Storey, and Douglas County School Districts who, like those in Carson City currently do not have dual-credit high schools in their school districts.

A.7.2 – SUPPORTING DATA

See attachment

A.7.3 – SCHOOL'S ALIGNMENT WITH EDUCATIONAL NEEDS OF STUDENTS

NNHS's mission of leading the state in transitioning students to college aligns to its target population by providing students with a non-traditional opportunity to earn a high school diploma through earning college credits. NNHS students are challenged by a unique school experience that will

require a high level of commitment and work ethic to succeed. The curriculum is a traditional college curriculum that is supported by elective courses provided by NNHS staff. These elective courses will teach students how to succeed in a college environment. College classes will be taught by college professors who will hold NNHS students to the same standard to which they hold other college students. Students are expected to keep up with the readings and assignments outside the classroom as the material is presented in an accelerated manner. Each class will have a course syllabus that outlines the work for the semester. Students and parents can follow these syllabi to track student progress. NNHS staff will be available to provide students with guidance and support to assist in having a successful transition to college.

A.7.4 - RECRUITMENT

See Attachment

A.7.5 – MEASURING SUCCESS OF TARGETED AT-RISK STUDENTS

NNHS will not target at-risk students.

A.7.6 – ENROLLMENT ELIGIBILITY

All students are welcome at NNHS, but NNHS will not target at-risk students.

A.8 SPECIAL STUDENT POPULATIONS

A.8.1 – IDENTIFICATION OF SPECIAL EDUCATION STUDENTS

Assistance for Students with Disabilities

The Disability Resource Center (DRC) and Disability Support Services (DSS) at TMCC and WNC respectively is dedicated to providing a coordinated program of support services for students qualifying as disabled under the Americans with Disabilities Act (ADA) and Section 504 guidelines.

DRC and the DSS assists students in negotiating disability related barriers and strives to improve access, opportunity to participate in, contribute to and benefit from academic and campus life, and

maximize independence. Confidential, sensitive, and individualized services are provided upon student request. DRC and DSS services are free of charge. Students attending TMCC should contact the DRC (see the following link for information: <http://www.tmcc.edu/drc/>) and students attending WNC should contact the DSS (see the following link for information: <http://www.wnc.edu/studentservices/dss/>).

Parents must report students having an IEP or 504 to NNHS upon applying. It is the student's responsibility to register with the college's the Disability Resource Center (DRC) or Disability Support Service (DSS) office to make sure the student receives appropriate accommodations in his or her college classes. NNHS can help facilitate the process, but since colleges are not connected to the high school, NNHS has no authority over the colleges. The DRC and DSS office communicates student accommodations to the professor. Should accommodations not be provided by the professor, students must contact the DRC or DSS office and NNHS principal immediately to report concerns.

A.8.2 – RtI

NNHS's study skills class will serve as our tier one level of RtI for all of our students. Students who qualify for services with their respective resource centers (DRC or DSS) will be considered in tier two or three of RtI depending on the interventions in place. Those students will be monitored and will be required to provide more frequent progress checks (see the RtI model attached).

A.8.3 – SPECIAL EDUCATION BUDGET

NNHS will not have special education teachers on staff. NNHS's study skills class will be taught by a certified Nevada teacher who will monitor students who qualify of services. The tuition that NNHS will pay to WNC and TMCC on behalf of the student goes, in part, to support the DRC and DSS respectively. The tuition due to these colleges will be paid from the distributive student account funds given to NNSH.

A.8.4 – SPECIAL EDUCATION DELIVERY MODEL

The least restrictive environment (LRE) mandate in IDEA requires that students with disabilities will be educated with their nondisabled peers to the maximum extent appropriate using supplementary aids and services. Removal from the general education setting MUST be justified in the IEP and must occur only when general education placement cannot meet the needs of the student. Placement in the continuum of special education programs is driven by the student's IEP with careful consideration to the LRE appropriate to the student's individual needs. The proposed placement must provide the student with integrated educational opportunities to the maximum extent appropriate. Under the LRE requirement, students with disabilities are educated in the general education environment unless it can be demonstrated that education of the student with a disability in the general education environment with the use of supplementary services cannot be achieved satisfactorily. The IEP committee must review and weigh the present levels of performance, goals and objectives, and the academic/nonacademic benefits of the general education placement versus the more restrictive placement for (continued) appropriateness based upon the individual needs of the student. A determination that a student might make academic progress more quickly in a self-contained placement may not justify educating the child in that environment if the student would receive considerable nonacademic benefit from association with nondisabled peers. In addition, whenever the school recommends placement other than the school the student with disabilities would normally attend, the student's home must be considered.

A.8.5 – SPECIAL EDUCATION POLICY ASSURANCE DOCUMENT

See Attachment

A.8.6 – RTI REFERRAL PACKET

See Attachment

A.8.7 – SPECIAL EDUCATION DELIVERY MODEL

See Attachment

A.9 RECORDS

A.9.1 – RECORDS

Mr. Russell Keglovits will be in charge of maintaining school records, will provide appropriate data to the school district in which NNHS is located, and will be in charge of records if NNHS is dissolved. NNHS does not yet have a location and once it does, that is where all of the records will be stored. By Law, a charter school shall not release the educational records of a pupil to a person or an agency of a federal, state, or local government without the written consent of the parent or legal guardian of the pupil. Student records will be kept confidentially in a locked, secured, fireproof file cabinet in administrative offices. NNHS will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon the pupil's graduation or withdrawal from NNHS.

A.9.2 – POLICY ON RETENTION OF STUDENT RECORDS

See Attachment

A.10 CAREER EDUCATION

A.10 – CAREER AND TECHNICAL EDUCATION PROGRAM

NNHS will not offer CTE programs to students however such courses of study that meet both career and technical education opportunities as well as high school graduation requirements will be available to NNHS students.

B. ORGANIZATIONAL PLAN

B.1 GOVERNING BODY

B.1.1.1 – LETTER FROM COUNSEL

See Attachment

B.1.1.2 – GOVERNANCE BYLAWS

See Attachment

B.1.1.3 – BYLAWS STIPULATIONS

See Attachment

B.1.1.4 – GOVERNING BODY RECRUITMENT

For the first year, the five-member governing body will be comprised of the members of the committee to form (CTF). After the first year of operation, teacher and community positions will be filled through a recommendation process. The President of the Governing Body shall ask the First Secretary of the Governing Body to recommend to the entire Governing Body a licensed teacher to fill any vacant teacher position. In searching for the name of individuals to serve on the Governing Body the First Secretary may ask another public board to make an appointment to serve on the Governing Body. The five-member board will have three teacher positions and two community positions.

B.2 COMMITTEE TO FORM THE SCHOOL (CTF) COMPOSITION

B.2.2.1 – MEMBERS' ASSOCIATION WITH OTHER CHARTER SCHOOLS

No members of the CTF are associated or have been associated with any other charter school in Nevada. In addition, no member has an ownership interest in the facility in which the school will be operated.

B.2.2.2 – ASSURANCES

See Attachment

B.2.2.3 – NAMES OF COMMITTEE MEMBERS

See Attachment

B.2.2.4 – COMMITTEE MEMBERS’ RFI

See Attachment

B.3 MANAGEMENT AND OPERATION

B.3.1 – ORGANIZATIONAL STRUCTURE

The organizational structure of NNHS will be as follows: The Governing Council will be comprised of five members; the Principal will be appointed by and report directly to the Governing Council; the Executive Director will be hired by the Principal; the Principal and the Executive Director will hire the Executive Secretary and he or she will report directly to the Principal. The Board is not involved in the day-to-day operations of the school.

B.3.2 – ROLES AND RESPONSIBILITIES OF MANAGEMENT POSITIONS

Principal Duties: Reports to Governing Council

1. Facilitate the development, implementation, and communication of the school’s mission, goals and objectives
2. Promote a shared vision of learning that reflects excellence and equity for all students
3. Promote a working and learning climate that is safe, secure and respectful of diversity
4. Evaluate progress toward achieving the school’s vision
5. Ensure that the school meets its student and school performance objectives in the approved charter

6. Monitor and maintain a safe, secure, and caring school environment
7. Assure mastery of essential knowledge and skills by every student
8. Recognize, honor, and celebrate success
9. Support the recruitment, induction, development and retention of a diverse staff
10. Keep the Superintendent and Governing Council apprised of school matters
11. Prepare and maintain accurate and complete records and reports as required by law, state directives, and administrative regulations
12. Share the responsibility for the supervision and care of inventory; proper and safe use of facilities, equipment and supplies; and report safety hazards promptly

Executive Director: Reports to Governing Council

1. Assist and advise Principal on the budgetary impact of benefit rate changes and the feasibility of related reporting deadlines mandated by the sponsor and other official agencies
2. Ensure compliance with all finance operation procedures
3. Assume responsibility for correctly classifying and accurately recording financial transactions and certify the correctness of all checks, cash and wire transfers, and bank deposits for all assigned accounting sections
4. Generate all financial and human resources reports and all other reports as needed. Maintain all financial records and human resources records for school
5. Assist with the development of the annual budget
6. Assume primary responsibility for the development of financial system applications and system control procedures designed to provide the finance department with the most accurate information in the most efficient manner

7. Assume primary responsibility for planning data processing activities including system analysis and programming projects; evaluate and recommend software selection and hardware upgrades
8. Prepare the school's annual budget, including completion of all salary schedules and other salary related reports required by the Department of Education
9. Review and interpret Federal, State and Local regulations mandated by governing agencies including the Internal Revenue Service, Social Security Administration, Nevada Taxation and Revenue Department, Nevada Employee Retirement Board and Nevada Public School Insurance Authority. Initiates any necessary changes to ensure full compliance with all laws

B.3.3 – ORGANIZATIONAL CHART

See Attachment

B.3.4 – CARRYING OUT CHARTER SCHOOL LAWS

The bylaws established by the Governing Council will ensure that Council members and appropriate school staff are trained and knowledgeable in the areas of charter school law, and state laws and regulations. In particular NRS 386.500 to 386.610 will be closely examined. Planned workshops and briefing sessions set up by the Department of Education and charter school coalitions at the state and national level will also be made available to Board members and school staff.

Prior to submission of this application, members of the CTF met with high-ranking administrators of both Western Nevada College and Truckee Meadows Community College. The meetings went well and the NSHE representatives indicated an interest in forming a formal partnership with NNHS. NNHS CTF members followed up with the WNC and TMCC representatives several times via telephone and email and never heard from the WNC or TMCC representatives again. Therefore, letters of support from these institutions were not obtained as was hoped. NRS 389.160 does not require a formal partnership between a high school and an NSHE institution for the high school to issue dual-

credits to students; however, the members of this CTF believe a formalized relationship is preferable. Therefore, if the NNHS charter is authorized, NNHS staff will continue to attempt to build this relationship.

B.3.5 – PROCEDURE FOR FILING A COMPLAINT AGAINST THE CHARTER SCHOOL AUTHORITY

In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

B.3.6 – KIND OF SCHOOL

Northern Nevada High School will be a public high school serving students in grades 11 and 12.

B.3.7 – LOTTERY SYSTEM

The NNHS will enroll pupils in the order in which pupils' applications are received, up to the point at which the school reaches its maximum capacity per grade. The names of pupils who submit

enrollment applications that are received after the grade's capacity has been reached will be put on a waiting list. As spaces become available in particular grades, due to pupils leaving the school, pupils on the waiting list for enrollment in that grade are chosen by lottery. If there is a waiting list, the school is expected to fill vacancies as they are created. A lottery is not conducted until the school has reached capacity per grade, and then the only pupils who are subject to the lottery are the ones on the waiting list.

B.3.8 – AUTHORS OF THE APPLICATION

Only members of the CTF wrote this application.

B.3.9 – ENROLLMENT LIMITS

Enrollment at NNHS will be limited to 125 for the first year and 200 in subsequent years. The limits are for the entire school's enrollment and are not tied to the grades, 11th and 12th, that NNHS serves.

B 3.1.1-3 – EDUCATIONAL MANAGEMENT ORGANIZATION

NNHS will not utilize the services of an EMO, CMO or any other type of management organization. The school will be co-managed by the Principal and the Executive Director.

B.3.2 DISTANCE EDUCATION

B 3.2.1-5 – DISTANCE EDUCATION

NNHS will not use distance education. All courses will be delivered face-to-face.

B.4 STAFFING AND HUMAN RESOURCES

B.4.1 – STAFFING PLAN

The projected enrollment for the first year is 70 students. During the first year of operation, NNHS will employ one full-time Principal, one half-time Executive Director, and one half-time Administrative Assistant. If the school exceeds its projected enrollment in the first year by 10 students, the Executive Director position will be extended to .75 FTE. During the first year, the Principal and the Executive Director will teach the three courses that the school offers. Instruction for college courses will take place at local post-secondary schools and thus, instructors for those courses will be obtained through tuition payments made by NNHS on behalf of the students. It is projected that the school will steadily grow by at least 10% students per year for the following four years and the Executive Director position will become a full-time position during the second year.

B.4.2 – NEGOTIATION OF EMPLOYMENT CONTRACTS

Contracts are only negotiated with those individuals employed by the Northern Nevada High School for two consecutive years. The governing council will use the administrators at the charter school for negotiating agreements and/or contracts with all staff. Staff may represent themselves individually or seek representation for their negotiations. Negotiations will take place annually or as identified by the agreement of the employee between the months of August and March in the year immediately preceding the expiration of the contract/agreement of staff. The final approval of all staff agreements/contracts is to be determined and passed by the members of the governing board at a scheduled public meeting. The governing board will be responsible for approving administrative agreements/contracts on an annual basis or as identified by the agreement of the employee. An administrator's contract must be submitted to the governing board for approval. The governing board does not allow for the negotiated agreement with an employee(s) to transfer sick leave, personal leave,

vacation, or any such accrual of time credited to the employee from the employee's former organization, district, or charter school.

B.4.3 – QUALIFICATIONS OF INSTRUCTORS

One teacher (Russell Keglovits) employed by the Northern Nevada High School currently holds a teaching license in the State of Nevada, which needs to be renewed by September 23rd, 2017. College instructors for dual-credit classes traditionally hold a master's degree in the subject that they are teaching. Northern Nevada High School and any additional staff will follow state regulations and statutes while hiring the most qualified teachers possible.

B.4.4 – TEACHER EVALUATION

The evaluation procedure outlined in NRS 391.3125 will be used. *A summary of the key provisions of the statute is as follows:*

- The Board shall develop a policy for objective evaluations.
- The policy must set forth a means according to which an employee's overall performance may be determined to be satisfactory or unsatisfactory.
- Since the instructional staff is also the administrative staff of NNHS, the Governing Body of Northern Nevada High School will complete performance evaluations of educational contracts no later than April 15th of each year.
- Spouses/relatives will not hire or evaluate each other at NNHS.
- The evaluations must include the elements as outlined in NRS 391.3125(6)(a-g).
- The employee must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the employee's response must be permanently attached to the employee's personnel file.

B.4.5 – ADMINISTRATORS’ CONTACT INFORMATION

Russell Keglovits, M. Ed., Principal

465 Silver Bridle Court

Reno, NV 89521

775.737.9218

rkeglovits@gmail.com

Kimberly Vidoni, Ph.D., Executive Director

420 Miesque Court

Reno, NV 89521

775.722.0581

kimvidoni@hotmail.com

B.4.6 – ADMINISTRATORS’ JOB DESCRIPTION

See B.3.2

B.4.7 – PROCESS FOR EMPLOYING ADMINISTRATORS

The following describes the selection process for new administrators for the charter school in the event of a vacancy in one or more of those positions.

Vacant positions will be filled through a public announcement that includes, but not limited to:

- Bulletin boards
- Newspapers
- Electronic means (via Web)

The announcement will include important information such as:

- Closing date and the manner in which applicants will apply to the charter school
- Minimum job qualifications and a description of the duties for the position
- Rate of pay
- A statement of all necessary information that will be required for submission including:
 - Resume
 - 3 References
 - Signed application form (provided by the charter school upon request)

- A copy of an individual's teaching license with administrative endorsement
- A copy of the applicants sealed college transcripts

Each application will be reviewed by a subcommittee of three members from the governing board appointed by the chairperson of the board. The subcommittee will review each application and submit the names of no more than three people to the full governing board for interviews. Scheduled interviews will be conducted at an open meeting of the full board on a date convenient to the board members and the applicants. The consideration of the applicant will depend on previous job performances, recommendations from references, and the ability to work with the system at the charter school.

After the interview process, the governing board will vote at the next regularly scheduled meeting on the applicant they feel meets the highest level of qualifications. A majority of votes will determine the applicant who is offered the position. This offer will be made over the phone followed by a written offer of employment within five business days.

The remaining candidates will receive a letter or phone call thanking them for their interest, while expressing to them that someone else has been chosen for the position. The chairperson of the governing board will then draft a formal letter to all of the applicants, providing them with a final status of their application for employment with the charter school. The candidates who were not chosen will have their applications saved for one year for future consideration.

If there is a vacancy less than four months after hiring a new administrator then the governing board can opt to select one of the candidates not receiving an offer of employment during previous openings. These candidates must have already completed the application and interview process with the school. Consideration of these applicants is based on the last interview with the governing board being less than four months prior to the new vacancy.

At any time, with a majority vote, the Governing Council can appoint a person to an administrative position (Principal and Executive Director) to the Governing Council.

B.4.8 – PROCESS FOR EMPLOYING TEACHERS

A description of the process that will be used to advertise for, select and employ instructional staff and other employees follows.

Vacant positions will be filled through a public announcement that includes, but not limited to:

- Bulletin boards
- Newspapers
- Electronic means (via Web)

The announcement will include important information such as:

- Closing date and the manner of which applicants will apply to the charter school
- Minimum job qualifications and a description of the duties for the position
- Rate of pay
- A statement of all necessary information that will be required for submission including:
 - Resume
 - 3 References
 - Signed Application form (provided by the charter school upon request)
 - Copy of an individual's teaching license and/or college transcripts (where applicable)

A team of administrators from the Northern Nevada High School will review all applications.

Upon finishing the review of applications the team of administrators will select no more than 10 applicants per each open position to be interviewed. The chairperson of the governing board will appoint no more than two board members to conduct interviews of the applicants with the team of administrators. The consideration of the applicant will depend on previous job performances, recommendations from references, and the ability to work with the system at the charter school.

Following the interview process, the team of administrators will select the name of the applicant who will be made an offer of employment. This offer will take place over the phone. The successful candidate will be informed with a brief description of their required responsibilities, rate of pay, outline of benefits, length of evaluation period, and expected starting date.

After the contract has been accepted and signed by the chosen applicant, the other candidates will be notified in writing that the position has been filled. The candidates who were not chosen will have their application saved for one year for future employment consideration at the charter school.

Applicants not receiving an offer of employment can be put on a reserve list for four months after their last interview with the school. If within that four-month time period there becomes an opening then the applicant can be considered without having to resubmit an application.

B.4.9 – INFORMATION ABOUT LICENSED AND UNLICENSED STAFF

Russell Keglovits will be the principal and holds a Nevada administrators license (license number 35315). Kimberly Vidoni will be the Executive Director and, at time of application, has over eight years of experience as a public administrator and holds a master's degree and a doctoral degree in education.

C. BUSINESS PLAN

C.1 BUDGET

C.1.1 – BUDGET

See Attachment

C.1.2 – BUDGET NARRATIVE

See Attachment

C.1.3 – CASH FLOW STATEMENTS

See Attachment

C.1.4 – ASSURANCE TO USE NEVADA CHART OF ACCOUNTS

NNHS assures that it will comply with the Nevada Chart of Accounts.

C.1.5 – PRE-OPENING BUDGET

NNHS does not have a pre-opening budget.

C 1.6 – CONTINGENCY PLAN

NNHS is confident it will achieve the anticipated enrollment projection in its first year of operation. Budget projections detail a need for a minimum of 130 students for cost neutrality in the first year of operation.

If NNHS experiences lower than anticipated enrollment, many options are available to address the financial challenges including but not limited to:

- Obtain a short term loan from a bank;
- Apply for competitive State and Federal grants;
- Seek support from local community groups that support the school's mission;
- Seek support from national foundations that supports serving our school mission; and

- Coordinate a fundraising effort by the members of the Governing Council.

C.2 FINANCIAL MANAGEMENT

C.2.1 – FINANCIAL LIABILITY

The contact person at the NNHS who will be responsible for handling the school's financial liability will be the Executive Director. Briene Houldsworth will be the contact person at the accounting firm (see below). These persons are responsible for ensuring that any remaining money is returned to the appropriate funding sources, such as state and local authorities.

Briene Houldsworth

Houldsworth, Russo & Co., P.C.

8675 S. Eastern Avenue

Las Vegas, NV 89123

Phone (702) 269-9992

Fax (702) 269-9993

briene@hrcpc.com

www.hrcpc.com

C.2.2 – SCHOOL CLOSING PROCEDURES

If the operation of the Charter School is terminated for any reason, the Governing Council will provide written notice of the closure to the Authority, the sponsor of the Charter School, the employees of the Charter School, the parent or legal guardian of each pupil enrolled in the Charter School, and to the Board of Trustees of each school district in which a pupil enrolled in the Charter School resides. The notice of closure will meet the timing and content requirements as specified in NAC 386.335.

All reports of the Charter School records made to the Authority and to the sponsor will be in accordance with NAC 386.335. The school shall forward the permanent record of each pupil enrolled in

the school to the office of pupil records of the school district in which the pupil resides, pursuant to NAC 386.360. All remaining restricted assets will be returned to their source, such as grant money and money contained in restricted categorical funds. The Charter School will ensure that its outstanding obligations are settled after closure of the school, including, without limitation, unemployment compensation, employee benefits, resolution of the lease agreement for the school, if applicable at the time, and final balances for utilities and other costs. (NAC 386.335)

A current written inventory of the equipment, supplies and textbooks must be kept that identifies the source of money used to purchase each item, the name of the entity that donated the item or the owner of the item, as applicable. All equipment and supplies purchased with monies received from the sponsor, the State of Nevada or the Federal Government must remain on the premises of the school, unless otherwise directed by the sponsor, the State or the Federal Government, as applicable. All other equipment and supplies purchased or obtained from sources other than the sponsor, the State or the Federal Government may be removed from the premises of the school, subject to any applicable conditions, terms and limitations imposed upon a grant or donation used to purchase the equipment and supplies, if applicable. (NAC 386.342)

A physical inspection of the Charter School will be conducted by the sponsor to confirm that all equipment, supplies and textbooks as identified in the schools inventory are on the premises of the school. The Governing Council shall ensure that all unencumbered monies received from the State of Nevada are returned to the Authority and placed in an escrow account for the purpose of satisfying any outstanding obligations of the school. After one year, the remaining monies will be transferred to the State Distributive School Account as prescribed in the statute. (NAC 386.335)

C.2.3 – AUDITING FIRM

NNHS will use De Joya Griffith & Company as its auditing firm.

Philip Zhang, CPA, CFE, Partner

De Joya Griffith & Company, LLC

Certified Public Accountants & Consultants

2580 Anthem Village Drive

Henderson, NV 89052

Tel. 702 563-1600 ext 1106

Fax. 702 920-8049

email: philip@dejoyagriffith.com

<http://www.dejoyagriffith.com/>

C.2.4 – BANK

NNHS will use Bank of America as its bank.

C.2.5 – FEES, CHARGES, AND DEPOSITS

NNHS will not charge tuition or fees for participation in the regular education program for which DSA funds or other state or federal funds are received. Charges for fees typical of any public school including, lost or damage to books/materials, and special project fees will exist. Parents may be asked to contribute school supplies. Lab fees for science classes may be assessed and should not exceed \$20 per course.

C.2.6 – PERSON RESPONSIBLE FOR SCHOOL BANK ACCOUNT

The person responsible for drawing all orders of money is the Executive Director of NNHS. She has over 5 years of experience administering grant budgets and maintaining the accounts of federal and state grants.

Kimberly Vidoni

420 Miesque Court

Reno, NV

(775)722-0581

kimvidoni@hotmail.com

C.2.7 – MINIMUM ENROLLMENT

The minimum enrollment needed for the school to be financially viable the first year is 70 students.

C.3 FACILITIES

C.3.1 – FACILITIES

The Committee to Form (CTF) has not yet obtained a facility for the school. We seek to open in August 2013. This will give the Committee sufficient time to seek the best facility nearest to the college facility with which we will partner. At this point the committee is looking to locate in Carson City that is easily accessible to public transportation. If the Committee is successful in receiving a Subsection 7 Charter, it will ensure all appropriate requirements as specified in NAC 386.140(4) and NAC 386. 170 are satisfied. The Committee is fully aware that no operational funds will be received.

1. It is anticipated that the CTF will be looking for an existing facility that will be remodeled rather than building a new school. It is possible that the school will be located on the campus of one of the partnering institutions of higher education.
2. The choice of the facility will be made once the charter is approved. NNHS will use a local broker to help identify a suitable building for remodeling. The school will enter into a lease agreement with the landlord/owner who will be responsible for the tenant improvement to bring the building up to school adequacy standards. The facility should be identified at least 6 months prior to school opening on August 12, 2013. Further, once the charter is approved the principal and executive director will be responsible for hiring of all building staff. The school is expecting to receive to receive pre-payment of DSA funds in July which will support the hiring of the principal and necessary furniture and equipment, classroom supplies, computers, textbooks, etc.

School opening is scheduled for August 15, 2013. The facility will have an office that is shared by the principal and the executive director, and one classroom for delivery of courses. The room will hold tables, chairs, a whiteboard, and a desk for the instructor.

C.4 TRANSPORTATION, HEALTH SERVICES AND EMERGENCIES SERVICES

C.4.1 – STUDENT TRANSPORTATION

Students who cannot get transportation to and from NNHS will have a transportation plan individually developed in consultation with parents, students, and school's administration. Some of these methods include, but are not limited to: Using the city bus service; or arranging car pools; or finding business sponsors for transportation.

C.4.2 – STUDENT HEALTH SERVICES

All staff at NNHS will have CPR and First Aid Training. For student illnesses that do not warrant CPR or First Aid Training there will be a separate room available with a resting mat. Finally, the administration of NNHS will work to notify parent and arrange for transportation home.

NNHS will arrange for consultation with a nurse to dispense medication, maintain cumulative immunization records, and deliver services of which administration in and of itself cannot execute without proper training.

C.4.3 – MAINTENANCE OF STUDENT RECORDS

Upon student enrollment at NNHS the students immunization records will be reviewed by an administrator or and administrative designee to ensure that immunization records are up to date and compliant to state law. An administrator will maintain cumulative immunization records of all students in the administrative office of the charter school. An administrator will be responsible for a semiannual review of all student immunization records. Finally, the storage of these records will be put in a fire-proof filing cabinet located in the administrative offices of the charter school. Students requiring medication will bring a note from their doctor or parent and present this note and the prescription to an administrator at the NNHS. The administrator will keep the prescription locked in a safe place while distribution the correct dosage to the student requiring the medication.

C.4.4 – EMERGENCY DRILL PROCEDURES

See Attachment

C.4.5 – EMERGENCY MANAGEMENT PLAN

See Attachment

D. ATTACHMENTS

ATTACHMENT A.3.2 – SCHEDULE OF COURSES

Students at NNHS will be 11th and 12th grade students. The schedule of courses for NNHS students will be determined by their course placement and is independent of grade level. Attachment A.3.3 below lists the courses for TMCC and WNC available to NNHS students.

ATTACHMENT A.3.3 – COURSE DESCRIPTION

List of courses satisfying NNHS graduation requirements for American Government, American History, Arts and Humanities, English, Health Education, Mathematics, Physical Education, and Use of Computers offered at Truckee Meadows Community College

ENG 81A • ESL Listening and Speaking (3 credits)

Prerequisite: Accuplacer test scores.

ENG 081A is an ESL Listening and Speaking course in which students learn speaking and listening skills based on academic content. Using topics typically covered in college courses, students engage in dialogs and discussions, take lecture notes, prepare oral presentations and learn to recognize and use various communication patterns. Satisfactory/Unsatisfactory grading. Course may be repeated for up to 6 credits.

ENG 81C • ESL Reading/Writing (4 credits)

Prerequisite: Accuplacer test scores.

ENG 081C assists the ESL student to develop basic reading and writing skills in preparation for college courses. The reading segment will help students to improve confidence, fluency, speech and accuracy in reading. The writing segment will help students to develop short, well-organized paragraphs in several rhetorical styles. Students will learn techniques for revising their own writing with attention to identifying grammar and spelling problems and to expanding vocabulary.

ENG 83 • Pronunciation and Spelling for Non-Native Speakers (3 credits)

Prerequisite: Accuplacer placement of English 081 level or above.

ESL students will learn the skills to correct their pronunciation and spelling problems. Students will understand the relationship between written and spoken English. This course is ideal for students who experience persistent pronunciation and/or written communication problems.

ENG 88 • ESL Grammar (3 credits)

Prerequisite: Qualifying Accuplacer test score or completion of ENG 81A and ENG 81C.

ENG 088, an intermediate-level English grammar course for non-native speakers, builds understanding of the forms, meanings and uses of key grammar structures, especially those expected in formal written communications. Application of grammar to the development and editing of the students' own writing and to understanding of written texts is emphasized. This course is especially useful for students taking the ENG 112D, 113 or 114 writing courses. Grading is S/U; the course may be repeated for up to six credits.

ENG 91R • Introduction to Writing (3 credits)

Prerequisite: Qualifying Accuplacer score.

Introduction to grammar and writing, with a specific focus on the crafting of sentences and paragraphs. Required of students with Accuplacer scores below the cutoff for ENG 098 in Reading and/or Sentence Skills. Students in this course must co-enroll in READ 093.

ENG 97 • Basic Technical Communications (3 credits)

Individualized instruction in reading technical texts and writing short reports similar to those required in business and industry. Designed for students in industrial technology courses.

ENG 98R • Preparatory Composition (3 credits)

Prerequisite: Qualifying Accuplacer score for Reading Comprehension of 50+. ESL qualifying scores: Reading Comprehension of 55+ and WritePlacer score of 6.

An intensive course designed to develop writing skills. A step-by-step review of grammatical relationships, sentence patterns, punctuation and usage with concentration on the writing of expository paragraphs and essays. Student writing will primarily be generated from the critical reading of texts taken from across the disciplines. Upon successful completion of the course, the student may move directly into English 101. May be repeated for a maximum of six credits.

ENG 101 • Composition I (3 credits)

Prerequisite: Grade of C- or better in ENG 98R; or qualifying Accuplacer placement or SAT/ACT test results.

Writing intensive course designed to strengthen college level writing skills, with particular attention to persuasion, analysis, synthesis and an introduction to research methodologies. Focus on process through drafting, revising and editing is emphasized. Conventions of standard English are reviewed. Additionally, critical reading strategies of college level texts are developed. NNHS Suggested

ENG 102 • Composition II (3 credits)

Prerequisite: ENG 101 or equivalent or SAT/ACT test results.

Continuation and extension of English 101 with an exploration of essay forms with particular attention to interpretation, analysis and synthesis, while emphasizing analytical reading and writing, critical thinking and research methodologies. NNHS Suggested

ENG 107 • Technical Communications I (3 credits)

Prerequisite: ENG 97 or ENG 98R or qualifying Accuplacer, ACT/SAT score.

Introduction to expository methods with concentration on specific writing forms including memorandums, cover and business letters, formal and informal reports, manuals, and proposals. Suggested for students in occupational fields.

ENG 108 • Technical Communications II (3 credits)

A continuation of expository methods. Concentration on developing writing projects required on the job. Lecture and individual instruction. Suggested for students in occupational fields.

ENG 112A • ESL Listening Skills (3 credits)

Prerequisite: Accuplacer test score; or UNR-IELC Bridge test; or 81-level courses (ENG 81-A and 81-C). This is a bridge-to academics ESL course to help students establish and practice the listening skills

necessary for successful academic work. These include techniques for predicting, focusing, note taking, main idea and organizational-pattern recognition and summarizing.

ENG 112C • ESL Reading Skills (1 - 3 credits)

Prerequisite: Accuplacer test score; or UNR-IELC Bridge test; or 081-level courses (ENG 081-A and 081-C).

This course uses a reading skills handbook along with academic content material (text chapters, novels, short stories and news articles) to help students develop skills in recognizing organizational patterns, critical analysis, summarizing and synthesizing. Techniques to develop comprehension, retention and reading speed are emphasized.

ENG 112D • ESL Composition (3 credits)

Prerequisite: Accuplacer test score; or UNR-IELC Bridge test; or 081-level courses (ENG 081-A and 081-C).

This course improves the non-native speaker's academic writing skills, including rhetorical style and use of rhetorical patterns, grammar, paragraph and essay development and writing strategies. Attention is given to integrating reading and writing as complementary language skills.

ENG 113 • Composition I for International Students (3 credits)

Prerequisite: Accuplacer test score; or UNR-IELC Bridge test; or C- or better in 112-level courses (ENG 112-A, 112-C, 112-D).

Writing the expository essay; develops fluency and emphasizes development, coherence, style, revision, and editing for target-language accuracy. This course satisfies the English 101 requirement for non-native English speakers.

ENG 114 • Composition II for Non-Native Eng Speak (3 credits)

Prerequisite: ENG 113 or equivalent.

Exploration of essay forms with particular attention to interpretation and argument; emphasis on analytical reading and writing, critical thinking, and research methodologies; attention to language skill development and needs of learners of English as a second language. This course satisfies the English 102 requirement for non-native English speakers.

ENG 181 • Vocabulary and Meaning (3 credits)

Problems of meaning, word derivation and word formation are investigated with a view to enlarging and refining a working English vocabulary. Transfers for two credits to UNLV/UNR.

ENG 198 • Special Topics in English (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable credit of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

ENG 199 • Literary Journal (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

ENG 199 "Literary Journal" is a hands-on practicum in the preparation and production of a literary journal. Students who enroll in this course will become editorial board members of The Meadow, TMCC's award-winning literary arts journal. Working closely with faculty, students help to select the art,

poetry, fiction and nonfiction content of the journal. Further, students edit and copyedit content and participate in production, layout and printing of the journal. Students are involved in every aspect of the journal, from publicity through distribution. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

ENG 200 • Novels Into Film (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Examination of selected major novels and their translation into film, designed to explore ways in which each art form is similar to and different in structure and meaning.

ENG 205 • Intro to Creative Writing: Fiction and Poetry (3 credits)

Prerequisite: ENG 101, ENG 113 or instructor approval.

Beginning writers' workshop in both poetry and fiction.

ENG 220 • Writing Poetry (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

The study of poetry writing methods and forms with concentration on the student's creative writing.

ENG 221 • Writing Fiction (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

The study of fiction writing methods and forms with concentration on the student's creative writing.

ENG 222 • Advanced Fiction: Novel Writing (3 credits)

Prerequisite: ENG 221 or instructor approval.

This course is a continuation of ENG 221 with an emphasis on novel writing. The class will be conducted as a writer's workshop.

ENG 223 • Themes of Literature (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

The study of themes and ideas significant in poetry, prose, and film of various literary periods. NNHS Suggested

ENG 224 • Introduction to Screenwriting (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

The study of screenwriting methods and forms with a concentration on the student's creative writing. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

ENG 225 • Advanced Screenwriting (3 credits)

Prerequisite: ENG 224 or instructor approval.

This course continues the work of English 224 by developing advanced screenwriting skills with an emphasis on the student's creative writing. This course will focus on the production and revision of a feature length screenplay. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

ENG 230 • Writing Creative Non-Fiction (3 credits)

Prerequisite: ENG 101 or instructor approval.

The study of creative non-fiction writing methods and the art of the personal essay with concentration on the student's creative writing. NNHS Suggested

ENG 231 • World Literature I (3 credits)

Prerequisite: ENG 101 or instructor approval.

Introduction to aesthetic and ideological trends in the Western world. Reading of literary masterpieces through the year 1650. NNHS Suggested

ENG 232 • World Literature II (3 credits)

Prerequisite: ENG 101 or instructor approval.

Introduction to aesthetic and ideological trends in the Western world through reading of literary masterpieces from 1650 to present. NNHS Suggested

ENG 235 • Survey of English Literature I (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Selected major British writers read and discussed: Anglo-Saxon through 18th century periods. Transfers to UNR as a humanities course. NNHS Suggested

ENG 236 • Survey of English Literature II (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Selected major British writers read and discussed: Romantic through Modern periods. Transfers to UNR as a humanities course. NNHS Suggested

ENG 241 • Survey of American Literature I (3 credits)

Prerequisite: ENG 101 or instructor approval.

Major figures and movements in American literature from the Colonial period to the Civil War. NNHS Suggested

ENG 242 • Survey of American Literature II (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

A study of major thought and expression in the American literary experience from the Civil War to the present. Writers include Twain, James, Hemingway, Faulkner and others. Transfers to UNR as a general elective. NNHS Suggested

ENG 243 • Introduction to the Short Story (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Short story masterpieces read and evaluated.

ENG 245 • Introduction to the Novel (3 credits)

Prerequisite: ENG 101 or instructor approval.

Introduction to the form and development of the novel. May be taught thematically.

ENG 250 • Introduction to Children's Literature (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

A survey of major writers and trends in children's literature from classic to contemporary. Writers studied include Andersen, the Brothers Grimm, Lewis Carroll, A.A. Milne, E.B. White, Beatrix Potter and Shel Silverstein. Students may elect to do a creative project: poetry for children, fairy tales or stories.

ENG 252 • Introduction to Drama (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Reading a variety of plays with attention to special characteristics of drama.

ENG 258 • Ashland Theatre Festival (1 credits)

Prerequisite: ENG 101 or instructor approval.

Field trip to Ashland, Oregon to see classical, period, modern and Shakespearean plays. Students study plays prior to the field trip, discuss productions and write brief reviews of the plays.

ENG 261 • Intro to Poetry (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Elements of poetry, its basic types and forms, representative poets in English.

ENG 264 • Psychology and Literature (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

An examination of major works of literature to discover the correlation between their universal themes and the theories of psychology as they relate to the human experience.

ENG 267 • Introduction to Women and Literature (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

A consideration of women as writers and as characters in literature. Readings are drawn from poetry, drama, fiction and biography.

ENG 271 • Introduction to Shakespeare (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval

Shakespeare's principal plays read for their social interest and their literary excellence. Selections from comedies, tragedies and histories.

ENG 275 • Contemporary Literature (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

The reading of recent literature of various types to acquaint students with contemporary writers.

ENG 281 • Introduction to Language (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Nature and function of language, including an introduction to the linguistics subsystem of Modern English and the development of the English language. Transfers to UNR/UNLV as a general elective.

ENG 282 • Introduction to Language and Literary Expression (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

The forms and function of language with special application to literary study.

ENG 288 • Multicultural Literature (3 credits)

Prerequisite: ENG 101 or instructor approval.

A survey of authors from various ethnic and cultural backgrounds. Readings include biography, essays, poetry, novels, drama, and short fiction.

ENG 294 • Intro to Women's History and Literature in the Us (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

This interdisciplinary survey course examines women's history and literature in the United States from the colonial period to present. It explores the dynamics and cultural construction of race, ethnicity, class and gender in women's historical experience as well as in the portrayal of women in literature, and to a lesser extent, in art, music, and film. Multi-cultural perspectives will be included through examination of African American, Native American, and Latina writers.

ENG 297 • Reading and Interpreting (3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

Methods for creating personal, critical responses to literature representing a range of time periods and genres. Based on a thematic approach.

ENG 298 • Writing About Literature (3 credits)

Prerequisite: ENG 101 or instructor approval.

Introduction to literary study--literary terms, genre, time periods, and analysis.

ENG 299 • Special Topics in English (1 - 3 credits)

Prerequisite: ENG 101 or ENG 113 or instructor approval.

The successful student will be able to initiate one on one dialog between student and tutor, focusing on the degree to which the paper fulfills the requirements of the assignment. Diagnose written communication problems and offer suggestions for improving the writing quality. Help peers to evaluate their own writing in terms of fulfilling requirements of assignment, including the appropriate content, and accurately using grammar.

Mathematics

MATH 90 • Continuing Studies in Math (0.5 - 3 credits)

Prerequisite: MATH 93 or qualifying Accuplacer score.

This developmental course is for assessment purposes. Developmental students may register for this course without taking Accuplacer.

MATH 91 • Basic Mathematics (3 credits)

Prerequisite: Accuplacer test required.

A course covering the fundamental operations on whole numbers, fractions, mixed numbers and decimals; ratios; percentages; electronic calculators and consumer topics. The course is intended to provide a thorough review of basic skills needed in future mathematics courses and in applied fields.

MATH 92 • Algebra Review (1 credits)

ALGEBRA REVIEW

MATH 93 • Prealgebra (3 credits)

Prerequisite: Qualifying grade in MATH 91 or equivalent or qualifying Accuplacer score.

This course prepares students for success in MATH 095. Topics include: properties of Real numbers, basic operations on signed numbers, common fractions, decimal fractions and percents, estimation, algebraic expressions, operation precedence, linear equations, problem solving, measurement and elementary practical geometry.

MATH 95 • Elementary Algebra (3 credits)

Prerequisite: A grade of C or better in Math 93 or equivalent or qualifying ACCUPLACER, ACT/SAT test results. A graphing calculator may be required for this course.

A first course in algebra. Topics covered include the fundamental operations on real numbers, first degree equations, inequalities in one variable, polynomials, integer exponents, solving quadratic equations by factoring.

MATH 96 • Intermediate Algebra (3 credits)

Prerequisite: A grade of C or better in Math 95 or equivalent or qualifying ACCUPLACER, ACT/SAT test results. A graphing calculator may be required for this course.

A second course in algebra. Topics covered include: solving quadratic, rational and radical equations, simplifying rational and radical expressions and complex numbers, and solving application problems.

MATH 96L • Intermediate Algebra Success Skills (1 credits)

This course reinforces prerequisite material, provides assistance with current MATH 096 topics, and covers extra topics related to mathematics, study skills, math anxiety, and test taking skills through applications and group work. This course can only be taken concurrently with MATH 096.

MATH 97 • Elementary and Intermediate Algebra (5 credits)

Prerequisite: Qualifying Accuplacer, ACT/SAT test results.

A one-semester course equivalent to the combination of MATH 095 and MATH 096. Topics include the fundamental operations on real numbers, first degree equations and inequalities in one and two variables, polynomials, integer exponents, solving quadratic equations by factoring, solving quadratic, rational and radical equations, simplifying rational and radical expressions, complex numbers, and solving application problems. NNHS Suggested

MATH 100 • Math for Allied Health Programs (3 credits)

A review of basic mathematics with emphasis on those mathematical skills needed for the dental assisting program. This course will include a review of arithmetic, material on the metric system, apothecary system, dosages and solutions. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

MATH 105R • Math for Radiologic Technicians (3 credits)

A programmed course including the following topics relevant to the study radiologic technology; review of arithmetic, algebra, geometry and graphical representation. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

MATH 106 • Geometry (3 credits)

Prerequisite: MATH 95 or equivalent or qualifying Accuplacer, ACT/SAT test results.

This course is designed to provide a basic working knowledge of practical geometry for students who have never taken a course in geometry or who need a refresher course. Theory is not emphasized. Some of the topics covered are: area of plane figures, similarity, volume of solids, angle measure, and properties of special triangles. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE). NNHS Suggested

MATH 107 • Real Estate Math (3 credits)

Review of basic arithmetic principles. A general mathematics course designed to assist the student who wishes to pass the state exam and the student who wants to be more proficient and knowledgeable in the real estate profession. Decimals, percentages, fractions, prorations, tax rate, interest, discount and depreciation are included. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

MATH 108 • Math for Technicians (3 credits)

Prerequisite: MATH 93 or equivalent or qualifying Accuplacer score.

This applied mathematics course is designed to give the student math skills and knowledge as they are applied to specific career choice areas. Topics for all individual applied areas (transportation, metalworking, construction, etc.) will include (supply description of the level of trig, algebra, etc. to be covered) but the focus of the presentation and utilization will be specific to the industry area. The course will include demonstrations and hands-on exercises applying mathematics as it will be needed in the specific technical environment. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

MATH 120 • Fundamentals of College Mathematics (3 credits)

Prerequisite: A grade of C or better in MATH 96 or 97 or equivalent or qualifying ACCUPLACER, ACT/SAT test results. A graphing calculator may be required for this course.

Mathematical concepts particularly relevant to informed and aware citizenship in modern society. Topics covered include functions, graphs, problem solving, topics in finance, geometry, probability and statistics. Satisfies UNR core curriculum. NNHS Suggested

MATH 122 • Number Concepts for Elementary School Teachers (3 credits)

Prerequisite: A grade of C or better in MATH 120 or 126 or equivalent or qualifying ACCUPLACER, ACT/SAT test results.

Mathematics needed by those teaching new-content mathematics courses at the elementary school level with emphasis on the structure of the real number system and its subsystems. Designed for students seeking a teaching certificate in elementary education. Open to others with approval of department chair.

MATH 123 • Statistical & Geometrical Concepts for Elementary School Teachers (3 credits)

Prerequisite: A grade of C or better in MATH 120 or 126 or equivalent or qualifying ACCUPLACER, ACT/SAT test results.

A continuation of MATH 122. Topics covered may include geometry, algebra, probability, statistics and computers.

MATH 126 • Pre-Calculus I (3 credits)

Prerequisite: A grade of C or better in MATH 96 or 97 or equivalent or qualifying ACCUPLACER, ACT/SAT test results. A graphing calculator may be required for this course.

The study of equations and inequalities involving radical, rational, quadratic or absolute value terms. Also includes polynomial, rational, exponential and logarithmic functions, their graphs and applications. NNHS Suggested

MATH 127 • Pre-Calculus II (3 credits)

Prerequisite: A grade of C or better in MATH 126 or equivalent or qualifying ACCUPLACER, ACT/SAT test

results. A graphing calculator may be required for this course.

Continuation of Math 126. Includes the study of circular functions, their graphs and applications; analytic trigonometry; the coordinate geometry of lines and conics; solving systems of equations; matrices; mathematical induction. The combination of Math 126 and Math 127 is equivalent to UNR's Math 128. NNHS Suggested

MATH 128 • Pre-Calculus and Trigonometry (5 credits)

Prerequisite: A grade of C or better in MATH 96 or equivalent or qualifying ACCUPLACER, ACT/SAT test results. A graphing calculator may be required for this course.

The study of equations and inequalities involving radical, rational, quadratic, absolute value terms or trigonometric function terms. Also includes the study of the circular functions, polynomial, rational, exponential and logarithmic functions, their graphs and applications, analytic trigonometry; the coordinate geometry of lines and conics; solving systems of equations; matrices and mathematical induction. A graphics calculator may be required for this course. NNHS Suggested

MATH 176 • Elements of Calculus (3 credits)

Prerequisite: A grade of C or better in MATH 126 or equivalent or qualifying ACCUPLACER, ACT/SAT test results. A graphing calculator may be required for this course.

Topics covered include graphing functions, derivatives, integrals, applications, the Fundamental Theorem of Calculus. This course is designed for business, social science or biological science majors. Satisfies UNR math core curriculum. NNHS Suggested

MATH 181 • Calculus I (4 credits)

Prerequisite: A grade of C or better in MATH 127 or 128 or equivalent or qualifying ACCUPLACER, ACT/SAT test results. A graphing calculator may be required for this course.

Topics covered include functions, the derivative, differentiation of functions, applications of the derivative, understanding the definite integral, finding integrals and applications of integrals. Throughout the course topics will be viewed geometrically, numerically and algebraically. This course is oriented toward students of mathematics, physical science and engineering. Satisfies UNR math core curriculum. NNHS Suggested

MATH 182 • Calculus II (4 credits)

Prerequisite: A grade of C or better in MATH 181 or equivalent. A graphing calculator may be required for this course.

A continuation of MATH 181. Topics covered include a continuation of the definite integral, finding integrals and applications of integrals, differential equations and approximations of functions with simpler functions. Throughout the course topics will be viewed geometrically, numerically and algebraically. This course is oriented toward students of mathematics, physical science and engineering. NNHS Suggested

MATH 190 • Mathematics for Electronics Applications (3 credits)

Because of the differing mathematical backgrounds of students enrolling in this course, the material is individualized with respect to content and rate of progress. Mastery of the material is obtained by the solution of math problems which arise in the study of electronics. Topics covered include powers of 10, an algebra review, graphs, exponents and radicals. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

MATH 283 • Calculus III (4 credits)

Prerequisite: A grade of C or better in MATH 182. A graphing calculator may be required for this course. A continuation of Math 182. Topics covered include vectors, differentiating and integrating functions of many variables, optimization, parametric curves and surfaces, line integrals, flux integrals and vector fields. Throughout the course topics will be viewed geometrically, numerically and algebraically. This course is oriented toward students of mathematics, physical science and engineering.

MATH 285 • Differential Equations (3 credits)

Prerequisite: A grade of C or better in MATH 182 or equivalent.

Theory and solving techniques for constant and variable coefficient linear equations and a variety of non-linear equations. Emphasis on those differential equations arising from real world phenomena.

SKC 1 • Skills Center (credits)

Prepares students to successfully place into MATH 095.

STAT 152 • Introduction to Statistics (3 credits)

Prerequisite: MATH 126 or equivalent or qualifying Accuplacer , ACT/SAT test results. A graphing calculator may be required for this course.

Descriptive statistics; probability models; statistical estimation and hypothesis testing; linear regression analysis; and special topics.

Science

AST 104 • Introductory Astronomy:Stars and Galaxies (3 credits)

Prerequisite: MATH 120 or equivalent or qualifying Accuplacer, ACT/SAT test results.

A beginning astronomy course which discusses stellar systems and galaxies. Topics will include stellar evolution, formation of galaxies and cosmology. A minimum of mathematics is required, in the tradition of the amateur astronomer. Four laboratory experiences are required through the course period.

Recommended for non-science majors. This course meets the UNR Science core curriculum requirements. Transfers to UNR as Physics 110.

AST 198 • Special Topics in Astronomy (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

BIOL 100 • General Biology for Non-Majors (3 credits)

An introductory course emphasizing the processes of science and the fundamentals of biology. Includes a basic introduction to molecules, cells and metabolism, the flow of genetic information, evolutionary theory, and ecological processes. Connects life science concepts to the understanding of everyday concerns such as human health. Designed for the non-science major and meets UNR core curriculum science requirement; cannot be used for credit toward biology major. Three lecture hours per week and four laboratory experiences throughout the semester.

BIOL 106 • Introduction to Evolution and Adaptation (3 credits)

An introductory course examining evolution and adaptation in organisms. Includes a review of history of the scientific process, Darwinian and Neo-Darwinian evolution, introduction to genetic variation, natural and artificial selection, theories on the origin of life, human evolution and genetically modified organisms (GMOs). Three hours of lecture per week and four labs per semester.

BIOL 110 • Biology for Elementary/Middle Level Education (3 credits)

An introductory course emphasizing major concepts and pedagogical techniques in the field of biology. The course is designed for prospective teachers. It incorporates scientific methodology and content knowledge into hands-on investigation that may be used at the elementary and middle school levels. Transfers as 3 credits to UNR and meets TMCC and UNR requirements for AA and BS degrees in Elementary Education. Two hours of lecture and three hours of laboratory per week.

BIOL 113 • Life in the Ocean (3 credits)

A survey of marine environments and their biotic communities with an emphasis on the natural history of marine organisms. This is an online course designed for non-science majors or anyone with a general interest in marine biology. Includes hands-on activities to be completed at home and virtual laboratory experiences online, including several virtual dissections.

BIOL 141 • Human Structure and Function I (4 credits)

A laboratory course which deals with the morphology and physiology of the human body. Topics include introductory cell chemistry, cell biology, and basic histology. The following body systems are covered: digestive, skeletal, muscular, circulatory, and lymphatic. The course is designed specifically for students enrolled in or planning to enroll in Radiological Technology, Dietetic Technology, Massage, Emergency Medical Technology and Paramedic programs and does not satisfy Nursing, Dental Hygiene or advanced radiological training prerequisites. Three hours of lecture and three hours of lab per week. 4 credits, non-transferable to UNR, UNLV, and NSC. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

BIOL 142 • Human Structure and Function II (4 credits)

Prerequisite: BIOL 141.

A laboratory course covering the morphology and physiology of the human body. The following organ systems are covered: nervous, integumentary, respiratory, endocrine, urinary, reproductive, and immune. The course is designed specifically for students enrolled in or planning to enroll in Radiological Technology, Dietetic Technology, Massage, Emergency Medical Technology and Paramedic programs and does not satisfy Nursing, Dental Hygiene or advanced radiological training prerequisites. Three hours of lecture and three hours of lab per week. 4 credits, non-transferable to UNR, UNLV, and NSC. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

BIOL 188 • Foundations in Scientific Literacy (1 credits)

This course is designed to ensure success in introductory science classes, particularly Biology 190, the first course for Biology majors. The course covers the basic mathematics used in biological sciences, basic chemistry used in biological sciences, the fundamentals of biology, the scientific method, study skills and basic laboratory techniques. The class consists of 16.5 lecture hours and six hours of lab per semester. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

BIOL 190 • Introduction to Cell and Molecular Biology (3 credits)

Prerequisite: ENG 101 or 113; MATH 120, 126 or higher; or qualifying Accuplacer, SAT or ACT scores for these courses.

An introductory cell and molecular biology course covering basics of inorganic chemistry, water, pH, biological macromolecules, cell structure, membrane physiology, cell signaling, metabolism, cell division, heredity, gene expression, and gene regulation. Both BIOL 190 and BIOL 190L are prerequisites for the following biology courses: BIOL 191, BIOL 191L, BIOL 201, BIOL 223, and BIOL 251. NNHS Suggested

BIOL 190L • Introduction to Cell and Molecular Biology Laboratory (1 credits)

Prerequisite: ENG 101 or 113; MATH 120, 126 or higher; or qualifying Accuplacer, SAT or ACT scores for these courses.

An introductory laboratory course focusing on specific inquiry and investigation of cell and molecular biology principles, use of laboratory equipment, and metric system measurements and conversions. Both BIOL 190 and BIOL 190L are prerequisites for the following biology courses: BIOL 191, BIOL 191L, BIOL 201, BIOL 223, and BIOL 251. NNHS Suggested

BIOL 191 • Introduction to Organismal Biology (3 credits)

Prerequisite: BIOL 190 and 190L.

Comprehensive introduction to the evolution, ecology, biodiversity, structure and function of living systems. Topics include natural selection, populations and communities, characteristics of viruses, prokaryotes, protists, fungi and comparative life processes in plants and animals. Students must enroll in BIOL191L concurrently with this course. Note: BIOL 190/190L plus BIOL 191/191L transfers to UNR as fulfilling BIOL 190, 191 and 192.

BIOL 191L • Intro to Organismal Biology Lab (1 credits)

Prerequisite: BIOL 190 and 190L.

Comprehensive laboratory introduction to the ecology, biodiversity and structure and function of living systems. Emphasis will be placed upon acquiring laboratory skills in using the microscope and other laboratory equipment to investigate organisms. Organismal Biology Laboratory must be taken concurrently with Biology 191 Organismal Biology.

BIOL 198 • Special Topics in Biology (0.5 - 6 credits)

Selected topics will be presented in lecture and/or laboratory format that focus on specific areas in the biological sciences. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

BIOL 200 • Elements of Human Anatomy and Physiology (3 credits)

A basic survey of human anatomy and physiology for medical office workers and technicians. Supports the Surgical Technology program at Western Nevada College and satisfies the general education science requirement for an AAS, AGS and Certificate of GS at TMCC.

BIOL 201 • General Zoology (4 credits)

Prerequisite: BIOL 190 & BIOL 190L

An introduction to the classification of the major animal Phyla with an emphasis on the evolutionary relationships among major groups. Includes an exploration of the anatomical structure, physiological function, and the ecology of a wide range of animals. This is a prerequisite course for the TMCC

Veterinary Technician program and also appropriate for anyone interested in animal diversity. Three hours of lecture and three hours of laboratory per week.

BIOL 202 • General Botany (4 credits)

An introduction to the development, anatomy, physiology, taxonomy, diversity and evolutionary relationships of the major plant groups. Topics include organization of plant cells and tissue systems, morphology, respiration and photosynthesis, genetics, growth and development, environmental factors, nutrition, ecology, and mechanisms of evolution.

BIOL 223 • Human Anatomy and Physiology I (4 credits)

Prerequisite: BIOL 190 & BIOL 190L.

An intensive laboratory course dealing with the morphology and physiology of body systems. Basic histology is covered along with the following body systems: integumentary, skeletal, muscular and nervous. Principles of chemistry are used throughout the semester. Required for most allied health programs. Three hours of lecture and three hours of lab per week. This course transfers for four credits to UNR, UNLV, and NSC.

BIOL 224 • Human Anatomy and Physiology II (4 credits)

Prerequisite: BIOL 223 with a letter grade of 'C' or better is required.

A continuation of BIOL 223 with increased emphasis on body chemistry. Body systems covered include circulatory, respiratory, digestive, reproductive, urinary, endocrine, lymphatic and immune. Required for most allied health programs. Three hours of lecture and three hours lab per week. May not be taken prior to or concurrently with BIOL 223. This course transfers for four credits to UNR, UNLV, and NSC.

BIOL 251 • General Microbiology (4 credits)

Prerequisite: BIOL 190 and 190L.

A general course emphasizing distribution, morphology and physiology of microorganisms in addition to skills in aseptic procedures, isolation and identification. This course also includes sophomore level material covering immunology, virology, epidemiology and DNA technology. Recommended for all allied health students.

BIOL 290 • Internship in Biology (1 - 8 credits)

Prerequisite: Instructor Approval

A course designed for students to apply their knowledge to on-the-job situations in a collaborative program between a company, government agency or college department under the supervision of a faculty advisor. The course is available to students who have completed all core and major requirements and have a 2.5 GPA. Contact the appropriate chairperson for the application, screening and required skills evaluation. The course may be repeated for up to 8 credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

BIOL 295 • Current Topics in Infectious Disease (1 - 3 credits)

Prerequisite: BIOL 251

This is a seminar type course covering current topics/issues in infectious diseases. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

BIOL 299 • Selected Topics in Biology (1 - 3 credits)

Prerequisite: BIOL 100 or higher or premission of the instructor.

Selected topics will be presented in lecture and/or laboratory format that focus on specific areas in the biological sciences. The course may be repeated for up to four credits.

CHEM 100 • Molecules and Life in the Modern World (3 credits)

Prerequisite: ENG 98R and MATH 96 or qualifying Accuplacer, ACT, or SAT scores.

A course for students with no science background. A general introduction into topics in inorganic and organic chemistry. Four laboratory experiences are required through the course period.

CHEM 103 • Preparatory Chemistry (3 credits)

Prerequisite: MATH 096 or placement in MATH 120 or higher.

This course is a preparatory course for students with a deficiency in high school chemistry or who have not had chemistry before who wish to qualify for CHEM 110 or 121. Focus will be on developing problem solving skills and study skills in chemistry required to succeed in CHEM 110 or 121. Does not satisfy the General Education Core Science requirement. NNHS Suggested

CHEM 120 • Recitation for General Chemistry I (1 credits)

Corequisite: Must be concurrently enrolled in CHEM 121.

RECITATION FOR GENERAL CHEMISTRY I NNHS Suggested

CHEM 121 • General Chemistry I (4 credits)

Prerequisite: ENG 98R and MATH 120 or equivalent or qualifying Accuplacer, ACT/SAT scores.

Fundamental principles of chemistry and the properties and uses of the common nonmetallic elements. NNHS Suggested

CHEM 121R • General Chemistry with Recitation I (5 credits)

Prerequisite: MATH 120 or equivalent or qualifying Accuplacer, ACT/SAT test results.

Fundamental principles of chemistry and the properties and uses of the common nonmetallic elements. NNHS Suggested

CHEM 122 • General Chemistry II (4 credits)

Prerequisite: CHEM 121 or CHEM 121R and MATH 126 or equivalent or qualifying Accuplacer, ACT/SAT test results.

Fundamental principles of chemistry, properties and uses of the common metals, their compounds, elementary chemistry of carbon, and introductory qualitative and quantitative analysis.

CHEM 122R • General Chemistry with Recitation II (5 credits)

Prerequisite: CHEM 121 or CHEM 121R and MATH 126 or equivalent or qualifying Accuplacer, ACT/SAT test results.

Fundamental principles of chemistry, properties and uses of the common metals, their compounds, elementary chemistry of carbon, and introductory qualitative and quantitative analysis.

CHEM 198 • Special Topics in Chemistry (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable credit of one-half to six credits depending on the course content and number of hours required.

The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CHEM 201 • General Chemistry for Scientists and Engineers (4 credits)

Prerequisite: Must have taken MATH 181 or co-enroll in MATH 181 or equivalent or qualifying Accuplacer, ACT/SAT test results.

Fundamental principles of chemistry including stoichiometry, atomic structure, periodic table, chemical bonding, molecular structure, kinetic theory of gases, gas laws, solutions, colligative properties, equilibrium and electrochemistry. Credit allowed for only one of the following: CHEM 121 or 201.

CHEM 202 • General Chemistry for Scientists and Engineers II (4 credits)

Prerequisite: CHEM 121 or 201 with a grade of 'B' or better and MATH 181.

Principles of chemistry including thermodynamics, electrochemistry, chemical kinetics, nuclear chemistry, metals and non-metals, coordination compounds, and properties of inorganic, organic and biological molecules. Credit allowed in only one of CHEM 122 or 202.

CHEM 220 • Introductory Organic Chemistry (4 credits)

Prerequisite: CHEM 121. CHEM 122 recommended.

A laboratory course which acquaints students with some of the fundamental principles of carbon chemistry and biological chemistry.

CHEM 241 • Organic Chemistry I (3 credits)

Prerequisite: CHEM 122 or 202.

Intensive introduction to the chemistry of carbon and its functional groups, including the structure and behavior of its molecules.

CHEM 241L • Organic Chemistry for Life Sciences Lab I (1 credits)

Prerequisite or corequisite: CHEM 241.

Laboratory exercises in introductory organic chemistry. Stereo chemistry, separation and purification techniques, micro-scale organic reaction procedures.

CHEM 242 • Organic Chemistry II (3 credits)

Prerequisite: CHEM 241.

Continuation of CHEM 241, covering simple and polyfunctional compounds, with emphasis on synthesis of organic molecules.

CHEM 242L • Organic Chemistry for Life Sciences Lab II (1 credits)

Prerequisite or corequisite: CHEM 242

Laboratory exercises in intermediate organic chemistry with continued emphasis on micro-scale organic reaction procedures. Introduction to the identification of organic compounds using chemical and instrumental means (qualitative analysis).

ENV 100 • Humans and the Environment (3 credits)

Introduction to the relationship of man and his environment. Selected aspects of current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface and water; and the public agencies and policies designated to solve

environmental problems. Four lab experiences. This course meets UNR Science core curriculum requirements.

ENV 115 • Wilderness Survival (3 credits)

A course designed to introduce the student to basic survival techniques associated with a variety of environments, i.e., desert, mountain and aquatic, with emphasis on the western United States. Problems of food and water acquisition, exposure and cover are studied. Field trips are required.

ENV 198 • Special Topics in Environment (0.5 - 6 credits)

Covers selected topics of interest to students in environmental science. May be repeated for up to 6 credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

ENV 203R • Sampling, Analysis, Treatment and Disposal (3 credits)

Prerequisite: ENV 202 and CHEM 220 or permission of instructor.

A study of the sampling, analytical, treatment and disposal method used for hazardous and toxic substances, materials and waste materials.

ENV 290 • Internship in Environmental Studies (1 - 8 credits)

A course designed wherein students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Department review of student's activities and development on the job required.

ENV 299 • Special Topics in Environmental Science (0.5 - 3 credits)

Consideration of selected current problems and conceptual issues in environment. Issues selected will depend upon current interest of staff and students. No prerequisite.

NRES 100 • Prin of Natural Resources & Environmental Sciences (3 credits)

General introduction to issues and topics related to natural resources, hydrology, conservation biology and environmental sciences.

NRES 210 • Environmental Pollution (3 credits)

Prerequisite: MATH 126.

This course introduces the student to the principles and applications of environmental science through the use of the biological and physical sciences. This course will investigate and discuss local, regional and global issues associated with anthropogenic interactions with biosphere, lithosphere, hydrosphere and atmosphere.

NRES 211 • Conservation, Humans and Biodiversity (3 credits)

An examination of the impacts of cultures on biodiversity. Topics include the evolution of biodiversity, human populations, and associated cultural and technological impacts on biodiversity.

GEOL 100 • Earthquakes, Volcanoes and Natural Disasters (3 credits)

Prerequisite: MATH 120 or equivalent or qualifying Accuplacer, SAT/ACT test results.

This course will emphasize the geology of earth's natural hazards including earthquakes, volcanoes, tsunamis, landslides, global warming and ozone depletion. Students will learn how geologic processes can directly affect people, property and human made structures. Procedures to mitigate such hazards

will be explored. In addition to earth's natural hazards, some other important concepts to be addressed include population growth pressures on natural resources, uniformitarianism and geology as a foundation to understanding our environment. Course entails three hours of lecture per week and four 3-5 hour mandatory laboratory exercises per semester.

GEOL 101 • Geology: Exploring Planet Earth (4 credits)

Prerequisite: ENG 98R and MATH 96 or qualifying Accuplacer, ACT, or SAT scores.

A laboratory course covering geologic concepts, features and processes. The laboratory experience includes reading of topographic and geologic maps and the study and identification of common rocks and minerals and study of geologic phenomena. Three hours lecture, three hours lab per week.

Transfers for four credits to UNR/UNLV. Satisfies UNR science core curriculum.

GEOL 102 • Earth and Life Through Time (4 credits)

Prerequisite: GEOL 101 or consent of instructor.

A lecture- and laboratory-based course examining the evolution of Earth through time including major events in the evolution of the crust, plate tectonics, and biosphere. Course will emphasize how fossils are used to interpret ancient environments, the relationships between organisms, and to sequence the physical and paleobiological history of the Earth. Designed as a second course in geology, the course will lead the student through a sequence of events from the beginning of the planet to today's diversified environments.

GEOL 105R • Introduction to Geology of National Park (3 credits)

A general survey course that examines basic geologic process of the rock cycle, geologic structures, geologic time, and plate tectonics using selected national parks as exemplars of those processes. The course consists of 3 hours of lecture per week and a total of two three-hour labs, and one full-day field study.

GEOL 206 • Geology of Geothermal Energy Resources (3 credits)

Prerequisite: ENG 98R and MATH 96 or qualifying Accuplacer, ACT, or SAT scores.

This course surveys the characteristics, distribution and energy potential of geothermal resources, both world wide and here in Nevada. Course content includes (1) geologic controls on distribution and nature of geothermal systems, (2) the main types of geothermal systems and how energy is harnessed using current technology, and (3) potential geothermal resources that may provide useful energy with emerging technology. The course consists of 3 hours of lecture, including guest speakers, per week and 4 three-hour-long labs that include opportunities to organize and assess field and laboratory data to interpret the type and potential of geothermal resources.

GEOL 260 • Introduction to Field Methods (2 credits)

Prerequisite: GEOL 101 or instructor approval.

This course is a hands-on introduction to basic geologic map interpretation and field methods for geologic mapping. Students will learn how to interpret geologic features from aerial photos, measure strikes and dips of geologic structures and rock units, determine thickness of stratigraphic units, identify and map the distribution of different rock types and geologic structures, interpret geologic histories and potential hazards of different areas, and chronicle their findings in concise, well-written geologic reports.

GEOL 290 • Internship in Geology (1 - 3 credits)

A course designed wherein students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed all core and major requirements and have a 2.5 GPA. Contact the appropriate chairperson for an application, screening and required skills evaluation. Up to eight semester hour credits may be earned on the basis of 75 hours of internship for one credit. May be repeated for up to eight credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

PHYS 100 • Introductory Physics (3 credits)

Prerequisite: MATH 096 or equivalent or qualifying Accuplacer, ACT/SAT test results.

Overview of physics for the non-science major. Specific sections include mechanics with kinematics, Newton's laws and the conservation laws; properties of matter, including the four states of matter; heat and thermodynamics; sound; electricity and magnetism; light and optics; and a small segment on modern physics, i.e., atomic and nuclear physics. There are four additional lab experiences included. Satisfies UNR science core curriculum requirements.

PHYS 117 • Introduction to Space Science and Engineering (3 credits)

A hands on introduction to the science and engineering of space exploration. Topics include the Space Environment, Flight Dynamics, Propulsion, Power Supplies, Telemetry, Remote Sensing, Robotics, Design of Experiments, Analyzing Data, and Careers in Aerospace.

PHYS 151 • General Physics I (4 credits)

Prerequisite: Completion of MATH 127 or MATH 128.

For non-physical science majors. Kinematics, energy and momentum conservation, rotational dynamics, thermo dynamics, fluids, harmonic motion and sound. PHYS 151 satisfies the UNR science core curriculum. NNHS Suggested

PHYS 152 • General Physics II (4 credits)

Dual Requisite: PHYS 151 and completion of or concurrent enrollment in MATH 127 or equivalent or qualifying Accuplacer, ACT/SAT test results.

For non-science majors. Electricity, magnetism, electromagnetic waves, optics, relativity, introductory quantum physics and nuclear physics. PHYS 152 satisfies the UNR science core curriculum.

PHYS 180 • Physics for Scientists and Engineers I (3 credits)

Prerequisite: MATH 181 and Corequisite: PHYS 180L

Covers vectors, rectilinear motion, particle dynamics, work and energy, momentum, rotational mechanics, oscillations, gravitation, fluids, wave properties and sound. Satisfies UNR science core curriculum requirements.

PHYS 180L • Physics for Scientists/Engineers Lab I (1 credits)

Prerequisite: MATH 181 and Corequisite: PHYS 180

Laboratory experiments to accompany PHYS 180.

PHYS 181 • Physics for Scientists and Engineers II (3 credits)

Prerequisite: PHYS 180

Covers thermodynamics, kinetic gas theory, electric fields and potentials, capacitors, dielectrics, DC and

AC currents, resistance, magnetic fields, induction and electromagnetic waves. Satisfies UNR science core curriculum requirements.

PHYS 181L • Physics for Scientists/Engineers Lab II (1 credits)

Requisite: PHYS 180

Laboratory experiments to accompany PHYS 181.

PHYS 182 • Physics for Scientists and Engineers III (3 credits)

Prerequisite: PHYS 181 and 181L.

Covers Physical and Geometric Optics, Relativity, Quantum Physics, Atomic and Molecular theory, Nuclear Physics and Radioactivity, and the Standard Model and Elementary Particles.

PHYS 182L • Physics for Scientists and Engineers Lab III (1 credits)

Corequisite: PHYS 182.

Laboratory experiments to accompany PHYS 182.

PHYS 198 • Special Topics in Physics (1 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable credit of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

Social Sciences/Humanities/Constitution

ANTH 101 • Introduction to Cultural Anthropology (3 credits)

Analysis of the nature of culture, its universal aspects and range of variations revealed by human history and world ethnography. Satisfies UNR Social Science core curriculum.

ANTH 102 • Introduction to Physical Anthropology (3 credits)

Corequisite: Must be taken concurrently with ANTH 110L.

Biological and evolutionary origins of humans, with consideration of population genetics, living primates, fossil records and human variation. Includes eight laboratory experiences. Satisfies UNR science core curriculum.

ANTH 110L • Physical Anthropology Laboratory (1 credits)

Corequisite: Must be taken concurrently with ANTH 102.

Practical experience in aspects of physical anthropology: the mechanisms of inheritance, osteology and forensic science, comparative anatomy and human evolution, the processes of human growth and aging, and aspects of modern human variability. Includes eight laboratory experiences. Satisfies UNR and UNLV core requirements for a laboratory science course.

ANTH 198 • Selected Topics (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

ANTH 201 • Peoples and Cultures of the World (3 credits)

Comparative survey of selected societies from throughout the world. Emphasis on the impact of global developments on traditional societies. Satisfies UNR social science or diversity core curriculum.

ANTH 202 • Archaeology (3 credits)

An examination of the research goals, theoretical foundations and methods of anthropological archaeology. Examples are drawn from notable archaeological sites worldwide.

ANTH 205 • Ethnic Groups in Contemporary Societies (3 credits)

Ethnic relations in the United States and other societies where cultural and `racial` pluralism illustrates problems and processes of social interaction. Same as SOC 205.

ANTH 208 • Fundamentals of Cultural Diversity (3 credits)

This course explores the roles of culture in structuring the individual's self-identity, learning styles and sense of reality. The range of diversity in human socio-cultural institutions will be examined in terms of the role of prejudice, stereotyping and compatibility in education, the workplace and other environments. An emphasis will be placed on providing the skills necessary to work and live together regardless of ethnic, religious, race, gender, age and other cultural affiliations.

ANTH 225 • Archaeological Field Methods: Survey (3 credits)

Prerequisite: ANTH 202 or permission of instructor.

This course provides the student with introductory training in basic archaeological field survey techniques.

ANTH 226 • Archaeological Field Methods: Excavation (3 credits)

Prerequisite: ANTH 202 or permission of instructor.

This course provides the student with introductory training in basic archaeological field excavation techniques.

ANTH 227 • Foundations of Archaeological Lab Methods (3 credits)

Prerequisite: ANTH 202 or permission of instructor.

Basic hands-on introduction to archaeological lab methods which may include some or all of the following: inventory, processing, cataloging artifacts and preparing them for analysis and curation.

ANTH 229 • Fundamentals of Applied Anthropology (3 credits)

Prerequisite: ANTH 101 or SOC 101.

Fundamental survey of case studies examining various applications of anthropology in the resolution of human problems. Students will explore career opportunities for applied anthropologists and some of the roles of anthropologists in the world today. Students will participate in a class research project.

ANTH 279 • Para-Professional Skills in Social Science (3 credits)

Prerequisite: ANTH 229 (may be taken concurrently).

Students will learn basic technical skills to support professional anthropologists as they conduct various aspects of research, data management and analysis, composition and report production.

ANTH 281 • Introduction to Language (3 credits)

Nature and function of language, including an introduction to the linguistics subsystems of modern English and the development of the English language. Same as ENG 281.

ANTH 290 • Internship in Anthropology (1 - 8 credits)

Prerequisite: ANTH 279 (may be taken concurrently).

Supervised Para-professional work experience in one or more areas of anthropology under guidance of a professional anthropologist or related professional. Student will apply knowledge and skills to real on-the-job situations designed by a faculty advisor and an official from a public agency, academic institution or business.

CH 201 • Ancient and Medieval Cultures (3 credits)

Prerequisite: ENG 102 or ENG 114.

Critical survey of Near East, Greece, Rome and Middle Ages; origins of Judaism, Christianity, Islam, philosophy and science; concepts like heroism, justice, and romantic love.

CH 202 • The Modern World (3 credits)

Prerequisite: ENG 102 or ENG 114.

Analyzes Europe's legacy in shaping world ideas, institutions and cultures. Includes Renaissance; Reformation; Enlightenment; Romanticism; development of science and industry; political revolutions; colonialism; postcolonialism; globalization.

CH 203 • American Experiences and Constitutional Change (3 credits)

Prerequisite: ENG 102 or ENG 114.

Identities, ideas, and institutions from pre-contact to present, emphasizing civil rights, liberty, individualism, federalism, environmentalism, urbanization, industrialization, and cultural diversity. Satisfies the U.S. and Nevada Constitution requirements.

HIST 101 • US History I (to 1865) (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

Survey of U.S. political, social, economic, diplomatic and cultural development from colonial times to 1865. Satisfies the United States Constitution requirement. NNHS Suggested

HIST 102 • United States History II (Since 1865) (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

Survey of U.S. political, social, economic, diplomatic and cultural development from 1865 to the present. Includes examination of the Nevada Constitution and satisfies the Nevada Constitution requirement. NNHS Suggested

HIST 105 • European Civilization I (3 credits)

Prerequisite: ENG 101 equivalency or completed or concurrently enrolled.

Survey of the development of Western civilization up to 1648. Will fulfill the western traditions requirement for TMCC students who have not yet matriculated at the University of Nevada, Reno. Matriculation is defined as formal admission and enrollment in one or more credits at the University. Part-time students with nondegree status at UNR are not considered to have matriculated and are eligible to take the equivalency courses. Please direct your questions to the Transfer Center at UNR, 784-6230.

HIST 106 • European Civilization II (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

Survey of the development of Western civilization, 1648 to the present. Will fulfill the western traditions requirement for TMCC students who have not yet matriculated at the University of Nevada, Reno. Matriculation is defined as formal admission and enrollment in one or more credits at the University. Part-time students with nondegree status at UNR are not considered to have matriculated and are eligible to take the equivalency courses. Please direct your questions to the Transfer Center at UNR, 784-6230.

HIST 208 • World History I (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

A survey of the societies and cultures of Asia, Africa, the Middle East, Europe, the Americas and Oceania to 1600.

HIST 209 • World History II (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

A review of the principle developments in world history since 1600, including scientific and technological revolutions, social revolutions, nationalism, immigration, colonialism, world wars, decolonization, modernization, democracy and dictatorships.

HIST 217 • Nevada History (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

Nevada history from exploration to the present. Includes examination of the Nevada Constitution and satisfies the Nevada Constitution general education requirement.

HIST 225 • Introduction to the Vietnam War (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

The United States involvement in Vietnam beginning during WW II. Decisions made by seven U.S. presidents and their impact and retrospective views of the disastrous ending of the war will be examined.

HIST 227 • Introduction to Latin American History & Culture I (3 credits)

An overview of Hispanic history including language, literature, geography, religion, music and politics from the pre-Columbian era to 1826.

HIST 228 • Intro to Latin American History and Culture II (3 credits)

An overview of Hispanic history including language, literature, geography, religion, music and politics from 1826 to the present.

HIST 247 • Introduction to the History of Mexico (3 credits)

A brief review of Pre-Colombian and Colonial Mexico; Mexican national history beginning with the War of Independence in 1810; political history, geographical, economical and social review. Will satisfy three credits of humanities requirements.

HIST 248 • Introduction to the American Civil War (3 credits)

Era of the Civil War from the events immediately preceding the national conflict to its conclusion. Topics

covered include: strategy, tactics, battles, generals, politics, economics, why the North won, why the South lost, technology and European diplomatic relations.

HIST 273 • Introduction to the History and Culture of the Cold War (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

This course examines the history and culture of the Cold War (from 1945 through the Vietnam conflict) and its lasting legacy. In particular, the course addresses the Cold War's influence on politics, economics, diplomacy, national identity, popular culture, and notions of race, class and gender.

HIST 288 • Hitler & Stalin: Studies in Tyranny (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

This class explores the dramatic impact both Hitler and Stalin had on the shaping of the 20th Century. This class will analyze the Empires of Continental Europe and connect the weaknesses and collapse of these empires with the emergence of Fascism and Communism. The rise to power of Hitler and Stalin will be analyzed, as will be their ability to consolidate and maintain power. The class will explore uneasy alliances, military decisions and their outcomes, persecution of populations and the Cold War.

HIST 289 • Introduction to the History of the Middle East (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

History of the Middle East from antiquity through the fifteenth centuries with special emphasis on Islam in both the religious and cultural senses and upon its institutional, political, and economic development; from the sixteenth to the twentieth century with emphasis upon the Ottoman system, the economic, cultural, and political impact of imperialism and the emergence of the modern state systems. Includes cross-cultural comparisons across the region and places Middle Eastern culture within the context of the world community.

HIST 291 • Intro to Women's History and Literature in the Us (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

This interdisciplinary survey course examines women's history and gender relations in the United States from the colonial period to the present. It explores the dynamics and cultural construction of race, ethnicity, class, and gender in women's historical experience. In addition, it examines the portrayal of women in literature and, to a lesser extent, in art, music and film. Multi-cultural perspectives will be included through examination of African American, Native American and Latina writers.

HIST 294 • Introduction to African American History II (3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

A survey of African American history from emancipation to the present. Topics include the meaning of emancipation; the emergence of legal racial segregation; strategies of accommodation and resistance in the early 20th century; the emergence and decline of the modern civil rights movement; and contemporary issues in African American studies.

HIST 295 • Special Topics in History (1 - 3 credits)

Prerequisite: ENG 101 or equivalency completed or concurrently enrolled.

Provides students with the opportunity to explore the significance and historical origins of world issues and events requiring special focus. This course allows faculty the flexibility to address issues and concepts of immediate relevance in global society. Students may repeat this course to a maximum of nine credits.

HUM 101 • Introduction to Humanities I (3 credits)

A survey of the major humanizing influences from ancient Egypt through the Renaissance in western civilization: music, art, literature, film and philosophy. Course considers important movements and figures. Satisfies UNR core curriculum.

HUM 102 • Introduction to Humanities II (3 credits)

A continuation of Humanities 101 from the Baroque to the modern era. Satisfies UNR core curriculum.

HUM 105 • Art in Film (3 credits)

Prerequisite: Completion or concurrent enrollment of ENG 101 or equivalent.

This course will teach students to appreciate, interpret and respond to selected films from particular genres (for example, the science fiction film), directors (for example, the films of Alfred Hitchcock) or stars (for example, the films of Katherine Hepburn) and to recognize the human values these films depict. It will also introduce students to some of the techniques of filmmaking in general. Same as THTR 180.

HUM 106 • Intro to the American Motion Picture (3 credits)

Prerequisite: Completion or concurrent enrollment of ENG 101 or equivalent.

This course is intended to give the student insight into the development of the one truly new artistic medium of the 20th century. It will mainly concern itself with the motion picture from the time of D.W. Griffith and his silent epics ca. 1915 to the demise of the Hollywood studio system by the end of the 1950's. This will be organized chronologically and by selected genres. Outstanding directors and producers will be discussed. Satisfies UNR core curriculum.

HUM 198 • Special Topics in Humanities (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable credit of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

HUM 201 • History of the Built Environment (3 credits)

This course will discuss the history of architecture and city design in the western and non-western civilization. The time periods to be covered will be from classical Greek, Hellenistic and Roman, through the Romanesque period, including the events and architecture of non-western civilizations happening in the same time frame. The influences these architecture and design philosophies have had on the shaping of civilization will also be discussed. What civilization reflects through its architecture during these periods will be examined. Same as AAD 201.

HUM 211 • Survey of Chinese Culture (3 credits)

Survey of Chinese Culture will introduce the student to key events and concepts from China's cultural development from roughly the time of the ancient Shang dynasty to the People's Republic of China. China's contributions to philosophy, literature and art will be stressed.

HUM 214 • Survey of Middle East Culture (3 credits)

Prerequisite: ENG 101 completed or concurrent.

Survey of Middle East Culture introduces student to the many peoples, cultures, and religions of the Middle East. A fundamental focus of the course is the understanding and analysis of interrelations

between diverse cultures. The course explores the unique trends and forms of literature, architecture, paintings, and music that have spread throughout the Middle East region. It also analyzes how thinkers, writers and artists in these societies have expressed the religious, political and gender divisions within their own cultures. Finally, the course includes an examination of the complex relationships between the Middle East and the West.

HUM 225 • A Cultural Perspective: Spain...New Mexico (3 credits)

A perspective of cultural diversity in Spain and the American Southwest. This course will introduce the differing cultures of Spain within a historical context. Students will look closely at the intertwining of art, religion and history during the Middle Ages, focusing on the Camino de Santiago, the St. James pilgrimage route across northern Spain that is still traveled today. The course will include a study of the influence of the Moors upon the language, art and philosophy of Spain. It will trace the first Spanish explorers as they brought the traditions of the Old World into New Mexico, before the founding of Jamestown. This blending of the Spanish and Pueblo cultures has resulted in the uniqueness of the Southwest today. The course will be taught in English and is the same as Spanish 225.

HUM 260 • American Indian Literature and Culture (3 credits)

This course explores the continuity between oral traditions of American Indian culture and literary works of contemporary American Indian authors. Participants will gain knowledge of tribal creation accounts, trickster cycles, and traditions of illness and curing.

HUM 271 • Film and Literature (3 credits)

This course introduces students to the world's greatest literature through study and analysis of the written text and the experience of viewing the rendering of the text in the film medium. Students will not only gain a historical perspective and aesthetic understanding of classic literary works, they will experience the visual interpretation of the work in another medium.

HUM 272 • Shakespeare Through Film (3 credits)

This course introduces students to the plays of Shakespeare through reading the plays, viewing film versions of the plays and exploring Shakespeare's art through discussion and writing. The critical emphasis will evaluate the film presentations as an interpretation of Shakespeare's text.

HUM 295 • Issues in Humanities (1 - 9 credits)

Explores ideas, issues, and movements worthy of special focus for their significant impact on the cultural, social, political, or spiritual values of human civilization.

PSC 100 • Nevada Constitution (1 credits)

Introduction to the political history of Nevada through an examination of the Nevada Constitution. Satisfies the Nevada Constitution requirement. Not open to students who have obtained credit for PSC 103, PSC 108 or HIST 102, HIST 111, HIST 217.

PSC 101 • Introduction to American Politics (3 credits)

A survey of American national, state and local governments. Includes Nevada's constitution, government, and contemporary issues. Fulfills US and Nevada Constitution requirements. NNHS Suggested

PSC 208 • Survey of State and Local Government (3 credits)

Organization, working principles and functional processes of State and local governments in the United States, including Nevada. (Satisfies the Nevada Constitution requirement.)

PSC 210 • American Public Policy (3 credits)

Analysis of the interplay of forces involved in policy-making at all levels of American government. Study of the impact of policy on individuals and institutions. NNHS Suggested

PSC 211 • Introduction to Comparative Politics (3 credits)

An introduction to the comparative study of selected developed and developing societies. Emphasis will be given to the study of institutions and their functions, various administrative and decision-making processes and contemporary problems and issues. Satisfies UNR Social Science core curriculum.

PSC 227 • Introduction to Political Philosophy (3 credits)

Major political philosophers, e.g. Plato, Aristotle, Macchiavelli, Hobbes, Rousseau, Mill, Marx, on topics such as justice, freedom, equality, tyranny, war, racism, sexism, power, consent and economics. Co-listed with Philosophy 207.

PSC 231 • Introduction to International Relations (3 credits)

A topical introduction to international relations stressing the principles of a systematic approach to world politics. Emphasis will be given to major issues/crises confronting contemporary global society. Satisfies UNR Social Science core curriculum.

PSC 240 • Social Science Research Methods (3 credits)

An overview of the methods and analytical techniques used in the research of social phenomena. Emphasis will be on the design and execution of research.

PSC 250 • The Politics of International Terrorism (3 credits)

The course will examine the definition of international terrorism, its underlying social, political and economic classes, its use as a political tool, its manifestations in the world and the measures to be taken for its prevention.

PSC 285 • Selected Readings on the Presidency (3 credits)

Seminar or individualized study course on various topics related to the presidency. Emphasis will be given to an analysis of various presidents, the traditional and contemporary powers of the office and the selection process. May be repeated for up to six credits.

PSC 290 • Internship in Political Science (1 - 8 credits)

A course designed wherein students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed all core and major requirements and have a 2.5 GPA. Contact the appropriate chairperson for the application, screening and required skills evaluation. Up to eight semester hour credits may be earned on the basis of 100 hours of internship for eight credit. The course may be repeated for up to eight credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

PSC 295 • Special Topics in Political Science (3 credits)

Prerequisite: PSC 103 or approval of the instructor.

The course will focus on a contemporary issue or concern of topical interest within the field of Political Science. The issue may be domestic, comparative and/or international in scope. Examples include: Middle East and African government and politics, international organizations, the Nevada Legislature and the politics of nationalized healthcare. May be repeated one time for three credits (maximum six credits total). Repeated course title must be different.

PSC 299 • Government Internship (3 - 6 credits)

Prerequisite: PSC 101 plus one Political Science three-credit elective and consent of instructor.

Provides students the opportunity to be selected to serve in federal, state, or local government offices normally within the TMCC service area. If more students apply than there are positions available, students must submit resumes and will be selected by a review committee.

Fine Arts

ART 100 • Visual Foundations (3 - 5 credits)

Explores visual forms and contemporary concepts through a variety of media, presentations and discussions. Transfers to UNR/UNLV. Satisfies UNR Fine Arts core curriculum

ART 101* • Drawing I (3 credits)

Introduction to drawing techniques and concepts.

ART 102* • Drawing II (3 credits)

Prerequisite: ART 100 and 101* (formerly ART 121).

Continued exploration of drawing techniques and concepts.

ART 106 • Jewelry I (3 credits)

Introduction to basic fabricating processes: sawing, soldering of both common and fine metals to basic methods of stone setting and construction of non-jewelry pieces. Includes historical evolution of metal work and student research. Emphasis on personal aesthetic growth.

ART 124* • Introduction to Printmaking (3 credits)

Introduction to printing processes emphasizing relief, intaglio, and screen techniques.

ART 127 • Water Color I (3 credits)

Prerequisite: ART 101* (formerly ART 121).

Beginning course involving color, form, composition and techniques using transparent and opaque watercolors.

ART 135* • Photography I (3 credits)

Introduction to photography techniques focusing on black and white processes.

ART 141* • Introduction to Digital Photography (3 credits)

Introduction to photography utilizing digital based equipment and Adobe Photoshop. The course will emphasize the creation and manipulation of original images using digital cameras. Topics include

exposure, camera controls, digital printing, and file management. Exploration of creative possibilities and thematic modes of photography; working in series.

ART 142 • Introduction to Digital Photography II (3 credits)

Prerequisite: ART 141*.

Continued exploration of photography utilizing digital based equipment with an emphasis on cameras (both traditional and digital) and scanning with an emphasis on the creation and manipulation of original images.

ART 160 • Art Appreciation (3 credits)

Introduction to the visual arts planned to illustrate the place of art in social and cultural life and to develop judgment in art analysis and criticism. Satisfies UNR fine arts core curriculum.

ART 198 • Special Topics in Art (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

ART 201 • Life Drawing I (3 credits)

Prerequisite: ART 100, 101* (formerly ART 121) and 102* (formerly ART 221).

Exploration of the human figure in pictorial space with emphasis on drawing from a live model and working with gesture, memory and imagination.

ART 209 • Introduction to Gallery Practices (3 credits)

A course in the practices and ethics of operating an art gallery.

ART 211 • Ceramics I (3 credits)

Introduction to techniques and concepts focusing on hand-built techniques and characteristics of various clay bodies.

ART 212 • Ceramics II (3 credits)

Prerequisite: ART 100 and 211.

Introduction to techniques and concepts focusing on wheel thrown techniques.

ART 216 • Sculpture I (3 credits)

Introduction to the concepts of three-dimensional composition.

ART 227 • Water Color II (3 credits)

Prerequisite: ART 127 (formerly ART 145).

Intermediate course involving continued exploration of watercolor media.

ART 231 • Painting I (3 credits)

Prerequisite: ART 100 and 101* (formerly ART 121).

Introduction to concepts of painting including color, form, and composition.

ART 232 • Painting II (3 credits)

Prerequisite: ART 100 and 231 (formerly ART 135).

Intermediate course in painting, emphasizing various materials and methods.

ART 235+ • Photography II (3 credits)

Prerequisite: ART 135*.

Lecture/study with emphasis on improving basic technical and conceptual skills.

ART 236+ • Photography III (3 credits)

Prerequisite: ART 135* and 235+.

Advanced photography course involving continued explorations of numerous photographic techniques, compositional styles, concepts and critical analysis of photography as a Fine Art.

ART 249 • New Media (3 credits)

This course involves the exploration of a variety of alternative art media including earthwork, installation and performance art.

ART 260* • Survey of Art History I (3 credits)

Art of the western world from prehistoric times through the Gothic period. Satisfies UNR Fine Arts core curriculum.

ART 261* • Survey of Art History II (3 credits)

Art of the western world from the Renaissance to the present. Satisfies UNR fine arts core curriculum.

ART 263 • Survey of African, Oceanic, & Native American Art (3 credits)

This course is a survey of African, Oceanic, and Native American art. African art from prehistory through the African Diaspora and African-American art will be explored. The art of Australia, Micronesia, and Polynesia, along with the native art of North and South America from prehistory through the twentieth century will be covered by this course.

ART 264 • Survey of American Art (3 credits)

This course focuses on the history of American Art from 1492 to the present. It includes the invention and mapping of America, art in the Colonial period, Republican icons, art in the Gilded Age and Modern and Postmodern art.

ART 265 • Introduction to Contemporary Art (3 credits)

Evolution of art in Europe and the U.S. since World War II. Special emphasis on the trends since the 1960s.

ART 270 • Women in Art (3 credits)

The role of women in the arts throughout history will be the focus of this course. Women as artists, patrons and subjects will be examined with the purpose of reassessing the contribution of women to the artistic tradition. In addition to learning about specific women artists and patrons in Western culture, a discussion of feminist critical theory and gender studies will be applied to the issue of women in the arts.

ART 295 • Special Topics in Art History (1 - 3 credits)
Special topics in art history. May be repeated up to 12 credits.

ART 296 • Independent Study (1 - 3 credits)
A course for advanced students to pursue individual creative work in any of the studio disciplines. Students must submit a written proposal describing projects and meet with tutorial faculty member on a regular basis.

ART 297* • Field Study (1 - 3 credits)
This course provides an opportunity for students to study art within its cultural and art historical setting by traveling to see works where they're located. Depending on the length of the trip, and the amount of material to be covered in the class, the credits may vary from 1 to 3. Repeatable for 6 credits.

ART 298* • Portfolio Emphasis (1 - 3 credits)
Participants will develop a portfolio for use in the acquisition of exhibitions, fine art gallery representation, inclusion in the permanent collections of museum/corporations, and/or employment in their respective medium. Class will also cover professional and legal planning strategies and requirements requisite to success in the fine art marketplace.

ART 299* • Special Topics in Studio Art (1 - 3 credits)
Various topics of special interest in Studio Fine Art will be introduced, studied and accomplished in depth than allowed through the basic beginning and intermediate courses Studio Art mediums. Possible topics include: alternative photographic processes, digital photography, engraving, raku firing, water bath etching, portraiture/lighting techniques in photography, weaving, performance art, view camera, color photography, etc.

CUL 100 • Sanitation/HACCP (2 credits)
Course covers all aspects of food service sanitation, but focuses on causes and prevention of food-borne illness and the implementation of HACCP quality assurance systems. Instruction includes lecture, demonstrations and special projects. Each student takes the National Registry Food Service Manager Certification exam. Passing this confers both NRA (Nevada Restaurant Association) and Washoe County Food Service Manager certification.

CUL 101 • Sanitation/HACCP (CFPM) (1 credits)
Passing this course confers both NRA (Nevada Restaurant Association) and Washoe County Health Department requirements to acquire a certification of Certified Food Protection Manager (CFPM). Course covers all aspects of food service sanitation, but focuses on causes and prevention of food-borne illness and the implementation of HACCP quality assurance systems. Instruction includes lecture, demonstrations, and special projects. At the conclusion of the course the instructor will proctor a national certification exam from the National Registry.

CUL 105 • Basic Skills Development (3 credits)
Prerequisite: BUS 106 or ENG 107; MATH 105 or higher; or qualifying test scores for these courses. Entry level course provides students with basic culinary skills to enroll in kitchen or baking production classes. Competencies include culinary history, professionalism, basic safety and sanitation, standardized recipe use and costing, basic nutrition and menu planning, introduction to ingredients, use

of commercial kitchen equipment and hand tools, basic knife cuts and raw ingredient preparation. Students with previous culinary skills or training may challenge prior to the start of the semester.

CUL 106 • Understanding Culinary Techniques I (6 credits)

Prerequisite: CUL 100 and CUL 105.

Course teaches introductory hot food cookery with emphasis on product utilization, cost effectiveness, timing and presentation. Students practice traditional and modern cooking techniques and good nutrition. Much hands-on practice utilizing moist and dry heat cooking methods. They prepare sauces, soups, starches, vegetables and center of the plate entrees. Some menus include practical baking of quick breads and home baked desserts. Chef instructors make frequent demonstrations to reinforce and amplify recipes and lectures.

CUL 108 • Understanding Culinary Techniques II (6 credits)

Prerequisite: CUL106

Continuation of CUL 106 covering the remainder of the portions of text not covered in CUL 105 or CUL 106. Instruction and kitchen expectations become more intense as students hone their skills on more difficult techniques and recipes. They will expand their repertoire in the preparation of sauces, proteins, starches, vegetables and fruits. Students receive a hands-on practical introduction to Garde Manger and the Bakeshop. Techniques and lectures augmented and reinforced by chef demonstrations.

CUL 114 • Buffet Catering (3 credits)

Prerequisite: CUL 106

An introduction to on and off premise catering. Students learn professional techniques used by caterers to developing and market services. They develop menus, practice writing proposals and contracts, plan and execute functions. In the kitchen students prepare typical caterer foods such as fruit and vegetable mirrors, canapés, hors d'oeuvres, tea sandwiches and buffet sweets. Students gain experience as they work with phyllo dough, puff pastry, éclair paste, pie and tart dough, savory butters and fillings.

CUL 125 • Principles of Baking (3 credits)

Prerequisite: CUL 106

Students learn fundamentals of bread and pastry making, with the emphasis on American products. Included are: baking ingredient properties, function and use of equipment, understanding bakery procedures, recipe conversion, proper storage and sanitation. Students produce home style products including pies, cookies, quick breads, yeast leavened goods, cakes and icings. Elementary cake decoration techniques are introduced, however, emphasis is on production of quality hand-crafted products.

CUL 130 • Garde Manger (3 credits)

Prerequisite: CUL 108

Course introduces students to the three main items of the cold kitchen; reception foods, canapés and hors d'oeuvres and buffet arrangements. Students gain hands-on experience in the production of pate, galantines, terrines, salads and other foods that enhance buffets. Students will also be introduced to the use of aspic, techniques of food sculpture and ice carving, plus modern ways of decorating and arranging platters.

CUL 170 • Retail Deli and Bakery (3 credits)

Prerequisite: CUL 106 and CUL 125

Course designed to teach professional food preparation and bake-off techniques applicable in a variety of food service environments - supermarket bakery and deli departments, convenience stores, cafeterias, fast food outlets and contract management companies. Structured to develop culinary skills while utilizing convenience foods and frozen bakery products. Emphasis on equipment use, proper handling and proofing of frozen dough, finishing and packing products, assembling sandwiches and platters and product display. Most of the course oriented toward working with convenience foods and bake-off techniques.

CUL 195 • Selected Topics in Culinary Arts (1 - 6 credits)

Course designed to bring students current topical information on problems and/or issues, skills and/or techniques in various areas of food service. This course may be repeated for up to six credits.

CUL 198 • Special Topics in Culinary Arts (0.5 - 6 credits)

Various short courses and workshops covering a variety of subjects. The course will be a variable credit of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits.

CUL 200 • Aromatics/Restaurant Experience (4 credits)

Prerequisite: CUL 106, 108 or permission of the instructor.

Feed the folks who visit the Golden Frog, TMCC's student run restaurant. Students develop team skills as they plan and implement menus, develop and cost recipes, cook and serve the food and wash the dishes. Enhance dishes by discovering seasonings and their characteristics. This is a realistic experience in running a restaurant, meeting time deadlines and satisfying customers. It gives students a look at running a successful restaurant while developing speed in the kitchen.

CUL 210 • American Regional Cuisine (3 credits)

Prerequisite: CUL108 or permission of the instructor.

Through lecture and hands-on cooking, students explore seven American regional cuisine's and their local food specialties - New England, Middle Atlantic, Deep South, Texas and Southwest, Midwest and Mountain States, Pacific Northwest, California and Hawaii. Authentic recipes and ingredients will be utilized. Correct cooking techniques and authentic traditional seasonings are emphasized.

CUL 220 • International Cuisine (3 credits)

Prerequisite: CUL 106, 108 or permission of instructor.

Through lecture and hands-on cooking, students explore seven important classical and trendy cuisine's and some of their food specialties - French, German, Italian, Mexican, Japanese, Chinese and Caribbean. Authentic recipes and ingredients will be utilized. Correct cooking techniques and authentic traditional seasoning are emphasized.

CUL 225 • Advanced Baking (3 credits)

Prerequisite: CUL 125

An advanced course, utilizing CUL 125 (formerly CUL 163) principles with emphasis on more sophisticated American and European goods such as layered dough, baked custards, gelatinization, and restaurant type desserts. Students are expected to continue development of skills for producing quality products.

CUL 230* • Pastry Arts (3 credits)

Prerequisite: CUL 125

Course focus is on European style pastries and multi-portion desserts. Students gain experience making sponge cakes, butter creams, puff pastry, glazes and fillings, meringue, marzipan, chocolate and éclair dough. The emphasis on the production of fine pastry such as tea cookies, petit fours, chocolates and truffles, individual French pastries, torten and gateau.

CUL 245 • The Business Chef (3 credits)

Prerequisite: MATH 093 or equivalent or qualifying Accuplacer, ACT/SAT test results.

Course intended to give the student the tools needed in today's tight labor market for advancement in the food service industry. Today, chefs, sous chefs and food managers, as well as owners, must know and understand food service math and importance of the bottom line to an operations success. You will be exposed to such topics as organizing a business's food, labor and overhead costs, purchasing, equipment selection, basic facilities design and scheduling staff. Students exposed to completing spreadsheets and will demonstrate how to control costs, calculate cost percentages, and breakeven points. Students should bring a calculator to the first class.

CUL 250 • Saucier (3 credits)

Prerequisite: CUL 106, 108 or permission of the instructor.

Course teaches that sauces are created through patience, diligence and study while using top quality ingredients. Students learn both classical and modern methods of sauce making. Each student will be able to use each sauce in at least one dish and will understand other uses for the same sauce.

CUL 295 • Work Experience in Culinary Arts (1 - 6 credits)

A course designed wherein students will apply knowledge and skills to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed most core and major requirements and have a 2.5 G.P.A. Contact the placement specialist in RDMT 315-X or at (775) 674-7661 for the application, screening and required skills evaluation. Up to six credit hours may be earned on the basis of 75 hours of internship for one credit.

DAN 101 • Dance Appreciation (3 credits)

This course is an exploration of the world's first and most universal art form. Various forms of multicultural ethnic dance forms, plus an overview of popular dance forms, are explored through the use of lecture, video and demonstration.

DAN 132 • Jazz Dance (Beginning) (1 credits)

Beginning techniques of jazz dance. May be repeated to a maximum of four credits.

DAN 133 • Jazz Dance (Beginning/Intermediate) (1 credits)

Prerequisite: DAN 132 or instructor approval.

Beginning/Intermediate work in the techniques of jazz dance. Repeatable up to four credits.

DAN 135 • Ballet, Beginning (1 credits)

Beginning techniques of ballet. May be repeated to a maximum of four credits.

DAN 136 • Ballet, Beginning/Intermediate (1 credits)

Prerequisite: DAN 135 or instructor approval.

Beginning/Intermediate work in the techniques of ballet. Repeatable up to four credits.

DAN 138 • Modern Dance, Beginning (1 credits)

Beginning techniques of modern dance. May be repeated to a maximum of four credits.

DAN 139 • Modern Dance, Beginning/Intermediate (1 credits)

Prerequisite: DAN 138 or instructor permission.

Beginning/Intermediate work in the techniques of modern dance. Repeatable up to four credits.

DAN 144 • Tap Dance (Beginning) (1 credits)

Beginning, basic techniques of tap dance. Repeatable up to four credits.

DAN 145 • Intermediate Tap Dance (1 credits)

Prerequisite: DAN 144.

Intermediate Tap Dance is designed to reinforce the basic tap dance skills introduced in Beginning Tap Dance and to introduce students to new tap dance techniques. May be repeated for up to four credits.

DAN 188 • Choreography I: Improvisation for Composition (2 credits)

Practical application of the techniques of improvisation for its use in composition.

DAN 232 • Jazz Dance (Intermediate) (1 credits)

Prerequisite: DAN 133 or instructor approval.

Intermediate work in the techniques of jazz dance.

DAN 235 • Ballet (Intermediate) (1 credits)

Prerequisite: DAN 136 or instructor approval.

Ballet, Intermediate work in the techniques of ballet. Repeatable up to four credits.

DAN 236 • Ballet (Intermediate/Advanced) (1 credits)

Prerequisite: DAN 235 or instructor approval.

Ballet (Intermediate/Advanced) work in the techniques of ballet. Repeatable up to four credits.

DAN 238 • Modern Dance Intermediate (1 credits)

Prerequisite: DAN 139 or instructor permission.

Intermediate techniques of modern dance. May be repeated to a maximum of four credits.

DAN 239 • Modern Dance, Intermediate/Advanced (1 credits)

Prerequisite: DAN 238 or equivalent experience.

Intermediate/Advanced work in the techniques of modern dance. Repeatable up to four credits.

DAN 244 • Tap Dance (Intermediate) (1 credits)

Prerequisite: DAN 145 or instructor approval.

Intermediate work in the techniques of tap dance. Repeatable up to four credits.

DAN 281 • Dance Performance (1 credits)

Prerequisite: Audition and/or approval of instructor.

Learning of repertory and new choreography leading to formal and informal performance opportunities. Repeatable up to four credits.

DAN 287 • Concert Dance Company (1 credits)

Professionally structured rehearsal of repertory and new choreography in preparation for formal performances, educational outreach programs and possible touring. May be repeated for up to four credits.

DAN 288 • Choreography II: Elements of Dance Composition (2 credits)

Prerequisite: DAN 188.

Elements of dance composition including experience in spatial relationships, dynamics, movement qualities and design. Exploration of these elements through movement studies.

DAN 295 • Independent Study: Dance (1 - 3 credits)

Tutorial study of special projects in Dance. A student submits a detailed project description and the objectives and learning outcomes specific to the project are formulated by the instructor and student.

MUS 101 • Music Fundamentals (3 credits)

Notation, terminology, intervals, scales and chords. Designed to furnish a foundation for musicianship and music theory.

MUS 105 • Vocal Techniques (2 credits)

Fundamentals of tone production, breath control, and practical techniques involved in reading and interpreting songs. May be repeated for a maximum of 4 credits.

MUS 107 • Guitar Class I (2 credits)

This course is geared toward the beginning level guitarist. Topics will include chording, music reading, melody playing, right hand technique and style.

MUS 108 • Guitar Class II (2 credits)

Prerequisite: Successful completion of Guitar I (MUS 107) or instructor approval.

This course is geared toward the intermediate level guitarist. Emphasis is placed on improving individual performance on the guitar and will include playing chords and melodies, reading music and guitar technique.

MUS 111 • Piano Class I (2 - 3 credits)

Beginning piano class. Music reading and keyboard techniques from beginning through early intermediate levels. No previous musical training required.

MUS 112R • Piano Class II (2 - 3 credits)

Prerequisite: MUS 111.

Continuation of beginning piano class. Music reading and keyboard techniques from early intermediate through intermediate levels.

MUS 113 • Fundamentals of Music Composition I (2 credits)

Prerequisite: MUS 203 or instructor approval.

Techniques and principles of music composition. Each level may be repeated to a maximum of four credits.

MUS 121 • Music Appreciation (3 credits)

Historical and cultural background of music. A general course in music appreciation open to all students. Representative works presented and analyzed. Satisfies the UNR Fine Arts core curriculum.

MUS 122 • Survey of Jazz (3 credits)

Survey of Jazz is an introduction to the historical evolution of jazz music from its roots in the blues and ragtime to contemporary eclecticism. There will be extensive listening and discussion in class as well as assigned listening and reading. This class satisfies UNR Fine Arts Core Curriculum.

MUS 125 • History of Rock Music (3 credits)

Survey of Rock music from its origins in Blues through Contemporary Rock styles. Examples of various styles will be analyzed.

MUS 131 • Introduction to Music Literature (3 credits)

The purpose of MUS 131 is to introduce the student to deep aspects of musical experience and musical history in a formal manner through listening, score reading and study, and lectures.

MUS 166 • Introduction to Midi Sequencers and Synthesizers (2 credits)

This course is geared toward the beginning and intermediate level electronic musician. The course is an introduction to digital music synthesis, sampling and sequencing. Keyboard experience is useful but not required.

MUS 203 • Music Theory I (3 credits)

The study of basic materials of music including rhythm, pitch, and harmony. This class includes aural, sight-singing, and basic keyboard recognition components. Knowledge of music fundamentals is necessary for entrance into this class.

MUS 204 • Music Theory II (3 credits)

Prerequisite: Successful completion of MUS 203.

A continuation of MUS 203. Beginning harmony and review of exotic scales and modes. Principles of voice leading between triads and seventh chords, chord progressions, and the analysis of common practice music.

MUS 207E • Music Theory III (3 credits)

A more in-depth study of the counterpoint and traditional harmonic practices of the eighteenth and nineteenth centuries through writing, analysis, and aural perception.

MUS 208E • Music Theory IV (3 credits)

Prerequisite: Successful completion of MUS 207E.

A study of late nineteenth-century harmonic practices and twentieth-century idioms through writing, analysis, and aural perception.

MUS 211 • Sight-Singing and Dictation I (1 credits)

Prerequisite: MUS 101 or instructor approval.

This course will teach the techniques of sight-singing, ear training and music dictation. This will include learning solfege, rhythmic-reading, melodic and harmonic dictation.

MUS 212 • Sight-Singing and Dictation II (1 credits)

Prerequisite: MUS 211.

This course will teach the techniques of sight-singing, ear training and music dictation. This will include utilizing solfege, complex rhythm-reading, melodic and harmonic dictation.

MUS 213 • Fundamentals of Music Composition II (2 credits)

Prerequisite: MUS 113.

Techniques and principles of music composition. Each level may be repeated to a maximum of four credits.

MUS 225 • Introduction to Music History I (3 credits)

Chronological study of the composers and their work from the beginning through the Baroque period. Satisfies the UNR Fine Arts core curriculum.

MUS 226 • Introduction to Music History II (3 credits)

Chronological study of the composers and their work from the classical through romantic periods. Satisfies the UNR Fine Arts core curriculum.

MUS 235 • Finale: An Introduction (1 credits)

Prerequisite: MUS 101 or instructor approval.

Introduction to computerized methods of music notation. Students use Finale to produce parts and scores according to professional standards in all fields of music. May be repeated to a maximum of two credits.

MUS 290 • Internship in Music (1 - 8 credits)

A course wherein students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed all core and major requirements and have a 2.5 GPA. Contact the appropriate chairperson for the application, screening and required skills evaluation. Up to eight semester hour credits may be earned on the basis of 100 hours of internship for one credit. May be repeated for up to eight credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

MUS 299 • Special Topics in Music (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable credit of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

MUSA 101 • Bass-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in bass. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 103 • Bassoon-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in bassoon. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 105 • Cello-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in cello. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 107 • Clarinet-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in clarinet. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 109 • Drum Set-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in drum set. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 113 • Flute-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in flute. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 115 • Guitar-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in guitar. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 121 • Horn-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in horn. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 123 • Oboe-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in oboe. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 127 • Percussion-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in percussion. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 129 • Piano-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in piano. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 131 • Saxophone-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in saxophone. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 135 • Trombone-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Change description to read: Private instruction in trombone. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 137 • Trumpet-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in trumpet. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 139 • Tuba-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in tuba. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 141 • Viola-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in viola. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 143 • Violin-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in violin. Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 145 • Voice-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in voice (classical). Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSA 147 • Voice for Musical Theater Major-Lower Division (1 - 2 credits)

Corequisite: Must also be enrolled in a music ensemble class (MUSE).

Private instruction in voice (music theater). Students will participate in seven hours of instruction per credit per semester. Maximum of eight lower-division credits.

MUSE 101 • Concert Choir (1 credits)

Choral presentations of various periods.

MUSE 111 • Concert Band (1 credits)

Concert Band is a performance ensemble made up of woodwind, brass and percussion players. The Concert Band will study, rehearse and perform music of several styles and historical periods. Students should have the equivalent of high school level experience in a concert band program.

MUSE 123 • Orchestra (1 credits)

The TMCC Orchestra is a musical performance ensemble consisting of orchestral string, woodwind, brass and percussion performers. The orchestra will rehearse and perform music of several historical periods and styles. Musical experience equivalent to high school orchestra is required for admission.

MUSE 131 • Jazz Ensemble (1 credits)

Performing ensemble specializing in traditional and contemporary big band jazz literature. Experience equivalent to high school jazz ensemble is expected.

MUSE 135 • Jazz Vocal Ensemble (1 credits)

Intensive study of jazz singing and playing, including differing styles, improvisation, interpretation, vocal, technique, and ensemble/solo singing with microphones. Required performances each semester.

MUSE 153 • Guitar Ensemble (1 credits)

Prerequisite: MUS 107 or instructor approval.

Students rehearse and perform chamber music for instrumental combinations including guitar(s). Music literature from a variety of styles, periods, and ethnic origins will be selected to create the course repertoire.

THTR 100 • Introduction to Theater (3 credits)

A survey course covering a variety of different aspects of theater including play analysis, historical style, play writing, acting, directing, technical theater and more. Representative plays are analyzed from a performance-based perspective. No previous experience in theater is required. Satisfies UNR Fine Arts core curriculum and applies as a general elective at UNLV.

THTR 105 • Introduction to Acting I (3 credits)

Interpretation of drama through the art of the actor. Development of individual insights, skills and disciplines in the presentation of dramatic material to the audience and the learning of basic exercises for the actor.

THTR 116 • Dance Styles: Musical Theater (1 - 2 credits)

Specialized study in the various dance forms encompassed in musical theater. Special emphasis is placed on the fundamentals of movement and dance techniques to achieve a solid movement base. The course may be repeated for a maximum of four credits.

THTR 133 • Fundamentals of Directing (3 credits)

The course is designed for theater students or for persons within the community who have a desire to learn about the overall role and function of the stage director and to apply this knowledge in a practical manner. The course includes a study of the history, theory and conceptualization matrixes of directing and the practical experience in selecting and casting a play, planning rehearsals, blocking, script analysis and working with actors. Also included are scenery, lighting, costume, properties and stage management concepts and coordination.

THTR 160 • Television Production I (3 credits)

Television Production I explores the purposes, scope, methods and materials for visual and aural broadcasting, planning, organization, rehearsing, editing and recording announcements and programs; studio procedures and presentations; preparations and treatment of content and form. Television Production I is a combination of "book learning" and hands-on experience in a television studio. At the completion of this course a student will have experience in camera operation, technical direction, directing, audio operation, tape operation, on-camera experience and other studio related activities.

THTR 161 • Television Production II (3 credits)

Prerequisite: THTR 160 or equivalent.

Television Production II is an intermediate study and practice of the knowledge, procedures and skills developed in THTR 160. The course is designed as a field production class. The students' job will include shooting, editing, producing, directing, lighting, writing, presenting and all other skills required to produce high quality materials in the field. Multiple deadlines will be faced which will require diligent work outside of class.

THTR 175 • Musical Theater (3 credits)

This course examines the development of the genre from its operatic roots in Europe to the present day. It will focus on the social and political influences on the art, the influence of composers on each other and landmark productions, which changed the direction of this developing form. The students will also have practical experiences in the prime performance areas of musical theatre (acting, singing and dancing), that will culminate in a mock audition and/or a scene performance.

THTR 176 • Musical Theater Workshop I (1 - 3 credits)

Performance of Musical Theater Production.

THTR 180 • Cinema as Art and Communication (3 credits)

Prerequisite: Completion or concurrent enrollment of ENG 101 or equivalent.

This course will teach students to appreciate, interpret and respond to selected films from particular genres, directors or actors and to recognize the human values these films depict. It will also introduce students to some of the techniques of filmmaking in general. (same as HUM 105).

THTR 198 • Special Topics Speech and Theater (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be a variable credit of one-half to six credits depending on the course content and number of hours required. The course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

THTR 204 • Theater Technology I (3 credits)

This course consists of a three-hour-a-week lecture/discussion/demonstration plus 25 hours of lab during the semester. The course focuses on safety, functions of scenery, costuming, tools and material, scene painting, stage draperies, color in theater, lighting and electricity, stage sound and specialized theater equipment.

THTR 205 • Introduction to Acting II (3 credits)

Prerequisite: THTR 105 or approval of instructor.

Continued work on scenes and on principles of auditioning, role analysis, play rehearsal and problems related to sustaining a stage performance.

THTR 206 • Theater Workshop: Acting III (3 credits)

Prerequisite: THTR 105 and THTR 205.

A continuation of THTR 105 (formerly SPTH 130) and THTR 205 (formerly SPTH 131) with emphasis on internal work, auditioning, script analysis, characterizations and performance.

THTR 207 • Laboratory Theater: Acting IV (3 credits)

Prerequisite: THTR 105, THTR 205 and THTR 206 or comparative experience with instructor's approval
Intensive and individualized work for advanced acting students. Advanced application of actor training using techniques and philosophies of Stanislavski, Grotowski, Meisner, and Suzuki.

THTR 209 • Theater Practicum (1 - 6 credits)

An advanced course for serious students of theater who want to pursue acting, directing and play production in depth. The course culminates with a public performance. Rehearsal hours are arranged and announced at the beginning of the semester.

THTR 210 • Theater: a Cultural Context (3 credits)

This is a course designed to increase one's understanding and appreciation of multicultural theatrical art forms and artists who are creating outside of mainstream American theatre. The language, as well as the aural and visual components of the plays, will be explored.

THTR 231 • Children's Theater (3 credits)

Produce plays for child audiences; application of concepts of child development to aesthetic problems of theatre for young audiences through reading, discussion and participation.

THTR 235 • Acting for the Camera (3 credits)

Introduction to performance in television and film. Basic performance techniques will be explored, culminating in a final project.

THTR 258 • Theater Experience and Travel (1 - 2 credits)

A field study class in which students travel to an arranged destination for the purpose of play viewing, play study and possible workshop attendance.

THTR 276 • Musical Theater Workshop II (1 - 3 credits)

Prerequisite: THTR 176 plus audition and/or approval of instructor.

Continuation of Performance of Musical Theater Production.

THTR 290 • Internship in Speech and Theater (1 - 8 credits)

A course designed wherein students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed all core and major requirements and have a 2.5 GPA. Contact the appropriate chairperson for the application, screening and required skills evaluation. Up to eight semester hour credits may be earned on the basis of 100 hours of internship for one credit. May be repeated for up to eight credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

THTR 295 • Independent Study: Theater (1 - 3 credits)

Tutorial study of special projects in theater. A student submits a detailed project description and the objectives and learning outcomes specific to the project are formulated by the instructor and the student.

* This course might not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE). If you plan to pursue a four-year degree, check with the institution where you intend to transfer to learn whether this course will count toward the degree you intend to seek.

Physical Education

PEX 117 • Golf (1 credits)

Beginners will learn how to grip the club, proper stance and basic fundamentals of the golf swing when putting, chipping and driving. Students will also learn the rules and golf etiquette. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 117A • Golf, Intermediate (1 credits)

Intermediate students will perfect their golf skills used in putting, chipping and driving. Students will apply the rules and golf etiquette as they begin play on the golf course. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 129 • Volleyball (1 credits)

Beginners will learn the fundamentals of the game: passing, digging, setting, blocking and serving. The rules, as well as, offensive and defensive play will also be covered. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 129A • Volleyball, Intermediate/Advanced (1 credits)

Intermediate/advanced players will increase skills in passing, setting and serving. Offensive and defensive play will be used by the students as strategy becomes an important part of the game. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 143 • Karate (1 credits)

Students will learn to perform basic karate techniques such as blocks, strikes and kicks, and how to utilize basic stances while performing these skills. A maximum of three classes/1-6 credits from 100-199

may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 143A • Karate, Intermediate/Advanced (1 credits)

Prerequisite: PEX 143 or an understanding of elementary Karate techniques.

Students will learn to perfect basic karate skills with emphasis on sparing techniques. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 155 • Fencing (1 credits)

An introduction to the sport and art of foil fencing. Students will learn the fundamental skills of the sport to include offensive, defensive and counteroffensive techniques along with the international rules governing fencing. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 155A • Fencing, Intermediate/Advanced (1 credits)

Prerequisite: PEX 155.

Students will learn intermediate/advanced fencing skills and they will learn to apply these skills to strategy, tactics and techniques for bouts. Electric fencing will be included. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 169 • Yoga (1 credits)

A maximum of three credits from 100-199 may be taken during any one semester or summer session unless permission given by director. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll.

PEX 169A • Yoga, Intermediate/Advanced (1 - 2 credits)

This course is designed for students with previous yoga experience. Students will expand on basic knowledge incorporating more difficult yoga postures (asana) and introducing various breathing (pranayama) techniques. Postures include standing, inverted, back bend, forward bend and twists and all physical movements are adapted to various physical limitations. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 170 • Aerobics (1 credits)

Students will work toward gaining cardiovascular endurance and come to understand the benefits of cardiovascular exercise. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 172 • Body Contouring and Conditioning (1 credits)

This class is designed to give the student a total body workout through cardiovascular conditioning and body toning. Students will also be introduced to strength training techniques. A maximum of three classes/1-6 credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 174 • Fitness Principles and Practices (2 - 3 credits)

This course is designed for individuals pursuing a certificate in Personal Training and those with an interest in overall Health and Wellness. There will be an overview of the body systems and functions as related to physical activity. The course will cover components of health related fitness and principles of physical fitness. Other topics that will be discussed in relation to health and wellness are nutrition, weight management, stress management techniques and special populations.

PEX 183 • Weight Training (1 credits)

This course is designed for novice lifters who have limited knowledge of strength training principles and fundamentals. The object of this course is to increase knowledge about weight room safety, muscle groups, strength training routines, spotting techniques, nutrition, modes of resistance training and proper workout structure. A maximum of three credits from 100-199 may be taken during any one semester or summer session except for special programs listed in the class schedule. When beginning, intermediate or advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll. A student may enroll in the same class four times for credit.

PEX 199 • Special Topics (1 credits)

A maximum of three credits from 100-199 may be taken during any one semester or summer session unless permission given by director. When beginning, intermediate and advanced classes are scheduled in an activity, the student should consult the department to determine in which level to enroll.

PEX 207 • Slimnastics and Weight Control (2 credits)

This class is designed to give students the tools and information they need to make educated decisions concerning fitness, nutrition and weight control. Topics will cover the principles of fitness, cardiorespiratory endurance, muscular strength and endurance, body composition, nutrition and behavior modification. Class includes both exercise and lecture.

Computers

COT 101 • Computer Keyboarding I (1 - 3 credits)

This course involves developing basic skills for touch typing keyboard proficiency on computers. Elementary word processing functions are introduced. Development of speed and accuracy skills are an integral part of this course. Basic computer operations are introduced for using the keyboarding software. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

COT 110 • Business Machines (1 - 3 credits)

This course develops skills using electronic printing calculators. The skills are applied to business math problems which include: touch addition of whole numbers, multiplication, division, fractions and decimals, percentages, markdown and markup, interest, payrolls, and installment buying. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

COT 198 • Special Topics in COT (0.5 - 6 credits)

Various short courses and experimental classes covering a variety of subjects. The course will be variable credit of one-half to six depending on the course content and number of hours required. This course may be repeated for up to six credits.

COT 207 • Business Applications On the Internet (3 credits)

Prerequisite: IS 101 or the equivalent.

This course will cover the use of the internet for business and entrepreneurial purposes. Topics include integration of the Microsoft Office Suite with the World Wide Web, daily basic business practices online, and intranet/internet site development. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

COT 217 • Office Publications (1 - 3 credits)

Prerequisite: IS 101 or the equivalent.

This course introduces students to basic techniques of desktop publishing and Web page publishing in an office. Students will learn how to plan and design a publication, format text, work with art, use styles, and work with multiple pages. The course will also cover the creation and maintenance of simple Web sites, including using links, tables, frames, and forms.

COT 240 • Executive Office Procedures (3 credits)

Prerequisite: BUS 106 or BUS 108; or Accuplacer/WritePlacer minimum score of 6; or with instructor approval.

Administrative professionals must possess specific skills to succeed in and adjust to a diversified workforce with ever-emerging technologies. Topics covered in this course prepare students in today's dynamic workplace and include: workplace mail, records management, telecommunications (including technology and etiquette), written and verbal business communication, event planning, travel arrangements, skills for multitasking and prioritizing, proofreading skills, business ethics, and customer service.

COT 290 • Internship in Computer/Office Technology (1 - 6 credits)

A course designed wherein students will apply knowledge and skills to real on- the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed most Core and Major requirements and have A 2.5 G.P.A.

Contact the instructor for the application, screening, and required skills evaluation. Up to six semester hour credits may be earned on the basis of 75 hours of internship for one credit. This course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 95 • Personal Computer Basics (3 credits)

This course provides a hands-on, activity based learning experience that covers computer terminology, working with files, and protecting against computer viruses. It explores the Internet, teaches how to e-mail, and share pictures via e-mail, and how to do searches. Students will create a document with word processing software and a basic budget with spreadsheet software. An overview of other computer applications such as data bases and presentations will be included. Graded Pass/Fail

CIT 105R • Word Processing (1 - 3 credits)

This beginning course is designed for people who are at an entry level and want to learn a general overview of word processing using Microsoft Word, as well as be productive with simple tasks. Document creation, editing, saving and retrieving files, printing, spell checking, formatting, search and replace, thesaurus, and special effects will be covered. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 106 • Spreadsheets (1 credits)

This beginning course in spreadsheets is designed for people to learn a general overview of a current spreadsheet program as well as be productive with simple tasks. Spreadsheet creation, editing, saving and retrieving files, printing, formulas, charts and basic data analysis will be covered. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 107 • Databases (1 credits)

This beginning course is designed for people who are at an entry level and want to learn a general overview of current office database software, as well as be productive with simple tasks. Topics include creating and using a database, querying a database, maintaining a database, sharing data among applications, and creating reports and forms. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 108 • Powerpoint (1 credits)

This beginning course in Microsoft PowerPoint is designed for people who are at an entry level and want to learn a general overview of the program as well as be productive with simple tasks. Topics include using a design template and text slide layout to create a presentation, or slide show, using visuals to enhance a slide show, modifying visual elements and presentation formats, and delivering presentations to and collaborating with work groups. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 112 • Network + (3 credits)

This course covers basic networking terminology, network components, transmission media and protocols. It focuses on the OSI model of network computing. Course serves as preparation for the CompTIA Network+ exam.

CIT 114R • IT Essentials (4 credits)

This course is a comprehensive overview of the primary operating systems and the support of hardware

devices. The class will also demonstrate the integration between hardware and software. Emphasis is on installing, configuring, troubleshooting and upgrading a PC and working with computer users as an IT technician. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 128 • Introduction to Software Development (4 credits)

Prerequisite: Highly Recommend Math 095 or ACCUPLACER Math placement of 52 or greater. This is the first course in programming and software development, and assumes no prior programming experience. The course introduces the basic syntax of a programming language and stresses the principles of good software engineering. The course also introduces HTML (the language of the Web), Web scripting (dynamic Web content), and SQL (Structured Query Language), which is used to access relational databases. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 130 • Beginning Java (3 credits)

Prerequisite: CIT 128 or permission of instructor.

Java is a general-purpose, object-oriented programming language best known for, but not limited to, creating applets to run on the Internet. This course will include applet creation, but the primary emphasis will be on general purpose object-oriented programming.

CIT 134 • Beginning C# Programming (3 credits)

Prerequisite: CIT 128 or permission of instructor.

C# is a general-purpose, object-oriented programming language best known for its ability to create single-source solutions capable of running on a variety of devices (via the .NET platform). This course is the first semester of C# programming, and will include exposure to the .NET platform, but the primary emphasis will be on general-purpose object-oriented programming. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 138 • Introduction to Interactive 3D Application Development (3 credits)

This course provides an introduction to the development of basic interactive objects and simulations as well as three dimensional simulation applications. Students will learn how to create basic simulations by importing objects and manipulating object behaviors and interactivity functions.

CIT 151 • Beginning Web Development (3 credits)

Prerequisite: CIT 128 or instructor approval. May take CIT 128 concurrently.

This course introduces students to HTML code and Web page design. Topics cover creating and managing a Web site and designing Web pages, including tables, frames and forms. Students will also learn to enhance Web pages with Cascading Style Sheets, JavaScript and multimedia. No prior HTML experience is necessary.

CIT 152R • Web Script Language Programming (3 credits)

Prerequisite: CIT 151 and a beginning programming course (CIT 130 or CIT 134 or CS 135R), or instructor approval.

This course concentrates on client-side scripting. Client-side technologies are used to validate form data, as well as to provide ways of interacting with visitors. This class builds upon the information presented

in CIT 151-Beginning Web Development (HTML and JavaScript), and will also provide an introduction to server-side scripting.

CIT 173 • Introduction to Linux (3 credits)

An introduction to the Linux Operating System. Topics include Linux origins, file system, user commands and utilities, graphical user interfaces, editors, manual pages and shells. Students are expected to have basic computer literacy prior to enrolling in this course.

CIT 174 • Linux System Administration (3 credits)

This course covers a variety of topics: installing and configuring a Linux Server, managing users and groups, securing the system and much more. Students should complete CIT 173 or have knowledge of Linux fundamentals before attending this course.

CIT 176 • Linux Shell Programming (3 credits)

Prerequisite: CIT 173

This course teaches the student how to customize the shell's configuration and create custom programs (shell scripts) that increase productivity by automating mundane tasks and extending the Linux command set.

CIT 180 • Database Concepts and SQL (3 credits)

Prerequisite: CIT 128 or permission of instructor.

This class is targeted for people with little or no SQL knowledge. The objective of this course is to familiarize students with the database concepts that they will need to be effective programmers. Although this course utilizes MySQL because of its open source nature, the topics presented in this course are fundamental and should apply to all relational databases. Course accents hands-on learning in a Structured Query Language (SQL) and SQL procedures.

CIT 198 • Special Topics in CIT (1 - 6 credits)

Various short courses and experimental classes covering a variety of subjects in the general Computer and Information Technology area. This class will have variable credit of 1 to 6 depending on the course content and number of contact hours required. This course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 201 • Word Certification Preparation (3 credits)

This course is designed to prepare students for the entry-level Microsoft Word certification exam. Students will create documents using formatting basics, tables, graphics, citations, mail merges, tables of contents, and custom features.

CIT 202 • Excel Certification Preparation (3 credits)

This course is designed to prepare students for the entry-level Excel certification exam. Students will create and edit workbooks, format and manage worksheets using formulas, charts, pictures and shapes.

CIT 203 • Access Certification Preparation (3 credits)

This course is designed to prepare students for the entry-level Access certification exam. Students will create database tables, queries, forms and reports, use database tools, import, export, and secure and share data.

CIT 204 • Powerpoint Certification Preparation (2 credits)

This course is designed to prepare students for the entry-level PowerPoint certification exam. Students will create and edit presentations, use color schemes and templates, add graphics and produce multimedia slideshows.

CIT 211 • Microsoft Networking I (3 - 5 credits)

This course provides students with the knowledge and skills necessary to perform administration tasks in a peer to peer network or a workstation based system using Microsoft Windows. This course is suitable for people with no prior experience in system administration.

CIT 212 • Microsoft Networking II (3 - 5 credits)

Prerequisite or corequisite: CIT 211.

This course is intended for new-to-product support professionals who will be responsible for installing and configuring Microsoft Windows Server products and for those who are on the Microsoft Certified Systems Administrator (MCSA) or Microsoft Certified Systems Engineer (MCSE) certification tracks. It provides the knowledge and skills necessary to install and configure Windows Server products to create file, print and terminal servers.

CIT 213* • Microsoft Networking III (3 - 5 credits)

Prerequisite: CIT 212.

This course is designed to provide support professionals with the infrastructure knowledge and skills necessary to install and configure the Microsoft Windows Server and Microsoft Windows workstation operating system products.

CIT 214* • Microsoft Networking IV (3 - 5 credits)

Prerequisite: CIT 212.

This course is designed to provide students with the knowledge and skills necessary to install, configure, and administer Microsoft Windows server services. The course also focuses on implementing Group Policies and understanding the Group Policy tasks required to centrally manage users and computers. This course may be repeated.

CIT 215 • Microsoft Networking V (3 - 5 credits)

This course teaches a topic which is selected from Microsoft's Windows electives used in its certification programs. Topics will be selected based on current standards in computer networking and industry demands in training. Topics will include, but not be limited to, active directory design, infrastructure design, security design, SQL design, implementation and administration, SNA implementation, Exchange Server design, implementation and administration, Proxy Server design, implementation and administration, as well as implementation of new utilities and programs as developed. This course may be repeated under different topics up to 50 times.

CIT 217 • Security + (3 credits)

Prerequisite: CIT 112 or CSCO 120 or instructor approval.

This is a basic IT security course that covers the current objectives of the CompTIA Security+ certification exam. Topics will include general security concepts, communications security, infrastructure security, basics of cryptography, and operational/organizational security.

CIT 230 • Advanced Java (3 credits)

Prerequisite: CIT 130.

This course builds upon the foundation constructed in Beginning JAVA. Since JAVA works behind the scenes to power Internet applications, this class will focus more heavily upon application development with an emphasis on client-side and server-side techniques. Example topics include, but are not limited to, Swing, Collections, Multimedia, Networking, JDBC, Servlets and JSP, JavaBean and XML.

CIT 232 • Advanced Visual Basic (3 credits)

Prerequisite: CIT 132 or approval of the instructor.

In-depth study of the advanced BASIC programming language concepts as used for writing business-oriented programs. Use of computers to enter, debug, and execute programs.

CIT 234 • Advanced C# Programming (3 credits)

Prerequisite: CIT 134 or permission of instructor.

This course is the second semester of C# programming, and will include exposure to the .NET platform, but the primary emphasis will be on some of the more advanced features of the language including: dynamic data structures, reusable data structures, and use of existing collections. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 251 • Advanced Web Development (3 credits)

Prerequisite: CIT 151 and a beginning programming course (CIT 130 or CIT 134 or CS 135R), or instructor approval.

This course prepares students to use server-side web technologies. The course covers the concepts, design and basic coding of advanced web applications.

CIT 257 • Web Languages (3 credits)

Prerequisite: CIT 152R or instructor approval.

This course explores a variety of emerging technologies that are used in sophisticated Web sites. Students will explore advanced Internet topics that may include dynamic Web site content, database integration, e-commerce, security, server-side configurations, scripting, common gateway interfaces and Web application development.

CIT 263R • Project Management (3 credits)

Prerequisite: CIT 114 R, CIT 128 and CSCO 120 or instructor approval.

The purpose of this course is to help students gain the knowledge required to effectively plan, implement and complete IT projects across the organization. Topics will include business practices, interpersonal skills and management process.

CIT 290 • Internship in CIT I (1 - 6 credits)

Work and study in participating and approved business organizations. Department approval required before acceptance of student into course. Department review of student's activities and development on the job required. This class will have variable credit of one to six depending on the work hours required. This course may be repeated. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 291 • Internship in CIT II (1 - 6 credits)

Available to students who have completed most Core and Emphasis requirements and have a 2.5 GPA. Work and study in participating and approved business organizations. Department approval required before acceptance of student into course. Department review of student's activities and development on the job required. This class will have variable credit of one to six depending on the work hours required. This course may be repeated. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 298 • Advanced Special Topics in CIT (1 - 6 credits)

Various short courses and workshops covering a variety of subjects in the advanced general Computer and Information Technology area. This class will have variable credit of one to six depending on the course content and number of contact hours required. This course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

CIT 299 • Independent Study in CIT (1 - 6 credits)

The student will do a special project involving a subject or skill related to the CIT curriculum. The project will be designed with a faculty advisor. This class will have variable credit of one to six depending on the course content and number of contact hours required. This course may be repeated. It may be substitute for another course with special permission of the Division. This course may be repeated for up to six credits. This course may not transfer to a baccalaureate degree of art or science within the universities in the Nevada System of Higher Education (NSHE).

Health

NUTR 121 • Human Nutrition (3 credits)

An introductory nutrition course for the beginning student. The course content will center on the major nutrients and their roles in maintaining good health. Students will also learn to recognize well-balanced diets and acquire helpful shopping tips and preparation techniques for optimum utilization of food dollars. Class meets for four lab experiences. Satisfies UNR core science Group B requirements.

List of courses satisfying NNHS graduation requirements for American Government, American History, Arts and Humanities, English, Health Education, Mathematics, Physical Education, and Use of Computers offer at Western Nevada College

English Classes

ENG 080: Diagnostic/Prescriptive Reading

Units (Credits): 1; Prerequisites: none

Focuses on reading improvement through individual diagnostic procedures, identifies reading problems, prescribes and implements remediation procedures.

ENG 090: Basic Writing I

Units (Credits): 3; Prerequisites: none

Provides instruction in basic English skills including grammar, parts of speech, agreement, syntax, punctuation, spelling, and sentence structure. Focuses on a variety of sentence patterns and types. Provides extensive practice in grammar and usage. Grading: pass/fail.

ENG 095: Basic Writing II

Units (Credits): 3; Prerequisites: none

Provides instruction in basic writing skills including sentence patterns and basic paragraph development. Provides review of grammar, mechanics, punctuation, spelling, and word usage. Some sections of the course may be offered through computer-assisted instruction. Grading: Pass/Fail.

ENG 098: Basic Writing III

Units (Credits): 3; Prerequisites: appropriate score on WNC placement examination or equivalent examination

Helps students improve their writing for school or on the job. Offers practice in sentence, paragraph and short essay writing with attention to grammar, sentence structure and punctuation. The student will learn how to combine sentences and paragraphs to communicate clearly and effectively. Grading: pass/fail.

ENG 100: Composition - Enhanced

Units (Credits): 5; Prerequisites: ENG 095 or appropriate score on WNC placement exam or equivalent examination

Offers an intensive reading and writing course focusing on writing the expository and argumentative essay. Emphasizes revising and editing essays for development, coherence, style, and correctness as well as on investigative, reasoning, and organizational skills necessary to create successful research papers. Provides extra assistance in English writing skills, grammar, sentence structure, usage, and punctuation.

ENG 101: Composition I

Units (Credits): 3; Prerequisites: ENG 098 with a grade of C- or better, or appropriate score on WNC placement examination or equivalent examination

Studies expository writing with special attention to the modes, arrangement and style. Students learn to write essays which are unified, thorough, clear and convincing. Students read essays to augment critical reading skills. They learn the research, reasoning and organizational skills necessary for effective academic and research writing.

ENG 102: Composition II

Units (Credits): 3; Prerequisites: ENG 100, ENG 101

Continues the study of expository writing. Students read and analyze writing and discursive techniques of interpretation, argument, and research.

ENG 190: Science Fiction/Fantasy Literature

Units (Credits): 3; Prerequisites: none

Introduces the student to a variety of science fiction or fantasy literature with a focus on historical context and literary interpretation.

ENG 200: Novels Into Film

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor

Studies film and novels to examine the transformation in genre when novels are made into films. Students read novels and view films based on those novels to examine the impact of each form upon the audience as well as to understand the differences between literary and film genre. Emphasizes critical reasoning and writing skills.

ENG 205: Introduction to Creative Writing

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor

Offers a beginning writers' workshop in poetry, fiction, and creative non-fiction.

ENG 220: Writing Poetry

Units (Credits): 3; Prerequisites: ENG 102

Teaches poetry writing in a workshop setting. Lectures focus on different styles and forms of poetry. Discussion focuses on student writing with emphasis on providing positive, constructive criticism to motivate the student to develop new and better approaches to writing poetry.

ENG 221: Writing Fiction

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor

Teaches fiction writing in a workshop setting. Includes lectures and discussion of plot, character, style, and elements of fiction. Students are required to produce several works of short fiction.

ENG 222: Intermediate Fiction Writing

Units (Credits): 3; Prerequisites: ENG 221 or consent of instructor

Continues the study and application of the elements of fiction in a constructive workshop setting.

ENG 223: Themes of Literature

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor

Offers readings of short stories, poems, plays and novels on a theme selected by the instructor. Course could examine such a topic as the American myth of the frontier or study perceived differences between various multicultural perceptions and attitudes in Europe and the United States.

ENG 226: Memoir and Autobiography

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor

Offers a writing-intensive class which explores various approaches to writing memoirs, autobiography, family history, autobiography-based fiction, or other "life stories," incorporating the classic elements of the personal essay.

ENG 227: Advanced Memoir and Autobiography

Units (Credits): 3; Prerequisites: ENG 226 or consent of instructor

Continues English 226. Students explore approaches to writing memoir, autobiography, family history, other "life stories," or "creative nonfiction," and are encouraged to choose the approach the best fits their individual needs. They also read selected works written by "masters" in the field, studying strategies employed. Combines lecture/discussion/writers' workshop format.

ENG 243: Introduction To The Short Story

Units (Credits): 3; Prerequisites: ENG 102

Read and analyze short story masterpieces. The short story is also considered as a form of literature.

ENG 250: Children's Literature

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor

Includes reading and discussing selected children's literature. Students examine the role of literature in various themes and genres.

ENG 252: Introduction to Drama

Units (Credits): 2–3; Prerequisites: ENG 102

ENG 261: Introduction to Poetry

Units (Credits): 1–3; Prerequisites: ENG 102

Offers the elements of poetry, its basic types and forms, and the study of representative poets.

ENG 266: Popular Literature

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor

Studies various forms of popular writing, e.g., best-sellers, the western, science fiction, fantasy, the detective story.

ENG 267: Introduction to Women & Literature

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor
Studies women writers and their work and the ways in which women are portrayed in literature.

ENG 271: Introduction to Shakespeare

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor
Examines Shakespeare's principal plays read for their social interest and their literary excellence.

ENG 275: Contemporary Literature

Units (Credits): 3; Prerequisites: ENG 102 or consent of instructor
Studies selected contemporary writers for understanding and appreciation. Emphasizes British and American figures.

ENG 282: Introduction to Language & Literary Expression

Units (Credits): 3; Prerequisites: none; Recommended: ENG 102
Explores the forms and function of language with special application to literary study.

ENG 295: Directed Study in English

Units (Credits): 1–3; Prerequisites: ENG 102
Allows students to pursue individual writing or research projects under the close supervision and guidance of the instructor.

ENG 297: Reading and Interpreting

Units (Credits): 3; Prerequisites: none; Recommended: ENG 101, ENG 102
Examines the methods for creating personal, critical responses to literature representing a range of time periods and genres. Within the framework of traditional and current critical approaches to literature, students will read works from a thematic and critical perspective.

ENG 299: Special Topics in English

Units (Credits): 1–3; Prerequisites: none
Includes short courses and experimental classes covering a variety of subjects. May be repeated for up to three units.

Mathematics

MATH 090: Elementary Arithmetic

Units (Credits): 1–3; Prerequisites: none

Provides individualized instruction in basic math skills including addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Intended for students who need a review of whole numbers before studying fractions. Instruction is tailored specifically to each student's needs.

MATH 091: Basic Mathematics

Units (Credits): 3; Prerequisites: none

Provides the fundamental operation of whole numbers, fractions and mixed numbers, decimals, percentage, measurement and geometry. The course is intended to provide a thorough review of basics needed in future mathematics courses and in applied fields.

MATH 092: Algebra Review

Units (Credits): 1; Prerequisites: none

Provides a review of algebra that will refresh previously taught concepts. Course will help prepare students for the math placement test.

MATH 093: Pre Algebra

Units (Credits): 3; Prerequisites: MATH 091 or equivalent or consent of instructor

Prepares students for MATH 95. Helps students who have experienced difficulties with math to get an introduction to the language and concepts of algebra. Provides a transition from self-paced, basic math to the quick pace required in MATH 95.

MATH 095: Elementary Algebra

Units (Credits): 3; Prerequisites: MATH 093 or equivalent

Offers a first course in algebra. Topics include operations with signed numbers; algebraic symbols; evaluating formulas; operations with polynomial, radical and rational expressions; solving equations and application problems using algebra; and elementary graphing. Provides a foundation for the math used in business, science, engineering and related fields.

MATH 096: Intermediate Algebra

Units (Credits): 3; Prerequisites: MATH 095 or one unit of high school algebra and one unit of high school geometry, or appropriate score on the WNC placement or equivalent test

Offers a second course in algebra. Studies polynomial, rational and radical expressions; linear, quadratic and polynomial equations; linear and absolute value inequalities; relations, functions and their graphs; systems of linear equations; and applications.

MATH 098: Developmental Mathematics

Units (Credits): 3–5; Prerequisites: none

Prepares students for college-level mathematics. Self-paced, computer-aided course designed to provide students with the concepts and skills of pre, elementary and intermediate algebra.

MATH 098: Developmental Mathematics

Units (Credits): 3–5; Prerequisites: none

Prepares students for college-level mathematics. Self-paced, computer-aided course designed to provide students with the concepts and skills of pre, elementary and intermediate algebra.

MATH 100: Math For Allied Health Programs

Units (Credits): 1–3; Prerequisites: none

Reviews basic mathematics with emphasis on those skills that apply to calculating drug dosages. Includes fractions, decimals, proportions, percents, English, apothecary and metric systems of measurements. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

MATH 110: Shop Mathematics

Units (Credits): 3; Prerequisites: none

Covers fractions, decimals, percentages, ratios, proportions, measurement, geometry, and briefly, the fundamentals of algebra and right triangle trigonometry. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

MATH 120: Fundamentals of College Mathematics

Units (Credits): 3; Prerequisites: MATH 096 or three units of high school mathematics at the level of algebra and above with a grade of C- or better or appropriate score on the WNC placement or equivalent test. Starting Fall 2012, MATH095 with a grade of B- or better in lieu of MATH096 requirement

Studies probability, statistics, business, finance and consumer mathematics. Course is broad in scope and emphasizes applications.

MATH 122: Number Concepts For Elementary School Teachers

Units (Credits): 3; Prerequisites: MATH 120 or consent of instructor

Introduces elementary problem solving with emphasis on the nature of numbers and the structure of the real number system. Designed for students seeking a teaching certificate in elementary education.

MATH 123: Statistical & Geometrical Concepts For Elementary School Teachers

Units (Credits): 3; Prerequisites: MATH 120 or consent of instructor

Presents elementary problem solving with emphasis on patterns and geometric relationships. Designed for students seeking a teaching certificate in elementary education.

MATH 126: Precalculus I

Units (Credits): 3; Prerequisites: MATH 096 with a grade of C- or better or three units of high school mathematics at the level of algebra and above with a grade of C- or better within the last three years, or appropriate score on the WNC placement or equivalent test

Provides a third course in algebra. Topics include: polynomial, rational and radical equations; absolute value and quadratic inequalities; relations and functions; linear, quadratic, polynomial exponential and logarithmic functions, their graphs and applications; and systems of equations.

MATH 127: Precalculus II

Units (Credits): 3; Prerequisites: MATH 126 or three units of high school mathematics at the level of algebra and above, or consent of instructor

Studies circular functions, trigonometric identities and equations, conic sections, complex numbers, and discrete algebra.

MATH 128: Precalculus and Trigonometry

Units (Credits): 5; Prerequisites: MATH 096 with a grade of C- or better or three units of high school mathematics at the level of algebra and above with a grade of C- or better within the last three years, or appropriate score on the WNC placement or equivalent test

Studies relations, functions and their graphs; polynomial, rational, exponential, logarithm and trigonometric functions; analytic trigonometry; systems of equations and inequalities; conics; mathematical induction; sequences and series.

MATH 176: Introductory Calculus For Business & Social Sciences

Units (Credits): 3; Prerequisites: MATH 128, MATH 126 or equivalent or consent of instructor

Instructs students in fundamental ideas of analytical geometry and calculus. Includes plane coordinates, graphs, functions, limits, derivatives, integrals, the fundamental theorem of calculus. Includes applications to rates, extremalization, and interpretation of integrals.

MATH 181: Calculus I

Units (Credits): 4; Prerequisites: MATH 128, MATH 126 & MATH 127 or equivalent or consent of instructor, or appropriate score on the WNC placement or equivalent test

Offers fundamental concepts of analytical geometry and calculus, functions, graphs, limits, derivatives, and integrals.

MATH 182: Calculus II

Units (Credits): 4; Prerequisites: MATH 181 or equivalent or consent of instructor

Teaches transcendental functions, methods of integration, conics and vectors.

MATH 253: Matrix Algebra

Units (Credits): 3; Prerequisites: MATH 182

Introduces linear algebra, including matrices, determinants, vector spaces, linear transformations, eigenvectors and eigenvalues.

MATH 283: Calculus III

Units (Credits): 4; Prerequisites: MATH 182 or equivalent or consent of instructor

Covers infinite series, vectors, differential and integral calculus of functions of several variables, and introduction to vector analysis.

MATH 285: Differential Equations

Units (Credits): 3; Prerequisites: MATH 283

Presents methods of solving ordinary differential equations with application to physical systems. Includes systems of equations, series solution, numerical solution, and Laplace transforms.

Science

AST 100: Special Topics: White Dwarfs, Neutron Stars and Black Holes

Units (Credits): 1; Prerequisites: none

Covers an assortment of exotic and fascinating stellar and astronomical objects that are at the center of modern astronomy. Studies the life cycles of both large and small mass stars as well as new developments and discoveries from a wide range of topics in astrophysics.

AST 105: Introductory Astronomy Laboratory

Units (Credits): 1; Prerequisites: AST 109, AST 110 or consent of instructor

Presents laboratory exercises in astronomy in the tradition of the amateur astronomer. Includes observation of celestial objects as well as laboratory exercises to investigate the physical nature of astronomical objects. Instructs on the use of telescopes and the process of the scientific method. Recommended for non-science majors.

AST 109: Planetary Astronomy

Units (Credits): 3; Prerequisites: MATH 120, MATH 126 or higher or consent of instructor

Offers a descriptive introduction to current concepts of the solar system, modern observational techniques, and their results. Utilizes telescopes and observatory facilities. Includes four laboratory experiences.

AST 110: Stellar Astronomy

Units (Credits): 3; Prerequisites: MATH 120, MATH 126 or higher or consent of instructor

Offers a descriptive introduction to stellar and galactic systems, the life cycle of stars, theories of the universe and its formation. Utilizes telescopes and observatory facilities. Includes four laboratory experiences.

AST 115: Birth of Astrophysics

Units (Credits): 1; Prerequisites: none

Covers the accidental discovery of the solar spectral lines at the beginning of the 19th century and explores the threads of observation and interpretation through the subsequent 100 years. Explains how this process created modern astronomy, atomic physics, and chemistry. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

AST 118: Astronomical Instrumentation

Units (Credits): 1; Prerequisites: none

Introduces the basic operation of reflecting and refracting telescopes, fundamentals of spectrograph and methods for obtaining stellar spectra, and multiple uses of the CCD camera for astronomical imaging. Emphasis will be on working with the instruments (hands-on) and taking real time data when applicable. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

AST 120: Introduction to Astrobiology

Units (Credits): 3; Prerequisites: none

Studies the origin, evolution and distribution of life in the geology, planetary science, atmospheric science, oceanography, and other sciences. Will explore the scientific reasons behind why the Solar System harbors a living planet. Covers the factors that allow the Earth to support life and the potential for life on other planets within the universe.

AST 190: Projects in Observational Astronomy

Units (Credits): 3; Prerequisites: AST 105 or consent of instructor

Develops skills in observational astronomy with a project-oriented course. Uses high quality equipment such as cameras, photometers, telescopes and heliostats. Laboratory course recommended for non-science majors.

AST 198: Special Topics in Astronomy

Units (Credits): 0.5–6; Prerequisites: none

Includes short courses and experimental classes covering a variety of subjects. May be repeated for up to six units. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

AST 290: Internship in Astronomy

Units (Credits): 1–8; Prerequisites: consent of instructor

Allows students to apply knowledge to real, on-the-job situations in a program designed by a company official and faculty advisor to maximize learning experiences. Students may earn up to eight units on the basis of 45 hours of internship per unit. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

AST 299: Directed Study

Units (Credits): 1–3; Prerequisites: consent of instructor

Covers selected topics and directed student research of interest to students in astronomy. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

ATMS 117: Meteorology

Units (Credits): 3; Prerequisites: none

Covers the elements that make up meteorology, potential climate change, severe weather, and weather forecasting.

BIOL 100: General Biology For Non-Science Majors

Units (Credits): 3; Prerequisites: MATH 120, MATH 126 or higher or consent of instructor

Covers fundamental concepts and theories of life science. Major topics include cellular/molecular biology, anatomy, physiology, genetics, evolutions and ecology. Includes four laboratory experiences.

BIOL 113: Life in the Oceans

Units (Credits): 3; Prerequisites: none

Introduces the plants, animals and microorganisms of the oceans with an emphasis on important marine ecosystems such as intertidal zones, estuaries and coral reefs.

BIOL 190: Introduction to Cell and Molecular Biology

Units (Credits): 3; Prerequisites: CHEM 121 ; Corequisites: BIOL 190L

Covers the structure and function of cells. Included will be the major molecules of life, composition and physiology of cellular organelles, cellular metabolism, reproduction, motility, gene function and related topics. Note: BIOL 190/190L plus BIOL 191/191L transfer to UNR as fulfilling BIOL 190, 191 and 192 requirements.

BIOL 190L: Introduction to Cell and Molecular Biology Lab

Units (Credits): 1; Corequisites: BIOL 190

Covers the structure and function of cells. Included will be the major molecules of life, composition and physiology of cellular organelles, cellular metabolism, reproduction, motility, gene function and related topics. Note: BIOL 190/190L plus BIOL 191/191L transfer to UNR as fulfilling BIOL 190, 191 and 192 requirements.

BIOL 191: Introduction to Organismal Biology

Units (Credits): 3; Prerequisites: BIOL 190 & BIOL 190L ; Corequisites: BIOL 191L

Combines the principles of botany and zoology into one course emphasizing levels of organization and life processes common to all organisms. Topics range from nutrient processing and homeostasis to

reproduction. Note: BIOL 190/190L plus BIOL 191/191L transfer to UNR as fulfilling BIOL 190, 191 and 192 requirements.

BIOL 191L: Introduction to Organismal Biology Lab

Units (Credits): 1; Corequisites: BIOL 191

Combines the principles of botany and zoology into one course emphasizing levels of organization and life processes common to all organisms. Topics range from nutrient processing and homeostasis to reproduction. Note: BIOL 190/190L plus BIOL 191/191L transfer to UNR as fulfilling BIOL 190, 191 and 192 requirements.

BIOL 200: Elements of Human Anatomy & Physiology

Units (Credits): 3; Prerequisites: none

Provides students with an intense descriptive overview of anatomy and physiology with related, illustrative pathology and microbiology.

BIOL 204: Elements of Human Anatomy & Physiology Lab

Units (Credits): 1; Corequisites: BIOL 200

Provides students with intense laboratory exercises about anatomy and physiology with related, illustrative pathology and microbiology.

BIOL 208: Human Genetics

Units (Credits): 3; Prerequisites: BIOL 190, CHEM 220

Offers a basic science (Mendelian genetics, cytogenetics, molecular genetics) and detailed clinical case study and correlation-oriented (pedigree analysis, gene cloning, inborn errors of metabolism) course that demonstrates the principles of genetics/heredity in human health and disease. Strongly recommended for those pursuing pre-medical studies.

BIOL 212: Introduction to Human Genetics Lab

Units (Credits): 1; Corequisites: BIOL 208

Provides an opportunity to learn how to extract and amplify genomic DNA using the polymerase chain reaction; apply concepts of chemistry and evolutionary biology to study an organism they choose; identify a question involving their chosen organism and answer it using DNA technology; research and identify protocols and materials such as M-SAT primers specific to the organism they choose; subject data to statistical analysis and relate their findings to concepts of evolution.

BIOL 223: Human Anatomy and Physiology I

Units (Credits): 4; Prerequisites: BIOL 190 & BIOL 190L with a grade of C or better or CHEM 121 with a grade of C or better or meet nursing program chemistry requirement

Offers detailed study of cellular functions and the integumentary, skeletal, muscular, and nervous systems. Primary for physical education, pre-nursing and other pre-health majors. NOTE: For programs

that require BIOL 223 and 224, both courses must be completed at the same institution if taken outside Nevada. May be repeated a maximum of two times within the last five years.

BIOL 224: Human Anatomy and Physiology II

Units (Credits): 4; Prerequisites: BIOL 223 with a grade of C or better

Offers a detailed study of the anatomy and physiology of the circulatory, immune, respiratory, digestive, urinary, endocrine and reproductive systems. Primarily for physical education, pre-nursing and other pre-health majors. NOTE: For programs that require BIOL 223 and 224, both courses must be completed at the same institution if taken outside Nevada. May be repeated a maximum of two times within the last five years.

BIOL 251: General Microbiology

Units (Credits): 4; Prerequisites: BIOL 190 & BIOL 190L with a grade of C or better or BIOL 223 with a grade of C or better or CHEM 121 with a grade of C or better

Emphasizes the distribution, form, structure and physiology of microorganisms in laboratory. Develops the student's skills in aseptic procedures, isolation and identification. Recommended for all allied health majors. Three hours lecture/three hours laboratory per week. May be repeated a maximum of two times within the last five years.

CHEM 100: Molecules and Life in the Modern World

Units (Credits): 3; Prerequisites: MATH 120 or higher

Introduces chemistry with emphasis on impacts on human society, environmental issues, energy sources and life processes. Includes four laboratory experiments.

CHEM 121: General Chemistry I

Units (Credits): 4; Prerequisites: MATH 126 or higher or appropriate score on the WNC placement or equivalent test, OR Math 96 AND prerequisites or corequisite of MATH 120 or higher; Recommended: MATH 126 & MATH 127, MATH 128 for students who intend to enroll in CHEM 122

Provides fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter and thermochemistry. Three hours lecture/three hours laboratory.

CHEM 122: General Chemistry II

Units (Credits): 4; Prerequisites: CHEM 121 & MATH 126 & MATH 127, MATH 128

Provides fundamentals of chemistry including solutions, kinetics, equilibria, thermodynamics, electrochemistry, nuclear chemistry and properties of inorganic and organic compounds. Three hours lecture/three hours laboratory.

CHEM 220: Introductory Organic Chemistry

Units (Credits): 4; Prerequisites: CHEM 121; Recommended: CHEM 122

Surveys the principles of carbon chemistry. Credit allowed in only one of CHEM 220 or 241. Three hours lecture/three hours laboratory.

CHEM 241: Organic Chemistry I

Units (Credits): 3; Prerequisites: CHEM 122

Introduces the chemistry of carbon compounds; functional groups; relationships among molecular structure, properties and reactivity and biological relevance. For life and environmental sciences majors. Credit allowed in only one of CHEM 220 or 241. Three hours lecture.

CHEM 241L: Organic Chemistry for Life Sciences Laboratory I

Units (Credits): 1; Prerequisites: CHEM 122 ; Corequisites: CHEM 241

Introduces the chemistry of carbon compounds; functional groups; relationships among molecular structure, properties and reactivity and biological relevance. For life and environmental sciences majors. Three hours laboratory.

CHEM 242: Organic Chemistry II

Units (Credits): 3; Prerequisites: CHEM 241

Provides an emphasis on functional groups, fundamental reaction mechanisms, and biomolecules. For life science and sciences majors. Continues CHEM 241. Three hours lecture.

CHEM 242L: Organic Chemistry for Life Sciences Laboratory II

Units (Credits): 1; Prerequisites: CHEM 241 & CHEM 241L ; Corequisites: CHEM 242

Provides an emphasis on functional groups, fundamental reaction mechanisms, and biomolecules. For life science and sciences majors. Three hours laboratory.

ENV 100: Humans and Environment

Units (Credits): 3; Prerequisites: MATH 120 or consent of instructor

Provides an interdisciplinary introductory survey of the ecology of natural systems, with emphasis on the relationship of humans to the environment. Includes four laboratory experiences.

ENV 130: Fundamentals of Environmental Pollution: Concepts and Methods

Units (Credits): 3; Prerequisites: none

Introduces students to the growing global pollution problem along with potential control methods. Focus will be with the chemistry of the biosphere, water and the atmosphere. Delves into the development of pollution control and ways to minimize exposure to the environment and humans.

ENV 210: Land Use Management

Units (Credits): 3; Prerequisites: None

Concentrates on the planning, implementation, and evaluation of land use covering both non-urban and urban environments. After considering these processes the course will examine current policies for developing future sustainable use energy.

ENV 292: Nevada Environmental Problems

Units (Credits): 3; Prerequisites: none

Covers local environmental problems involving their causes, effects, and possible solutions. A variety of sensitive environmental issues including water quality, solid waste disposal, air quality, grazing, and nuclear waste storage will be examined with respect to local geographical, industrial, and political influences.

GEOL 100: Earthquakes, Volcanoes, and Natural Disasters

Units (Credits): 3; Prerequisites: none

Investigates geology of the dynamic earth: natural hazards and catastrophes, and geology of natural resources. Includes four laboratory experiences.

GEOL 101: Physical Geology

Units (Credits): 3; Prerequisites: MATH 120, MATH 126 or higher or consent of instructor

Covers fundamental principles of geology: tectonics; minerals; igneous, metamorphic and sedimentary processes; and geologic time.

GEOL 102: Earth and Life Through Time

Units (Credits): 4; Prerequisites: GEOL 101 & GEOL 103

Studies the history of the earth and the origins of its landforms from the far past to the present time, age dating, evolution of organisms, times of extinction, mountain building episodes, and periods of glaciation.

GEOL 103: Physical Geology Laboratory

Units (Credits): 1; Prerequisites: GEOL 101 & MATH 120, MATH 126 or higher, or consent of instructor (GEOL 101 may be taken concurrently)

Offers experimental and in-depth investigations designed to illustrate fundamental principles of geology.

GEOL 105: Introduction to Geology of National Parks

Units (Credits): 3; Prerequisites: none

Studies geologic processes through the lens of the national park system. Concepts of geologic time, plate tectonics, and the rock cycle will be explored by studying national parks and monuments that highlight geologic examples of the material presented.

GEOL 111: Geology of Death Valley National Park

Units (Credits): 1–2; Prerequisites: none

Provides a general field experience in geology for students with little or no earth science background. Teaches the basics of rock identification, landform analysis and identification, and interpretation of modern and ancient geologic events through field study of Death Valley National Park. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

GEOL 112: Geology of Eastern Sierra

Units (Credits): 1–2; Prerequisites: none

Provides a general field experience in geology for students with little or no earth science background. Teaches the basics of rock identification, landform analysis and identification, and interpretation of modern and ancient geologic events through field study of the Eastern Sierra Nevada. Field study will include Mono Lake, Long Valley caldera, White Mountains, faults, and past glaciation in the area. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

GEOL 113: Geology of Lassen Volcanic National Park

Units (Credits): 1–2; Prerequisites: none

Provides a two-and-a-half day field experience in geology for students with little or no earth science background. Teaches the basics of volcanic rock identification, history of the Cascade Range, and interpretation of modern and ancient geologic events through field study of Lassen Volcanic National Park. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

GEOL 114: Geology of Lava Beds National Monument

Units (Credits): 1; Prerequisites: none

Provides a general field experience in geology for students with little or no earth science background. Teaches the basics of rock identification, landform analysis and identification, and interpretation of modern and ancient geologic events through field study of Lava Beds National Monument. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

GEOL 127: Prehistoric Life

Units (Credits): 3; Prerequisites: none

Surveys the history and the classification of fossil plants and animals, methods of interpretation of the fossil records, evolution of form and structure and the sequence of fossils in rocks.

GEOL 132: Rocks & Minerals

Units (Credits): 3; Prerequisites: none

Focuses on the identification of rocks and minerals. Includes an introduction to the crystallography and chemistry of minerals as well as the petrology of igneous, sedimentary, and metamorphic rocks. Concludes with an overview of ore deposits.

GEOL 201: Geology of Nevada

Units (Credits): 3; Prerequisites: GEOL 101 or consent of instructor

Covers important geological developments in Nevada that have occurred throughout geologic time. At least one field trip will be required.

GEOL 299: Special Topics in Geology

Units (Credits): 1–5; Prerequisites: none

Provides a study of selected topics in geology for students with little or no earth science background. Can include field experiences. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

NRES 101: Plant, Soil & Water Science

Units (Credits): 3; Prerequisites: none

Introduces plant, soil and water science as applied to agriculture in Nevada. Includes a discussion of fertilization, irrigation, botany, soil conservation, and pollution.

PHYS 100: Introductory Physics

Units (Credits): 3; Prerequisites: MATH 120, MATH 126 or higher or consent of instructor

Introduces students to a broad range of concepts in physics from basic classical mechanics to modern physics. Students will conduct at least four experiments with many demonstrations performed throughout the course.

PHYS 151: General Physics I

Units (Credits): 4; Prerequisites: MATH 126 & MATH 127, MATH 128 or equivalent

Provides a course in physics for students in arts and science, medicine and dentistry, and agriculture. Emphasis is on mechanics, heat, and sound.

PHYS 152: General Physics II

Units (Credits): 4; Prerequisites: PHYS 151 or consent of instructor

Emphasizes light, electricity, magnetism and nuclear physics.

PHYS 180: Engineering Physics I

Units (Credits): 3; Prerequisites: MATH 181 ; Corequisites: PHYS 180L

Explores vectors, rectilinear motion, particle dynamics, work and energy, momentum, rotational mechanics, oscillations, gravitation, fluids, wave properties and sound. Students must co-enroll in both lecture and lab to receive credit.

PHYS 180L: Engineering Physics I Lab

Units (Credits): 1; Prerequisites or Corequisites: MATH 181 ; Corequisites: PHYS 180

Explores vectors, rectilinear motion, particle dynamics, work and energy, momentum, rotational mechanics, oscillations, gravitation, fluids, wave properties and sound. Students must co-enroll in both lecture and lab to receive credit.

PHYS 181: Engineering Physics II

Units (Credits): 3; Prerequisites: PHYS 180 ; Corequisites: PHYS 181L, MATH 182

Explores electric fields, potential, current, dielectrics, circuits, magnetic fields, electromagnetic oscillations, thermodynamics and kinetic theory of gases. Students must co-enroll in both lecture and lab to receive credit.

PHYS 181L: Engineering Physics II Lab

Units (Credits): 1; Prerequisites: MATH 182, PHYS 180 ; Corequisites: PHYS 181

Explores electric fields, potential, current, dielectrics, circuits, magnetic fields, electromagnetic oscillations, thermodynamics and kinetic theory of gases. Students must co-enroll in both lecture and lab to receive credit.

PHYS 182: Engineering Physics III

Units (Credits): 3; Prerequisites: MATH 182, PHYS 181 ; Corequisites: PHYS 182L

Explores light, optical systems, relativity, wave aspects of particles, quantum mechanics, statistical mechanics, semiconductors, radioactivity, nuclear physics and particles. Students must co-enroll in both lecture and lab to receive credit.

PHYS 182L: Engineering Physics III Lab

Units (Credits): 1; Prerequisites: MATH 182, PHYS 181 ; Corequisites: PHYS 182

Explores light, optical systems, relativity, wave aspects of particles, quantum mechanics, statistical mechanics, semiconductors, radioactivity, nuclear physics and particles. Students must co-enroll in both lecture and lab to receive credit.

PHYS 293: Directed Study

Units (Credits): 1–3; Prerequisites: PHYS 151, PHYS 180

Provides individual study conducted under the direction of a faculty member. May be repeated for up to six units.

Social Sciences/Humanities/Constitution

ANTH 101: Introduction to Cultural Anthropology

Units (Credits): 3; Prerequisites: none

Introduces human culture and society. Provides an understanding of human diversity through a comparative study of politics, religion, economics and social organization.

ANTH 102: Introduction to Physical Anthropology

Units (Credits): 3; Corequisites: recommend ANTH 110L

Explores the biological and evolutionary origins of humans through the examination of the fossil record, the study of primates, and the study of human biology.

ANTH 110L: Physical Anthropology Lab

Units (Credits): 1; Corequisites: ANTH 102

Provides practical experience in aspects of physical anthropology: the mechanisms of inheritance, osteology and forensic science, comparative anatomy and human evolution, and aspects of modern human variability.

ANTH 201: Peoples & Cultures of the World

Units (Credits): 3; Prerequisites: none

Offers a comparative survey of selected societies from throughout the world. Emphasis is on the impact of global developments on traditional societies.

ANTH 202: Introduction to Archeology

Units (Credits): 3; Prerequisites: none

Surveys archaeology in the Old and New Worlds. Examines methods used by archaeologists to describe and explain prehistoric cultures.

ANTH 210: Indians of Nevada Today

Units (Credits): 3; Prerequisites: none

Surveys the Native American populations of Nevada and adjacent areas with emphasis on contemporary reservation conditions.

ANTH 212: Indians of North America

Units (Credits): 3; Prerequisites: none

Surveys traditional life and modern conditions of American Indians with emphasis on the western United States.

ANTH 213: Introduction to the Indians of the Great Basin

Units (Credits): 3; Prerequisites: none

Introduces the Indians of the Great Basin summarizing ethnographic and contemporary issues of Native Americans of the Great Basin and the indigenous groups that are geographically adjacent and have influenced Basin cultures. Also examines the archaeological documentation of pre-contact conditions.

ANTH 214: Introduction to Mesoamerican Prehistory and Archaeology

Units (Credits): 3; Prerequisites: none

Introduces students to the archaeology and prehistory of Mesoamerica. Includes the development of complex societies in Mexico and Central America.

ANTH 215: Introduction to Faith, Witchcraft and Magic

Units (Credits): 3; Prerequisites: none

Introduces students to the anthropological study of religion as a human institution. Examines the history, methods, and current status of the field.

ANTH 443: Environmental Archaeology

Units (Credits): 3; Prerequisites: admission to the BTech program or consent of advisor

Topics selected from paleoecology, taphonomy, geoarchaeology, and dating methods. Lectures, readings, and field trips cover advanced principles, method and theory, and practical applications.

CH 201: Ancient and Medieval Cultures

Units (Credits): 3; Prerequisites: ENG 102

Provides an introduction to Greek, Roman and Judeo-Christian culture through the Middle Ages.

CH 202: The Modern World

Units (Credits): 3; Prerequisites: ENG 102

Explores the intellectual, literary and political history of Europe from the Renaissance to the present.

CH 203: American Experience & Constitutional Change

Units (Credits): 3; Prerequisites: ENG 102

Emphasizes the origins of the U.S. and Nevada constitutions and issues such as equality and civil rights, individualism and civil liberties, federalism, environmentalism, urbanization and industrialization, as well as religious and cultural diversity.

HIST 101: United States History to 1865

Units (Credits): 3; Prerequisites: none

Offers a survey of American history and civilization from the time of the first European settlement to about 1865.

HIST 102: United States History 1865 to Present

Units (Credits): 3; Prerequisites: none

Covers American history and civilization since the end of the American Civil War.

HIST 105: European Civilization to 1648

Units (Credits): 3; Prerequisites: none

Covers the development of Western civilization and history from its beginnings in the valleys of the Nile, Tigris, and Euphrates rivers to the mid-17th century rise of strong nation-states.

HIST 106: European Civilization 1648 to Present

Units (Credits): 3; Prerequisites: none

Covers Western civilization and history from the mid-17th century to the present.

HIST 111: Survey of American Constitutional History

Units (Credits): 3; Prerequisites: none

Teaches the origin, development, history of the Nevada and United States constitutions. Course will examine the American judicial system through a number of significant decisions and will analyze the individuals who made those decisions.

HIST 207: Discover Nevada's Past

Units (Credits): 1–3; Prerequisites: none

Explores the many historic sites and scenic areas of Nevada, utilizing lecture discussions, slide presentations, readings and videos.

HIST 217: Nevada History

Units (Credits): 3; Prerequisites: none

Studies Nevada's history from prehistoric times to the present. The course will examine the early mining and cattle frontiers, the development of towns and the advent of industrialization as well as the 20th century problems of water, energy, and growth.

HIST 247: Introduction to the History of Mexico

Units (Credits): 3; Prerequisites: none

Introduces pre-Columbian Mexico, Colonial New Spain and Mexican national history to the present.

HIST 295: Special Topics in History

Units (Credits): 3; Prerequisites: consent of instructor

Studies a selected issue or topic of significance in history. The intent will be to develop an awareness of and appreciation for the complex forces which have shaped the modern world. Material will be drawn from a variety of sources and may be interdisciplinary. May be repeated for up to six units.

HUM 101: Introduction to Humanities

Units (Credits): 3; Prerequisites: none

Offers an interdisciplinary approach to the humanities. Students study major works in art, music, literature, and philosophy with historical framework.

HUM 198: Special Topics In Humanities

Units (Credits): 0.5–3; Prerequisites: none

Studies selected issues or topics of significance within the field of humanities. Intent will be to develop an interdisciplinary awareness and appreciation for the areas of art, music, literature, theater, history, and architecture. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

PSC 103: PRINCIPLES OF AMERICAN CONSTITUTIONAL GOVERNMENT

Units (Credits): 3; Prerequisites: none

Studies constitutions of U.S. and Nevada with specific attention to various principles and current problems of government.

PSC 108: Great Issues of Politics

Units (Credits): 3; Prerequisites: PSC 103, HIST 101 or consent of instructor

Studies political processes and ways in which political decisions are made and implemented.

PSC 208: Survey of State & Local Government

Units (Credits): 3; Prerequisites: none

Surveys the organization, working principles and functional processes of state and local governments in the U.S.

PSC 231: World Politics

Units (Credits): 3; Prerequisites: none

Explores recent and contemporary international relations and the foreign policies, policy making institutions, and the politics of various nations.

PSC 295: Special Topics in Political Science

Units (Credits): 3; Prerequisites: consent of instructor

Explores in detail an issue of current interest. Topics might include: the formulation and implementation of national security policy; the implementation and formation of national, state or local policy; or the structure and function of government agencies. May be repeated for up to six credits.

PSC 299: Government Internship

Units (Credits): 3–6; Prerequisites: PSC 103, HIST 111 and consent of instructor. If more students apply than there are positions available, students must submit resumes and will be selected by a review committee

Provides students the opportunity to be selected to serve in federal, state or local government offices within the WNC service area.

Fine Arts

ART 100: Visual Foundations

Units (Credits): 3; Prerequisites: none

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

ART 101: Drawing I

Units (Credits): 3; Prerequisites: none

Develops drawing skills through practice with a broad variety of drawing tools and techniques. 1 hour lecture/4 hours studio per week.

ART 102: Drawing II

Units (Credits): 3; Prerequisites: ART 101

Continues ART 101 with increased emphasis on the refinement of drawing skills. One hour lecture/ four hours studio per week.

ART 105: Color Theory

Units (Credits): 3; Prerequisites: none

Introduces color interactions, optical phenomena and their creative application.

ART 108: Design Fundamentals II (2-D)

Units (Credits): 3; Prerequisites: none

Explores the fundamentals of design utilizing various media while focusing on three-dimensional design and sculptural practices. One hour lecture/four hours studio per week.

ART 111: Beginning Ceramics

Units (Credits): 3; Prerequisites: none

Introduces basic ceramic techniques and concepts including both hand-built and wheel thrown vessels as well as both utilitarian and non-utilitarian ceramic forms.

ART 114: Beginning Crafts

Units (Credits): 3; Prerequisites: none

Explores craft techniques and concepts utilizing a variety of traditional and contemporary printmaking.

ART 115: Beginning Clay Sculpture

Units (Credits): 3; Prerequisites: none

Introduces students to clay as a medium for sculptural design. Focus is on human head, small animal sculpture and mold-making.

ART 124: Beginning Printmaking

Units (Credits): 3; Prerequisites: none

Introduces printmaking processes emphasizing relief, intaglio, lithographic, and screen processes.

ART 127: Watercolor I

Units (Credits): 3; Prerequisites: none

Offers a beginning course in watercolor painting with emphasis on materials and techniques which contribute to the production of quality works of art.

ART 131: Introduction to Painting

Units (Credits): 3; Prerequisites: none

Introduces the basics of various traditional and contemporary painting media.

ART 135: Photography I

Units (Credits): 3; Prerequisites: none

Introduces black and white photography and the 35mm camera. The course is designed as a beginning or refresher class in understanding photo taking and darkroom procedures. Student must provide a 35mm camera.

ART 141: Introduction to Digital Photography I

Units (Credits): 1–3; Prerequisites: none

Teaches image editing software to retouch, enhance and manipulate photographic images. Includes importing both digital and film-based images into the computer, improving and altering images in the software program, and various methods of outputting the final product. Aesthetic composition and design principles will be stressed.

ART 142: Introduction to Digital Photography II

Units (Credits): 1–3; Prerequisites: ART 141 or consent of instructor

Continued exploration of photography utilizing digital based equipment and with an emphasis on cameras (both traditional and digital) and scanning with an emphasis on the creation and manipulation of original images.

ART 160: Art Appreciation

Units (Credits): 3; Prerequisites: none

Studies art, artists and art media of various historical periods to develop the student's capacity to evaluate and appreciate them.

ART 201: Life Drawing I

Units (Credits): 3; Prerequisites: ART 101

Practices drawing the human figure from nude models. Emphasizes the expressive potentialities of human figure, and the production of quality drawings. One hour lecture and four hours studio per week.

ART 208: Fiber Arts

Units (Credits): 3; Prerequisites: none

Introduction to fiber based techniques and concepts including contemporary uses of quilting and fabric dyes, among other techniques, as a fine art form.

ART 209: Introduction to Gallery Practices

Units (Credits): 3; Prerequisites: none

Covers the practices and ethics of operating an art gallery. May be repeated for up to six units.

ART 211: Ceramics I

Units (Credits): 3; Prerequisites: none

Offers a beginning studio course in ceramic construction and decoration. Lecture and laboratory methods are used to give special attention to the development of individual student's skills. Uses potter's wheels. One hour lecture and four hours studio per week.

ART 212: Ceramics II

Units (Credits): 3; Prerequisites: ART 211

Continues ART 211 but with increased attention given to further refinement of skills. One hour lecture/four hours studio per week.

ART 216: Sculpture I

Units (Credits): 3; Prerequisites: none

Offers fundamentals of sculpture using plaster, wood and other materials.

ART 217: Sculpture II

Units (Credits): 3; Prerequisites: ART 216 or consent of instructor

Offers studio classes in techniques and skills of subtractive and additive sculpture. One hour lecture and four hours studio per week.

ART 218: Alternative Sculpture

Units (Credits): 3; Prerequisites: none

An exploration of non-traditional sculpting techniques.

ART 221: Beginning Printmaking: Intaglio

Units (Credits): 3; Prerequisites: ART 124

Introduction to etching, drypint, aquatint, and other techniques related to metal plate printmaking. Emphasis on the creative use of materials and techniques.

ART 222: Beginning Printmaking: Lithography

Units (Credits): 3; Prerequisites or Corequisites: ART 124

Examination of materials and techniques for lithography. Explores black and white printing as well as color and photo generated images.

ART 223: Beginning Printmaking: Serigraphy

Units (Credits): 3; Prerequisites or Corequisites: ART 124

Introduction to the basic techniques of silk-screen printing with emphasis on its creative potential.

ART 224: Beginning Printmaking: Relief

Units (Credits): 3; Prerequisites or Corequisites: ART 124

Lecture/studio instruction in printing, woodcuts, linocuts and assembled relief surfaces.

ART 225: Intermediate Printmaking

Units (Credits): 3; Prerequisites: ART 124

Continues Art 124 with emphasis on contemporary techniques and processes for traditional intaglio, lithography, and digital imaging techniques for intaglio and lithographic processes.

ART 227: Watercolor II

Units (Credits): 3; Prerequisites: ART 127

Continues exploration of watercolor techniques and concepts including gouache and related media.

ART 231: Painting I

Units (Credits): 3; Prerequisites: none

Offers a beginning course in oil and/or acrylic painting. Introduces concepts and develops skills for the production of quality paintings. One hour lecture and four hours studio per week.

ART 232: Painting II

Units (Credits): 3; Prerequisites: ART 231

Continues ART 231, with increased emphasis on refinement of basic painting skills. One hour lecture and four hours studio per week.

ART 235: Photography II

Units (Credits): 3; Prerequisites: ART 135

Broadens students' understanding of photographic imagery and continues to develop greater technical knowledge and skill. Student must provide a camera.

ART 236: Photography III

Units (Credits): 3; Prerequisites: ART 235

Deals with studio and on-location commercial photography. Provides the basics about studio lighting and procedures. Students must provide a camera.

ART 245: Digital Media I

Units (Credits): 3; Prerequisites: At least one art studio course, such as Visual Foundations, Beginning Photography, Drawing, etc.

Introduces concepts and practices of computer art and related media with an emphasis on contemporary experimental applications.

ART 260: Survey Art History I

Units (Credits): 3; Prerequisites: none

Surveys art of the western world from prehistoric times through the Gothic Period.

ART 261: Survey of Art History II

Units (Credits): 3; Prerequisites: none

Surveys art of the western world from the Renaissance to the present.

ART 296: Independent Study

Units (Credits): 1–3; Prerequisites: none

Focuses on independent exploration of studio techniques and concepts as discussed with the instructor during one-on-one critiques and instruction. May be repeated for up to six units.

ART 297: Field Study

Units (Credits): 1–3; Prerequisites: none

Offers a study of art in its cultural and historical setting with potential visits to museums, galleries, and art studios.

ART 298: Portfolio Emphasis

Units (Credits): 3; Prerequisites: none

Offers input for artist portfolios by means of critique and resolving a conceptual body of work in a professional portfolio presentation.

ART 299: Special Topics in Studio Art

Units (Credits): 1–3; Prerequisites: none

Applies to assorted short courses and workshops covering a variety of subjects. May be repeated for up to six units.

CR 110: Beginning Calligraphy

Units (Credits): 1–3; Prerequisites: none

Helps students develop two types of writing techniques -- Italic and Calligraphic -- one for special occasions and one for rapid writing. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CR 124: Furniture Refinishing

Units (Credits): 2; Prerequisites: none

Offers techniques for restoring used and antique furniture, removing finishes, applying furniture, and applying finishing materials. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CR 136: Creative Crafts I

Units (Credits): 3; Prerequisites: none

Introduces students to crafts, stressing design principles and expressive qualities utilizing a variety of craft materials. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CR 137: Creative Crafts II

Units (Credits): 3; Prerequisites: none

Introduces students to crafts, stressing design principles and expressive qualities utilizing a variety of craft materials. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CR 141: Beginning Toile Painting

Units (Credits): 3; Prerequisites: none

Introduces students to this peasant folk art form. Toile painting has traditionally been used to decorate useful objects and love gifts both inside and outside the home. Students will learn about brushes and paints as well as the strokes used in this style of painting. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CR 143: Advanced Toile Painting

Units (Credits): 3; Prerequisites: none

Introduces students to this peasant folk art form. Tole painting has traditionally been used to decorate useful objects and love gifts both inside and outside the home. Students will learn about brushes and paints as well as the strokes used in this style of painting. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CR 299: Special Topics in Crafts

Units (Credits): 1–6; Prerequisites: none

Applies to assorted short courses and workshops covering a variety of subjects. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

DAN 101: Dance Appreciation

Units (Credits): 3; Prerequisites: none

Provides a non-technical course which offers an understanding and appreciation of the art of dance, with special focus on the artists and styles.

DAN 132: Jazz Dance (beginning)

Units (Credits): 1; Prerequisites: none

Introduces beginning techniques of jazz dance. May be repeated for up to four credits.

DAN 135: Beginning Ballet

Units (Credits): 1; Prerequisites: none

Introduces beginning techniques of ballet. May be repeated for up to four units.

DAN 138: Modern Dance (Beginning)

Units (Credits): 1–4; Prerequisites: none

Introduces beginning techniques of modern dance. May be repeated for up to four units.

DAN 144: Beginning Tap Dancing

Units (Credits): 1; Prerequisites: none

Introduces beginning techniques of tap dance. May be repeated for up to four units.

DAN 160: Hip-Hop Dance

Units (Credits): 1; Prerequisites: none

Teaches beginning techniques of hip-hop dance. May be repeated for up to four units. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

DAN 232: Jazz Dance (intermediate)

Units (Credits): 1; Prerequisites: DAN 132

Emphasizes intermediate techniques of jazz dance. May be repeated for up to four units.

DAN 244: Tap Dance (intermediate)

Units (Credits): 1; Prerequisites: DAN 144 or consent of instructor

Emphasizes intermediate techniques of tap dance. May be repeated for up to four units.

DAN 260: Intermediate Hip-Hop Dance

Units (Credits): 1; Prerequisites: DAN 160

Teaches intermediate techniques of hip-hop dance. May be repeated for up to four units. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

MUS 103: Voice Class I

Units (Credits): 3; Prerequisites: none

Teaches fundamentals of tone production, breath control and practical techniques involved in reading and interpreting songs.

MUS 104: Voice Class II

Units (Credits): 3; Prerequisites: MUS 103

Continues the skills learned in MUS 103.

MUS 107: Guitar Class I

Units (Credits): 2–3; Prerequisites: none

Studies basic guitar technique, and bluegrass, classical and rock styles. No previous musical training required.

MUS 108: Guitar Class II

Units (Credits): 2–3; Prerequisites: MUS 107 or consent of instructor

Continues development of skills learned in MUS 107.

MUS 111: Piano Class I

Units (Credits): 3; Prerequisites: none

Introduces the piano, including instruction in note reading, technique, theory and easy repertoire. Students work in a laboratory setting, each using their own electronic piano.

MUS 112: Piano Class II

Units (Credits): 3; Prerequisites: MUS 111 or consent of instructor
Provides a continuation of MUS 111, a class in basic piano technique and theory.

MUS 119: Harmonica Class I

Units (Credits): 3; Prerequisites: none
Introduces the diatonic harmonica, including instruction in note reading, playing techniques, theory and easy repertoire. Students work in a laboratory setting using their own diatonic harmonica. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

MUS 120: Harmonica Class II

Units (Credits): 3; Prerequisites: MUS 119 or equivalent
Continues the skills learned in MUS 119. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

MUS 121: Music Appreciation

Units (Credits): 3; Prerequisites: none
Analyzes styles and forms of music from the Middle Ages through the 20th century, and discusses musical instruments and major composers.

MUS 124: History of The American Musical Theatre

Units (Credits): 3; Prerequisites: none
Offers a cultural, musical and theatrical survey of musical theatre in the United States, from the mid-nineteenth century to the present.

MUS 125: History of Rock Music

Units (Credits): 3; Prerequisites: none
Explains how cultural, social, political and economic conditions have shaped rock music's evolution. Familiarizes the student with the history of rock music from its origins in Blues through contemporary rock styles. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of rock music. Extensive classroom listening will enhance the student's learning experience.

MUS 134: Jazz Appreciation

Units (Credits): 3; Prerequisites: none
Covers how jazz music's evolution as an art form unique to the United States has both shaped and reflected the construction of our national identity. Teaches how social and cultural events led to the development of jazz music from 1890 through the 1960's. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of American Jazz as evolved.

MUS 176: Musical Theatre Practicum

Units (Credits): 2–3; Prerequisites: none

Offers musical theatre techniques for singers, actors, pianist/coaches and stage managers, including production and performance.

MUS 203: Music Theory I

Units (Credits): 3; Prerequisites: none

Introduces students to counterpoint and harmony.

MUS 204: Music Theory II

Units (Credits): 3; Prerequisites: MUS 203

A continuation of the skills learned in MUS 203.

MUS 211: Sightsinging & Dictation I

Units (Credits): 1; Prerequisites: none

Introduces the techniques of reading music at sight and taking musical and rhythmic dictations without the aid of an instrument.

MUS 212: Sightsinging & Dictation II

Units (Credits): 1; Prerequisites: MUS 211

Continues the skills learned in MUS 211.

MUS 215: Technique of Songwriting

Units (Credits): 3; Prerequisites: basic knowledge of theory

Offers a practical course in composing pop music. Analysis of hit songs and discussion of songs written by the class. Each student will compose melodies and lyrics, helping the poet with music and the musician with poetry.

MUS 224: Special Studies in Music Literature

Units (Credits): 2–3; Prerequisites: pianists should be of intermediate level proficiency

Focuses in depth on a special topic in music literature. Topics might include Baroque, classical, romantic, or 20th century keyboard literature. Students will explore musical topics through both lecture and their own performance of representative works. Class may be repeated for up to six units.

MUS 233: Recording Techniques and MIDI I

Units (Credits): 2; Prerequisites: none

Covers topics such as the job market, mics, consoles, tape recorders, and special effects. Teaches concepts including signal flow, multi-tracking, EQ, signal processing, MIDI, mixing and mastering. Students will learn to turn a Mac or PC into a multi-track studio.

MUS 253: Jazz Improvisation I

Units (Credits): 2; Prerequisites: none

Introduces the techniques of jazz improvisation in a laboratory setting.

MUS 276: Musical Theatre Practicum

Units (Credits): 1–3; Prerequisites: none

Covers selected topics in musical theatre.

MUSA 101: Bass-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for bass. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 103: Bassoon-Lower Division

Units (Credits): 1–2; Prerequisites: none

Introduces students to the study and performance of music for bassoon. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 105: Cello-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for cello. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 107: Clarinet-Lower Division

Units (Credits): 1–2; Prerequisites: none

Introduces students to the study and performance of music for clarinet. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 109: Drum Set

Units (Credits): 1; Prerequisites: none

Provides individual instruction in the technique and repertoire of drum set. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 111: Euphonium- Lower Division

Units (Credits): 1; Prerequisites: none

Provides a personal introduction to the study and performance of music for euphonium. No previous musical training required. Class may be repeated for a total of 4 credits. Fee covers cost of 14 half-hour private lessons.

MUSA 113: Flute-Lower Division

Units (Credits): 1–2; Prerequisites: none

Introduces students to the study and performance of music for flute. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 115: Guitar

Units (Credits): 1; Prerequisites: none

Provides individual instruction in the technique and repertoire of the guitar. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 121: Horn-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for horn. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 123: Oboe- Lower Division

Units (Credits): 1; Prerequisites: none

Provides a personal introduction to the study and performance of music for oboe. No previous musical training required. Class may be repeated for a total of 4 credits. Fee covers cost of 14 half-hour private lessons.

MUSA 125: Organ-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides individual instruction in the technique and repertoire of the organ.

MUSA 127: Percussion-Lower Division

Units (Credits): 1–2; Prerequisites: none

Offers private instruction in the study and performance of percussion instruments. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 129: Piano-Lower Division

Units (Credits): 1–2; Prerequisites: none

Considers performance and analysis of keyboard literature from various musical eras, instruction of keyboard technique and application of basic music theory to piano literature. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 131: Saxophone-Lower Division

Units (Credits): 1–2; Prerequisites: none

Introduces students to the study and performance of music for saxophone. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 135: Trombone-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for trombone. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 137: Trumpet-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for trumpet. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 139: Tuba-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for tuba. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 141: Viola-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for viola. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 143: Violin-Lower Division

Units (Credits): 1–2; Prerequisites: none

Provides a personal introduction to the study and performance of music for violin. Class may be repeated for a total of four units. Fee covers cost of 14 half-hour private lessons.

MUSA 145: Voice-Lower Division

Units (Credits): 1–2; Prerequisites: none

Introduces the correct and pleasing use of the singing voice through a well balanced and coordinated study of vocal literature and exercises. Class may be repeated for a total of nine units. Fee covers cost of 14 half-hour private lessons.

MUSA 146: Voice II

Units (Credits): 1–2; Prerequisites: none

Continues development of correct and pleasing use of the voice for singers through study of vocal literature and exercises.

MUSE 101: Concert Choir

Units (Credits): 1; Prerequisites: none

Teaches representative choral music of all periods. Choir is featured in concerts throughout the WNC service area. May be repeated for a total of four units.

MUSE 111: Concert Band

Units (Credits): 1; Prerequisites: intermediate proficiency on a band instrument

Introduces study and performance of band literature. Class may be repeated for a total of four units.

MUSE 123: Orchestra

Units (Credits): 1; Prerequisites: consent of instructor; audition is required

Includes rehearsal and performance of orchestral music. Students are required to participate in scheduled performances. Class may be repeated for a total of four units.

MUSE 131: Jazz Ensemble

Units (Credits): 1; Prerequisites: intermediate proficiency on a band instrument

Introduces study and performance of jazz ensemble literature. May be repeated for up to four units.

MUSE 135: Jazz Vocal Ensemble

Units (Credits): 1; Prerequisites: instrumentalists should be of intermediate level proficiency. No prerequisites for vocalists

Explores a variety of musical styles, including pop, rock and jazz. Class may be repeated for a total of eight units.

MUSE 172: Accompanying

Units (Credits): 1; Prerequisites: intermediate level of piano proficiency

Coaches the individual in the techniques used in accompanying choirs and instruments on the piano. Class may be repeated for up to four units.

THTR 100: Introduction to Theater

Units (Credits): 3; Prerequisites: none

Studies plays of the classic and modern periods, of genres such as tragedy, comedy, farce, and melodrama, and of the art and craft of theatre.

THTR 105: Introduction to Acting I

Units (Credits): 3; Prerequisites: none

Examines fundamentals of stage acting with special emphasis on improvisation. Introduces the principles that govern the performing environment. Speech and vocal skills as well as theatrical movement will be stressed. Emphasis is on the preparation aspect of acting rather than on performance.

THTR 108: Introduction to Playwriting

Units (Credits): 3; Prerequisites: none

Offers fundamentals of the craft of writing plays, stressing elements such as plot, character, dialogue, and structure. Emphasis on writing short plays.

THTR 116: Musical Theatre Dance

Units (Credits): 1; Prerequisites: none

Introduces beginning techniques of tap dance.

THTR 121: Make-up for the Actor

Units (Credits): 1–3; Prerequisites: none

Acquaints the student with the beginning principles of makeup and progresses to character makeup.

THTR 123: Creative Drama

Units (Credits): 3; Prerequisites: none

Examines the rules of improvisation in the theatre.

THTR 176: Musical Theatre Workshop I

Units (Credits): 1–8; Prerequisites: none

Features performance of musical theatre productions. May be repeated to a maximum of eight units. Same as MUS 176.

THTR 180: Cinema as Art & Communication

Units (Credits): 3; Prerequisites: none

Surveys cinema in its diverse forms. Course uses films to show historical and stylistic influences on the aesthetic values and social implications of cinema.

THTR 198: Special Topics in Theater

Units (Credits): 1–6; Prerequisites: none
Focuses in depth on a special topic in theater.

THTR 199: Play Structure & Analysis I

Units (Credits): 3; Prerequisites: none
Introduces major figures, events and ideas in theatre and dramatic literature from its origins to the present. Read, analyze and discuss representative plays.

THTR 204: Theatre Technology I

Units (Credits): 3; Prerequisites: none
Introduces the backstage world of the theatre by the study of lighting and sound systems and of technical stage riggings. Students will gain practical experience by serving as the crew for a college theatrical production.

THTR 205: Introduction to Acting II

Units (Credits): 3; Prerequisites: none
Continues acting principles presented in Introduction to Acting I with an emphasis on the classics.

THTR 209: Theatre Practicum

Units (Credits): 2–3; Prerequisites: none
Offers practical experience in stage productions.

THTR 219: Projects in Technical Theater

Units (Credits): 1–3; Prerequisites: none
Offers an in-depth study of some technical aspect of theater. Through practical application students can explore lighting, set art, set construction, sound, set design or rigging.

THTR 240: Acting for the Camera

Units (Credits): 3; Prerequisites: none
Introduces the concept and practice of performing on camera and working with directors. Studies performance and discussion of scenes from television, film, and commercials. Discusses the business of the entertainment industry.

THTR 247: Beginning Improvisation

Units (Credits): 3; Prerequisites: none
Explores basic theatrical improvisation for general students. Focuses on spontaneity, flexibility, and structure, a variety of theatrical styles and improvisational techniques.

THTR 258: Theatre Experience and Travel

Units (Credits): 1–2; Prerequisites: none

Includes field study in which students travel to an arranged destination for the purpose of play viewing, play study and possible workshop attendance.

THTR 276: Musical Theatre Workshop II

Units (Credits): 3; Prerequisites: MUS 176, THTR 176

Continues skills learned in THTR 176 or MUS 176. Offers a workshop in the techniques of musical theatre. May be repeated to a maximum of nine units. Same as MUS 176.

Health

CHS 102: Foundations of Personal Health and Wellness

Units (Credits): 3; Prerequisites: none

Covers the components and wellness and of lifelong tools that will help enhance wellness. health values, attitudes and behaviors of self and others will be explored. Students will be active in design and execution of personal fitness and wellness plans.

Physical Education

PEX 105: Scuba

Units (Credits): 1; Prerequisites: none

Features PADI Open Water Dive and teaches foundational knowledge and skills needed to dive with a buddy, independent of supervision. Open Water Divers are qualified to obtain air fills, equipment, and services, and may plan, conduct, and log no stop dives in conditions with which they have training and experience.

PEX 107: Swimming

Units (Credits): 1; Prerequisites: none

Covers water safety, floating, the backstroke, Austrian crawl and other strokes. May be offered at the beginning or intermediate level.

PEX 112: Baseball

Units (Credits): 1; Prerequisites: consent of instructor

Focuses on advanced baseball skill development, competition techniques and strategy for highly skilled, first year participants in competitive baseball. May be repeated for up to six units

PEX 117: Golf

Units (Credits): 1–2; Prerequisites: none

Cover fundamentals of golf.

PEX 122: Racquetball

Units (Credits): 1–2; Prerequisites: none
Covers the fundamentals of racquetball.

PEX 125: Softball

Units (Credits): 1; Prerequisites: none
Focuses on advanced softball skill development, competition techniques and strategy for highly skilled participants in competitive softball. May be repeated for up to six units.

PEX 127: Tennis

Units (Credits): 2; Prerequisites: none
Introduces the basic rules, techniques, fundamentals, and strategies concerned with the game of tennis. Intermediate and advanced levels perfect and build upon the skills taught in the beginning level. May be offered at the beginning, intermediate and advanced levels.

PEX 130: Backpacking

Units (Credits): 1; Prerequisites: none
Covers the fundamentals of backpacking. Safety skills will also be discussed.

PEX 136: Snowboarding

Units (Credits): 1; Prerequisites: intermediate snowboarding ability
Teaches skidded turn with good speed and control on green and blue terrain. Consists of a combination of on-the-snow classes at an established ski area and classroom instruction at the college. Students will be assigned to small groups based on their present snowboarding ability. Any additional on-snow instruction will be by certified instructors employed by the ski area.

PEX 139: Wilderness Skills

Units (Credits): 1; Prerequisites: none
Provides basic survival information. May include field trips to allow students hands-on experience in the field.

PEX 142: Judo

Units (Credits): 1–6; Prerequisites: none
Provides students with the basic elements of the martial arts of Jujitsu and Judo, to enable them to gain greater control of their bodies and their emotions. May be offered at the beginning or intermediate level.

PEX 143: Karate

Units (Credits): 1–2; Prerequisites: none

Covers the basic history, philosophy and origins of Karate systems. Students are provided with demonstrations of the basic moves and are allowed to practice the moves with feedback. May be offered at the beginning or intermediate level.

PEX 148: Tai Chi

Units (Credits): 1–3; Prerequisites: none

Familiarizes students with the forms, sequence and movements of Tai Chi. May be offered at the beginning or intermediate level.

PEX 151: Bicycling

Units (Credits): 1–3; Prerequisites: none

Covers the fundamentals of bicycling.

PEX 154: Dance

Units (Credits): 1; Prerequisites: none

Explores dance positions, leading and following, and proper usage of rhythm. May be offered at the beginning or intermediate level. May be repeated for up to four units.

PEX 159: Horsemanship

Units (Credits): 1–2; Prerequisites: none

Helps students understand the principles of dressage and show jumping and to improve their skills in both sports. May be offered at the beginning or intermediate level.

PEX 169: Yoga

Units (Credits): 1–2; Prerequisites: none

Covers asana postures with emphasis on alignment and working with modifications for students who have injuries and need to adjust their postures. Breathing, meditation, and chanting incorporated. Presents the benefits, history and different styles and types of yoga.

PEX 170: Aerobics

Units (Credits): 1–4; Prerequisites: none

Engages students in cardiovascular activity for sustained time periods through a low impact, high intensity format. May be offered at the beginning or intermediate level.

PEX 172: Body Contouring and Conditioning

Units (Credits): 1–3; Prerequisites: none

Seeks to enhance physical activity to improve overall health and quality of life. Students will learn knowledge of muscle groups, target heart rate, and the potential benefits of regular exercise which

includes improved cardiovascular endurance, body composition, flexibility, muscular strength and improved body contour. Students will participate in aerobic activities, calisthenics, and sculpting-isometric exercise, sports, conditioning, and flexibility training.

PEX 176: General Physical Fitness

Units (Credits): 1–2; Prerequisites: none
Covers general physical fitness.

PEX 180: Strength Training

Units (Credits): 1–2; Prerequisites: consent of instructor
Introduces resistance training and proper lifting techniques to strength (weight) training students. Safety rules, proper use of equipment and concepts of lifting will be emphasized.

PEX 183: Weight Training

Units (Credits): 0.5–3; Prerequisites: none
Introduces students to weight training principles.

PEX 184: Conditioning, Intercollegiate Athletics

Units (Credits): 1; Prerequisites: consent of instructor
Teaches the fundamentals of general and sports specific conditioning. All aspects of physical and psychological development are incorporated in this class. Strength, power, speed, acceleration, muscular hypertrophy and endurance, cardiovascular endurance, motor skills and agility drills are taught and practiced. The class will include general physical preparation sport fitness, plyometrics, agility drills and sports specific conditioning. The students will learn about the principle of year-round conditioning, including conditioning appropriate to the off-season, preparatory period, pre-competition period and competition period.

PEX 199: Special Topics

Units (Credits): 1–3; Prerequisites: none
Offers special topics which vary across semesters. A maximum of six units may be applied towards a WNC degree.

Use of Computers

CA 100: Introduction To Personal Computing

Units (Credits): 0.5–1; Prerequisites: none
Introduces computer equipment terminology, how a computer works, and what programs do. Taught mostly through lecture and visual aids and contains a generous portion of "hands-on" computing exercises. Perfect for those who are brand new to the world of personal computers, and excellent for

those considering purchasing a computer. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 101: Introduction to MS Windows

Units (Credits): 0.5; Prerequisites: none; Recommended: CA 100 or equivalent experience

Introduces information and computing exercises that provide the skills to successfully "navigate" through multiple programs and control on-screen environment. The process of "Cut" and "Paste" is thoroughly explored. Format is mostly lecture and "hands-on" computing exercises. Perfect for those who are new to using personal computers and, offers an excellent foundation for using all Microsoft Windows-based computer programs. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 102: Introduction to Word Processing

Units (Credits): 0.5; Prerequisites: CA 101 or equivalent experience

Presents information and computing exercises to provide students with the skills necessary to successfully create, edit, and print professional-looking documents. Format is mostly "hands-on" computing exercises and lecture. Perfect for those who are new to word processing programs. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 103: Introduction to Spreadsheet

Units (Credits): 0.5–1; Prerequisites: CA 101 or equivalent experience

Provides the information and computing exercises to perform the skills necessary to successfully create formulas, edit, and print professional-looking spreadsheets. Introduces "hands-on" computing exercises and lecture. Perfect for those who are new to spreadsheet programs. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 104: Introduction to Data Base Management

Units (Credits): 0.5–1; Prerequisites: CA 102 or equivalent experience; Recommended: CA 103 or equivalent experience

Provides students with the information and computing exercises to perform the skills necessary to successfully create and edit database tables, forms, queries, and reports. Format is mostly "hands-on" computing exercises and lecture. Perfect for those who are new to database management programs. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 107: Introduction to PowerPoint

Units (Credits): 0.5; Prerequisites: CA 102 or equivalent experience

Presents information and computing exercises to provide students with the skills necessary to successfully create, edit, and present professional-looking "slide shows". Format is mostly "hands-on" computing exercises and lecture. Perfect for those who are new to presentation programs. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 109: Introduction to Publisher

Units (Credits): 0.5; Prerequisites: none

Introduces Microsoft Publisher, a leading desktop publishing program. Covers the basics of using Publisher to design a variety of publications. Key features include designing publications that capture readers' attention using text, graphics, images, lines, and shapes. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 110: MS Windows: Intermediate

Units (Credits): 0.5; Prerequisites: basic knowledge of Windows

Teaches more about Windows elements and their function: Program Manager; create group windows and program icons; File Manager; view, create directories, move, copy, delete groups; the Control Panel; add/remove fonts, add printers, set icon space and font. Students learn Notepad, Write, Paintbrush, and the fundamentals of OLE links. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 116: Microsoft Office: Intermediate

Units (Credits): 0.5; Prerequisites: basic knowledge of Windows

Explores the many facets of this very comprehensive, integrated software package. Useful for the business and professional computer user. Word, E-mail, Excel, Access, and PowerPoint. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 117: Microsoft Word: Intermediate

Units (Credits): 0.5; Prerequisites: CA 102 or equivalent experience

Presents information and computing exercises to introduce special features of MS Word that help create more professional looking documents, as well as discover time saving techniques. Format is mostly "hands-on" computing exercises and lecture. Perfect for those who already have basic word processing skills. Provides a much deeper understanding of the MS Word program. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 118: Microsoft Access: Intermediate

Units (Credits): 0.5; Prerequisites: CA 104 or equivalent experience

Presents information and computing exercises with emphasis on creating table relationships, specialized Field Properties, and customizing forms. Format is mostly "hands-on" computing exercises and lecture. Perfect for those who already have basic database management skills. Provides a much deeper understanding of the MS Access program. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 119: Microsoft Excel: Intermediate

Units (Credits): 0.5; Prerequisites: CA 103 or equivalent experience

Presents information and computing exercises to review basic formulas and functions. Introduces students to linking sheet, charts, database management features, as well as time saving techniques. Format is mostly "hands-on" computing exercises with some lecture. Perfect for those who already have basic spreadsheet program skills. Provides a much deeper understanding of the MS Excel program. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 127: Microsoft Word: Advanced

Units (Credits): 0.5; Prerequisites: CA 117 or equivalent experience

Presents information and computing exercises to introduce students to more special features of MS Word that help create more complex documents as well as discover time saving techniques to some of the basic and intermediate MS Word features. Format is mostly "hands-on" computing exercises and lecture. Perfect for persons who already have intermediate word processing skills. Provides students with a much higher level of confidence with the MS Word program. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 128: Microsoft Access: Advanced

Units (Credits): 0.5; Prerequisites: CA 118 or equivalent experience

Offers special insight on more involved aspects of the program such as Switchboards and simple Macros. The information and computing exercises will introduce students to more complex features of MS Access designed to create a database file intended for an "end-user" application. Format is mostly "hands-on" computing exercises and lecture. Perfect for those who already have intermediate database management skills. Provides a much higher level of confidence with the MS Access program. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 129: Microsoft Excel: Advanced

Units (Credits): 0.5; Prerequisites: CA 119 or equivalent experience

Presents information and computing exercises to introduce students to features of MS Excel that help create more complex spreadsheets, as well as discover time saving techniques to some of the basic and intermediate MS Excel features. Offers mostly "hands-on" computing exercises and lecture. Perfect for those with intermediate spreadsheet skills. Emphasis on function syntax and more involved functions provides students with much higher level of confidence with the MS Excel program. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 130: Introduction to Digital Photography

Units (Credits): 0.5–1; Prerequisites: none

Introduces the vocabulary, operation, and presentation of digital photography. Topics include how to buy a digital camera, the difference between digital and film photography, operation of digital cameras, downloading and manipulation of graphics, archival and storage, printing, and getting the best images from a digital camera. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 136: MS Outlook: Beginning

Units (Credits): 0.5–1; Prerequisites: none

Teaches basic skills of Outlook, a basic desktop information management program, including organizing a schedule, keeping track of contacts, and communicating with others. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 140: Microsoft PowerPoint: Intermediate

Units (Credits): 0.5; Prerequisites: CA 107 or equivalent experience

Presents information and computing exercises that focus on custom animations, managing multiple object types, and linking to other presentations. Format is mostly "hands-on" computing exercises and lecture. Perfect for persons who already have basic presentation program skills. Provides students with a much deeper understanding of the MS PowerPoint program. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 141: Microsoft PowerPoint: Advanced

Units (Credits): 0.5; Prerequisites: basic knowledge of Windows and working knowledge of PowerPoint for Windows

Teaches more of importing outlines created in other applications. Covers how to create slides with special backgrounds, and quick and easy ways to scale objects, re-size objects, and send objects to the bottom of the stack. Covers how to create a creative closing slide for presentations. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 142: Quicken: Introduction

Units (Credits): 0.5; Prerequisites: basic knowledge of Windows

Teaches how to setup accounts, data files, and classes. Explores Intuit's online services and the Quicken Financial Network. Covers how to setup and use the register, how Quicken memorizes transactions, how to use the Quicken Financial Calendar, how to write and print checks, and on-line services. Teaches methods to balance checkbooks, track credit card and cash transactions, create and print reports and graphs, and how to prepare income taxes. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 144: Basic Internet

Units (Credits): 0.5; Prerequisites: none

Introduces the fundamental terminology or jargon about cruising the Net, checking out web sites, and surfing cyberspace. Students develop an understanding as to what the Internet offers, online research, multimedia information, archives, and databases on a vast range of topics. Teaches about e-mail and how to exchange messages with users connected to the Net. Covers the fundamentals of: telnet, TCP/IP, e-mail user-name, Host-name, USENET, CLIENT/SERVER services, and accessing the WWW with search engines. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 146: Microsoft Outlook: Intermediate

Units (Credits): 0.5; Prerequisites: basic knowledge of Windows

Introduces the student to Outlook, an integrated system of software tools that perform a variety of distinct functions. It is a personal organizer, appointment book, address book, activity log, and task manager, all in one. Learn to create/manage: inbox, calendar, contacts, tasks, journal, and notes. Learn how to use the same piece of information, such as an address, many times in many different ways without having to re-enter it each time. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 153: QuickBooks I

Units (Credits): 0.5; Prerequisites: none

Introduces students to the first of a three-part workshop series. In the introductory session, students will be introduced to the QuickBooks program, setting up a company, working with lists, setting up an inventory, selling products, and invoicing services. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 154: QuickBooks II

Units (Credits): 0.5; Prerequisites: none

Offers students the second class in a three-part series. Students will investigate payment processing, working with bank accounts, entering/paying bills, and creating reports. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 155: QuickBooks III

Units (Credits): 0.5; Prerequisites: none

Provides the final workshop in the three part series. Students will learn how to track and pay sales tax, do payroll, track time/estimate and cost jobs, and customize forms. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

CA 160: How to Install Software

Units (Credits): 0.5; Prerequisites: none

Teaches how to add and remove software from a computer running Windows 9x, XP. Studies desktop settings and start menu programs to develop efficient computer users. Students learn how to use the control panel and take charge of a computer system. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

ATTACHMENT A.3.4 – STANDARDS ALIGNMENT

The core content for NNHS will be planned and delivered by college teachers. NRS 389.160 states that courses indicated in attachment A.3.5 “must be allowed to apply the credit received for the courses so completed to the total number of credits required for graduation from the high school or the charter school...”.

ATTACHMENT A.3.5 – PROMOTION

NORTHERN NEVADA HIGH SCHOOL
High School Academic Plan

Junior Fall Schedule (FIRST-YEAR Min. 6 courses)*			Junior Spring Schedule (FIRST-YEAR Min. 6 courses)*		
Class Selection			Class Selection		
ENGLISH ¹	Mandatory	ENG Level 101	ENGLISH	Mandatory	ENG Level 102
MATH ¹	Mandatory	MATH 120	MATH	Mandatory	MATH 128
HIST/GOV/ELECT	Mandatory	HIST 101	HIST/GOV/ELECT	Mandatory	HIST 102
HS, STUDY SKILLS	Mandatory	Study Skills	HS, STUDY SKILLS ⁴	Mandatory	BIOL 190/190L
HS, TRANSITION	Mandatory	Transition	HS, TRANSITION	Mandatory	Transition
HS, INTRO. COLLEGE ³	Mandatory	2 Week	ELECTIVE	Select	TBD
Extra course exception ² (Please completely fill out and save your entire plan for four semesters. These plans will be					
Senior Fall Schedule (SECOND-YEAR Min. 4 courses)**			Senior Spring Schedule (SECOND-YEAR Min. 4 courses)**		
Class Selection			Class Selection		
ENGLISH	Mandatory	ENG 223, 230,	ENGLISH	Mandatory	ENG 232, 236, or
GOVERNMENT	Mandatory	PSC 101	GOVERNMENT	Mandatory	PSC 210
MATH	Mandatory	MATH 127	MATH	Mandatory	MATH 181
HS, STUDY	Mandatory	CHEM 121R	HS, STUDY SKILLS ⁴	Mandatory	PHYS 151
ELECTIVE	Select	TBD	ELECTIVE	Select	TBD
HS, COMPASS	Mandatory	Not for credit	HS, COMPASS	Mandatory	Not for credit
HS, INTRO. COLLEGE ³ Summer Course	Mandatory				

***All 1st Year NNHS students must use the following guidelines when registering for a certain number of college classes including:**

Fall semester - 1st Year students can register for:

5 College Classes	4 College Classes	3 College Classes
No student will have this option	Student may request if: out of remediation; & passing all proficiencies	In remediation; or a failed proficiency

Spring semester - 1st Year students can register for:

5 College Classes	4 College Classes	3 College Classes
Pass all classes previous semester & NO repeat of prerequisites & pass all proficiencies & out of remediation & >=2.0 College GPA	Pass all classes previous semester & pass all proficiencies & repeat only one prerequisite & out of remediation	Failure of any class or a proficiency; or in remediation; or <= 1.6 college GPA; or missing core HS classes

Senior Fall Schedule (FIRST-YEAR Min. 4 courses)*			Senior Spring Schedule (FIRST YEAR Min. 4 courses)*		
Class Selection			Class Selection		
ENGLISH ¹	Mandatory	ENG 223, 230, 231, or 235	ENGLISH	Mandatory	ENG 232, 236, or 242
GOV/ELECT	Mandatory	PSC 101	GOVERNMENT	Mandatory	PSC 210
MATH ¹	Mandatory	MATH 127	MATH	Mandatory	MATH Level 181
HS, STUDY SKILLS	Mandatory	Study Skills	HS, STUDY SKILLS ⁴	Mandatory	Study Skills
HS, TRANSITION	Mandatory	Transition Course	HS, TRANSITION	Mandatory	Transition Course
HS, INTRO. COLLEGE ³	Mandatory	2 Week Course	ELECTIVE	Select	TBD

****All 2nd Year NNHS students must use the following guidelines when registering for their second year of college classes including:**

Fall semester - 2nd Year (returning) students can register for:

5 College Classes	4 College Classes	3 College Classes
Pass all classes previous semester & NO repeat of prerequisites & pass all proficiencies & out of remediation & >=2.0 College GPA	Pass all classes previous semester & repeat one prerequisite & pass all proficiencies & out of remediation	Failure of any class; or <= 2.0 College GPA; in remediation; or a failed proficiency;

Spring semester - 2nd Year (returning) students can register for:

5 College Classes	4 College Classes	3 College Classes
Pass all classes previous semester & NO repeat of prerequisites & pass all proficiencies & out of remediation & >=2.0 College GPA	Pass all classes previous semester & repeat one prerequisite & pass all proficiencies & out of remediation	Failure of any class; or <= 2.0 College GPA; in remediation; or a failed proficiency

Student Signature _____ Date _____

Parent Signature _____ Date _____

NNHS Representative Signature _____ Date _____

NOTE: By State law, students must adhere to the required number of courses by grade level (6 classes for 11th & 4 classes for 12th) including mandatory classes as outlined in the Academic Plan each semester or will be considered a non-enrolled student. It is the student's responsibility to maintain the number of classes.

ATTACHMENT A.3.6 – TYPICAL DAILY SCHEDULE

See attachment A.3.5.

ATTACHMENT A.3.7 – COURSES FOR GRADUATION

Note: Not all of the classes listed below will count for NNHS credit. College placement tests determine math and English classes. Classes lower than ENG 100 & MATH 120 will not count for core college credit. Math 091 & 093 do not count for high school math credit. Courses listed here may serve to fill credit deficiencies and/or elective credits.

Standard Diploma Requirements		
Graduation Requirements	Credits Required for Standard High School Diploma	WNC and TMCC Classes That Will Meet The Graduation Requirement
English	4	ENG 080: Diagnostic/Prescriptive Reading ENG 090: Basic Writing I ENG 095: Basic Writing II ENG 098: Basic Writing III ENG 100: Composition - Enhanced ENG 101: Composition I ENG 102: Composition II ENG 190: Science Fiction/Fantasy Literature ENG 200: Novels Into Film ENG 205: Introduction to Creative Writing ENG 220: Writing Poetry ENG 221: Writing Fiction ENG 222: Intermediate Fiction Writing ENG 223: Themes of Literature ENG 226: Memoir and Autobiography ENG 227: Advanced Memoir and Autobiography ENG 243: Introduction To The Short Story ENG 250: Children's Literature ENG 252: Introduction to Drama ENG 261: Introduction to Poetry ENG 266: Popular Literature ENG 267: Introduction to Women & Literature ENG 271: Introduction to Shakespeare ENG 275: Contemporary Literature ENG 282: Introduction to Language & Literary Expression

		<p>ENG 295: Directed Study in English</p> <p>ENG 297: Reading and Interpreting</p> <p>ENG 299: Special Topics in English</p>
Math	3	<p>MATH 090: Elementary Arithmetic</p> <p>MATH 091: Basic Mathematics</p> <p>MATH 092: Algebra Review</p> <p>MATH 093: Pre Algebra</p> <p>MATH 095: Elementary Algebra</p> <p>MATH 096: Intermediate Algebra</p> <p>MATH 098: Developmental Mathematics</p> <p>MATH 098: Developmental Mathematics</p> <p>MATH 100: Math For Allied Health Programs</p> <p>MATH 110: Shop Mathematics</p> <p>MATH 120: Fundamentals of College Mathematics</p> <p>MATH 122: Number Concepts For Elementary School Teachers</p> <p>MATH 123: Statistical & Geometrical Concepts For Elementary School Teachers</p> <p>MATH 126: Precalculus I</p> <p>MATH 127: Precalculus II</p> <p>MATH 128: Precalculus and Trigonometry</p> <p>MATH 176: Introductory Calculus For Business & Social Sciences</p> <p>MATH 181: Calculus I</p> <p>MATH 182: Calculus II</p> <p>MATH 253: Matrix Algebra</p> <p>MATH 283: Calculus III</p> <p>MATH 285: Differential Equations</p>
Science	2	<p>AST 100: Special Topics: White Dwarfs, Neutron Stars and Black Holes</p> <p>AST 105: Introductory Astronomy Laboratory</p> <p>AST 109: Planetary Astronomy</p> <p>AST 110: Stellar Astronomy</p> <p>AST 115: Birth of Astrophysics</p> <p>AST 118: Astronomical Instrumentation</p> <p>AST 120: Introduction to Astrobiology</p> <p>AST 190: Projects in Observational Astronomy</p> <p>AST 198: Special Topics in Astronomy</p> <p>AST 290: Internship in Astronomy</p> <p>AST 299: Directed Study</p> <p>ATMS 117: Meteorology</p> <p>BIOL 100: General Biology For Non-Science Majors</p> <p>BIOL 113: Life in the Oceans</p> <p>BIOL 190: Introduction to Cell and Molecular Biology</p> <p>BIOL 190L: Introduction to Cell and Molecular Biology Lab</p>

		<p> BIOL 191: Introduction to Organismal Biology BIOL 191L: Introduction to Organismal Biology Lab BIOL 200: Elements of Human Anatomy & Physiology BIOL 204: Elements of Human Anatomy & Physiology Lab BIOL 208: Human Genetics BIOL 212: Introduction to Human Genetics Lab BIOL 223: Human Anatomy and Physiology I BIOL 224: Human Anatomy and Physiology II BIOL 251: General Microbiology CHEM 100: Molecules and Life in the Modern World CHEM 121: General Chemistry I CHEM 122: General Chemistry II CHEM 220: Introductory Organic Chemistry CHEM 241: Organic Chemistry I CHEM 241L: Organic Chemistry for Life Sciences Laboratory I CHEM 242: Organic Chemistry II CHEM 242L: Organic Chemistry for Life Sciences Laboratory II ENV 100: Humans and Environment ENV 130: Fundamentals of Environmental Pollution: Concepts and Methods ENV 210: Land Use Management ENV 292: Nevada Environmental Problems GEOL 100: Earthquakes, Volcanoes, and Natural Disasters GEOL 101: Physical Geology GEOL 102: Earth and Life Through Time GEOL 103: Physical Geology Laboratory GEOL 105: Introduction to Geology of National Parks GEOL 111: Geology of Death Valley National Park GEOL 112: Geology of Eastern Sierra GEOL 113: Geology of Lassen Volcanic National Park GEOL 114: Geology of Lava Beds National Monument GEOL 127: Prehistoric Life GEOL 132: Rocks & Minerals GEOL 201: Geology of Nevada GEOL 299: Special Topics in Geology NRES 101: Plant, Soil & Water Science PHYS 100: Introductory Physics PHYS 151: General Physics I PHYS 152: General Physics II PHYS 180: Engineering Physics I PHYS 180L: Engineering Physics I Lab PHYS 181: Engineering Physics II </p>
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		<p>PHYS 181L: Engineering Physics II Lab</p> <p>PHYS 182: Engineering Physics III</p> <p>PHYS 182L: Engineering Physics III Lab</p> <p>PHYS 293: Directed Study</p>
Social Studies	2	<p>ANTH 101: Introduction to Cultural Anthropology</p> <p>ANTH 102: Introduction to Physical Anthropology</p> <p>ANTH 110L: Physical Anthropology Lab</p> <p>ANTH 201: Peoples & Cultures of the World</p> <p>ANTH 202: Introduction to Archeology</p> <p>ANTH 210: Indians of Nevada Today</p> <p>ANTH 212: Indians of North America</p> <p>ANTH 213: Introduction to the Indians of the Great Basin</p> <p>ANTH 214: Introduction to Mesoamerican Prehistory and Archaeology</p> <p>ANTH 215: Introduction to Faith, Witchcraft and Magic</p> <p>ANTH 443: Environmental Archaeology</p> <p>CH 201: Ancient and Medieval Cultures</p> <p>CH 202: The Modern World</p> <p>CH 203: American Experience & Constitutional Change</p> <p>HIST 101: United States History to 1865</p> <p>HIST 102: United States History 1865 to Present</p> <p>HIST 105: European Civilization to 1648</p> <p>HIST 106: European Civilization 1648 to Present</p> <p>HIST 111: Survey of American Constitutional History</p> <p>HIST 207: Discover Nevada's Past</p> <p>HIST 217: Nevada History</p> <p>HIST 247: Introduction to the History of Mexico</p> <p>HIST 295: Special Topics in History</p> <p>HUM 101: Introduction to Humanities</p> <p>HUM 198: Special Topics In Humanities</p> <p>PSC 103: Principles of American Constitutional Government</p> <p>PSC 108: Great Issues of Politics</p> <p>PSC 208: Survey of State & Local Government</p> <p>PSC 231: World Politics</p> <p>PSC 295: Special Topics in Political Science</p> <p>PSC 299: Government Internship</p>
Arts & Humanities or Career & Technical Ed.	1	<p>ART 100: Visual Foundations</p> <p>ART 101: Drawing I</p> <p>ART 102: Drawing II</p> <p>ART 105: Color Theory</p> <p>ART 108: Design Fundamentals II (2-D)</p> <p>ART 111: Beginning Ceramics</p>

		<p>ART 114: Beginning Crafts</p> <p>ART 115: Beginning Clay Sculpture</p> <p>ART 124: Beginning Printmaking</p> <p>ART 127: Watercolor I</p> <p>ART 131: Introduction to Painting</p> <p>ART 135: Photography I</p> <p>ART 141: Introduction to Digital Photography I</p> <p>ART 142: Introduction to Digital Photography II</p> <p>ART 160: Art Appreciation</p> <p>ART 201: Life Drawing I</p> <p>ART 208: Fiber Arts</p> <p>ART 209: Introduction to Gallery Practices</p> <p>ART 211: Ceramics I</p> <p>ART 212: Ceramics II</p> <p>ART 216: Sculpture I</p> <p>ART 217: Sculpture II</p> <p>ART 218: Alternative Sculpture</p> <p>ART 221: Beginning Printmaking: Intaglio</p> <p>ART 222: Beginning Printmaking: Lithography</p> <p>ART 223: Beginning Printmaking: Serigraphy</p> <p>ART 224: Beginning Printmaking: Relief</p> <p>ART 225: Intermediate Printmaking</p> <p>ART 227: Watercolor II</p> <p>ART 231: Painting I</p> <p>ART 232: Painting II</p> <p>ART 235: Photography II</p> <p>ART 236: Photography III</p> <p>ART 245: Digital Media I</p> <p>ART 260: Survey Art History I</p> <p>ART 261: Survey of Art History II</p> <p>ART 296: Independent Study</p> <p>ART 297: Field Study</p> <p>ART 298: Portfolio Emphasis</p> <p>ART 299: Special Topics in Studio Art</p> <p>CR 110: Beginning Calligraphy</p> <p>CR 124: Furniture Refinishing</p> <p>CR 136: Creative Crafts I</p> <p>CR 137: Creative Crafts II</p> <p>CR 141: Beginning Tole Painting</p> <p>CR 143: Advanced Tole Painting</p> <p>CR 299: Special Topics in Crafts</p> <p>DAN 101: Dance Appreciation</p>
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		<p>DAN 132: Jazz Dance (beginning) DAN 135: Beginning Ballet DAN 138: Modern Dance (Beginning) DAN 144: Beginning Tap Dancing DAN 160: Hip-Hop Dance DAN 232: Jazz Dance (intermediate) DAN 244: Tap Dance (intermediate) DAN 260: Intermediate Hip-Hop Dance MUS 103: Voice Class I MUS 104: Voice Class II MUS 107: Guitar Class I MUS 108: Guitar Class II MUS 111: Piano Class I MUS 112: Piano Class II MUS 119: Harmonica Class I MUS 120: Harmonica Class II MUS 121: Music Appreciation MUS 124: History of The American Musical Theatre MUS 125: History of Rock Music MUS 134: Jazz Appreciation MUS 176: Musical Theatre Practicum MUS 203: Music Theory I MUS 204: Music Theory II MUS 211: Sightsinging & Dictation I MUS 212: Sightsinging & Dictation II MUS 215: Technique of Songwriting MUS 224: Special Studies in Music Literature MUS 233: Recording Techniques and MIDI I MUS 253: Jazz Improvisation I MUS 276: Musical Theatre Practicum MUSA 101: Bass-Lower Division MUSA 103: Bassoon-Lower Division MUSA 105: Cello-Lower Division MUSA 107: Clarinet-Lower Division MUSA 109: Drum Set MUSA 111: Euphonium- Lower Division MUSA 113: Flute-Lower Division MUSA 115: Guitar MUSA 121: Horn-Lower Division MUSA 123: Oboe- Lower Division MUSA 125: Organ-Lower Division</p>
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		<p>MUSA 127: Percussion-Lower Division MUSA 129: Piano-Lower Division MUSA 131: Saxophone-Lower Division MUSA 135: Trombone-Lower Division MUSA 137: Trumpet-Lower Division MUSA 139: Tuba-Lower Division MUSA 141: Viola-Lower Division MUSA 143: Violin-Lower Division MUSA 145: Voice-Lower Division MUSA 146: Voice II MUSE 101: Concert Choir MUSE 111: Concert Band MUSE 123: Orchestra MUSE 131: Jazz Ensemble MUSE 135: Jazz Vocal Ensemble MUSE 172: Accompanying THTR 100: Introduction to Theater THTR 105: Introduction to Acting I THTR 108: Introduction to Playwriting THTR 116: Musical Theatre Dance THTR 121: Make-up for the Actor THTR 123: Creative Drama THTR 176: Musical Theatre Workshop I THTR 180: Cinema as Art & Communication THTR 198: Special Topics in Theater THTR 199: Play Structure & Analysis I THTR 204: Theatre Technology I THTR 205: Introduction to Acting II THTR 209: Theatre Practicum THTR 219: Projects in Technical Theater THTR 240: Acting for the Camera THTR 247: Beginning Improvisation THTR 258: Theatre Experience and Travel THTR 276: Musical Theatre Workshop II</p>
Health	½	<p>CHS 102: Foundations of Personal Health and Wellness NUTR 121 • Human Nutrition</p>
Physical Education	2	<p>PEX 105: Scuba PEX 107: Swimming PEX 112: Baseball PEX 117: Golf</p>

		<p>PEX 122: Racquetball</p> <p>PEX 125: Softball</p> <p>PEX 127: Tennis</p> <p>PEX 130: Backpacking</p> <p>PEX 136: Snowboarding</p> <p>PEX 139: Wilderness Skills</p> <p>PEX 142: Judo</p> <p>PEX 143: Karate</p> <p>PEX 148: Tai Chi</p> <p>PEX 151: Bicycling</p> <p>PEX 154: Dance</p> <p>PEX 159: Horsemanship</p> <p>PEX 169: Yoga</p> <p>PEX 170: Aerobics</p> <p>PEX 172: Body Contouring and Conditioning</p> <p>PEX 176: General Physical Fitness</p> <p>PEX 180: Strength Training</p> <p>PEX 183: Weight Training</p> <p>PEX 184: Conditioning, Intercollegiate Athletics</p> <p>PEX 199: Special Topics</p>
Computers	½	<p>CA 100: Introduction To Personal Computing</p> <p>CA 101: Introduction to MS Windows</p> <p>CA 102: Introduction to Word Processing</p> <p>CA 103: Introduction to Spreadsheet</p> <p>CA 104: Introduction to Data Base Management</p> <p>CA 107: Introduction to PowerPoint</p> <p>CA 109: Introduction to Publisher</p> <p>CA 110: MS Windows: Intermediate</p> <p>CA 116: Microsoft Office: Intermediate</p> <p>CA 117: Microsoft Word: Intermediate</p> <p>CA 118: Microsoft Access: Intermediate</p> <p>CA 119: Microsoft Excel: Intermediate</p> <p>CA 127: Microsoft Word: Advanced</p> <p>CA 128: Microsoft Access: Advanced</p> <p>CA 129: Microsoft Excel: Advanced</p> <p>CA 130: Introduction to Digital Photography</p> <p>CA 136: MS Outlook: Beginning</p> <p>CA 140: Microsoft PowerPoint: Intermediate</p> <p>CA 141: Microsoft PowerPoint: Advanced</p> <p>CA 142: Quicken: Introduction</p>

		CA 144: Basic Internet CA 146: Microsoft Outlook: Intermediate CA 153: QuickBooks I CA 154: QuickBooks II CA 155: QuickBooks III CA 160: How to Install Software
Electives	7 ½	Additional courses from the list above or other offered by the college upon approval
Total	22 ½	

ATTACHMENT A.3.8 – SCHOOL DIPLOMA

NNHS will model its diploma after NSHS’s . NSHS’s diploma is provided on the next page as an example and will be modified with NNHS’s name.

Nevada State High School

Henderson



Nevada

This Certifies that

has satisfactorily completed a Course of Study as prescribed for graduation by the Nevada State High School Governing Body and the Nevada State Board of Education and is therefore awarded this

Diploma

Given in this month of May, two thousand twelve.

Handwritten signature in black ink.

PRESIDENT OF GOVERNING BODY

Handwritten signature in blue ink.

PRINCIPAL

Handwritten signature in black ink.

BOARD SECRETARY

Handwritten signature in blue ink.

EXECUTIVE DIRECTOR

ATTACHMENT A.3.9 – SCHOOL TRANSCRIPT

NNHS will model its transcript after NSHS's . NSHS's transcript is provided on the next page as an example and will be modified with NNHS's name.

TRANSCRIPT

Student Name: **Kid, Sample**

Student Number: 1000
 Gender:
 Date of Entrance: 0/0/0

Place of Birth:
 Birth Date: 09/12/1991
 Graduation Date:
 Diploma Type:

Nevada State High School

233 N. Stephanie Street
 Henderson, NV 89074
 (702) 953-2600
 www.earlycollegeNV.com

SEM 1	SEM 2	SEM 1	SEM 2	REQ	ERN	ATP	ERN	GPA	
				Graduation Requirements: English One-S1: 0.5 English One-S2: 0.5 English: 3.0 Math: 3.0 Science: 2.0 Physical Education: 2.0 Health: 0.5 Computers: 0.5 US History-S1: 0.5 US History-S2: 0.5 US Government-S1: 0.5 US Government-S2: 0.5 World History-S1: 0.5 World History-S2: 0.5 Arts/Humanities: 0.0 Electives: 7.0					Credits/GPA: Grade09-S1: Grade09-S2: Grade09-YR: Grade10-S1: Grade10-S2: Grade10-YR: Grade11-S1: Grade11-S2: Grade11-YR: Grade12-S1: Grade12-S2: Grade12-YR:
					0.0				Credits Earned: Credits Attempted: Simple GPA: Weighted NSHS GPA: Class Rank: Not Ranked
SCALE: A=4; B=3; C=2; D=1; F=0; P=Pass credit only; RP=Repeat; I=Incomplete; W=W/draw									

ACT Results	SAT Results	WorkKeys Results	Proficiency Results
ACT Date 00/00/00 ACT Composite ACT English ACT Math ACT Reading ACT Science	SAT Date 00/00/00 ~ SAT Verbal SAT Math SAT Writing	Date 00/00/00 Reading Math Locating Info.	Math Reading Science Writing

Official School Seal

Signature of School Official

Title

Date

ATTACHMENT A.3.11 – TEXTBOOKS

NNHS will not use textbooks in the three courses it administers on-site. Textbooks in college courses are assigned by college professors and the school will have no control over those assignments. Students' textbooks will be purchased by NNHS.

ATTACHMENT A.4.1 – ASSESSMENT PLAN

The Northern Nevada High School aligns its schedule of examinations of achievement and proficiency with the Washoe County School District. Alignment will occur immediately following the release of the District's testing schedules for both fall and spring each year. The Northern Nevada High School agrees to meet the requirements of NRS Chapter 389 and other applicable federal, state, and local laws/regulations. Certain laws and regulations will be met by strictly adhering to the Washoe County school District's Test Security Plan.

ATTACHMENT A.5.1 - CALENDAR

SPCSA - Northern Nevada High School 2014-2013 School Year Start Date: August 13,2014								
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days	Days NT	Total Days
Aug-13	12	13	14	15	16	✓		
	19	20	21	22	23			
	26	27	28	29	30			
						15	5	15
								School Month 1
Sep-13	2	4	4	5	6			
	9	10	11	12	13			
	17	18	19	20	21			Count Day 9/21/2012
	23	24	25	26	27			Labor Day 9/2/2012
						19	1	34
								School Month 2
Oct-13	30	1	2	4	4	✓		
	7	8	9	10	11			
	14	15	16	17	18			
	21	2	23	24	25			Nevada Day 10/25/2012
						19	4	53
								School Month 3
Nov-13	28	29	30	31	1	✓		
	4	5	6	7	8			Veterans' Day 11/11/12
	11	12	13	14	15			Thanksgiving 11/21/2012
	18	19	20	21	22			Family Day 11/22/2012
						17	3	70
								School Month 4
Dec-13	25	26	27	28	29	✓		
	2	3	4	5	6			
	9	10	11	12	13			
	16	17	18	19	20			Winter Break 12/16/2012-1/17/2013
	23	24	25	26	27			
						15	10	85
								School Month 5
Jan-14	30	31	1	2	3	✓		
	6	7	8	9	10			
	13	14	15	16	17			MLK Day 2/20/2013
	20	21	22	23	24			
	27	28	29	30	31			
						9	16	94
								School Month 6
Feb-14	3	4	5	6	7	✓		
	10	11	12	13	14			Presidents' Day 2/17/2013
	17	18	19	20	21			
	24	25	26	27	28			
						19	1	113
								School Month 7
Mar-14	3	4	5	6	7	✓		
	10	11	12	13	14			Spring Break 3/17 - 3/21/2013
	17	18	19	20	21			
	24	25	26	27	28			
						15	5	128
								School Month 8
Apr-14	31	1	2	3	4	✓		
	7	8	9	10	11			
	14	15	16	17	18			
	21	22	23	24	25			
						20	5	148
								School Month 9
May-14	28	29	30	1	2	✓		
	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21					Contingency Days 5/19- 5/21/2012
						15	5	163
								School Month 10
						163 Days		
								REV6/30/2012

ATTACHMENT A.5.3 – ALTERNATIVE SCHEDULE APPLICATION

NNHS will operate on an alternative schedule. The application is provided on the following pages.

NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE
PURSUANT TO NRS 388.090 OR NRS 386.550
SCHOOL YEAR 2011-2012

District/Charter School Name Northern Nevada High School	Beginning Date of School Year August 12, 2013	Ending Date of School Year May 16, 2013
Address Not yet known	City, Zip Carson City	Telephone Fax Not yet known
Authorized Contact Person's Name Kimberly Vidoni	Title Executive Director	E-Mail kimvidoni@hotmail.com

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the District/Charter School's meeting held on _____ . The Board of Trustees is aware that a written report is required to be submitted to the State Superintendent of Public Instruction on or before December 31, 2012. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

Kimberly Vidoni

July 5, 2012

Signature of District Superintendent or Authorized Person (include title)

Date

1. The district/charter school is applying to operate the schools noted in this application on an alternative instruction schedule due to the following reason. Please check **one** of the following:

A. The district/charter school is in a rural or remote area, whereby the population of the county is less than 100,000. The district/charter school requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2.

B. The district/charter school requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the district has schools in a rural or remote area.

C. The district/charter school requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. Please provide the supporting documentation to justify the claim of growth or overcrowding.

D. The charter school requests to operate on an alternative instruction schedule in accordance with NRS 386.550.1 due to reasons described in item 2 of this application.

FOR DEPARTMENT OF EDUCATION APPROVAL

Date Received

Keith Rheault, Superintendent of Public Instruction	Date

2. What is the purpose for which the school district/charter school is requesting an alternative schedule?

NNHS is a dual-credit charter high school that will enroll students in college courses to obtain high school credit and complete their high school graduation requirements as authorized by NRS 389.160. NNHS students will follow a course schedule similar to that of a college student's. Additionally, NNHS is a replication of Nevada State High School in Las Vegas and will follow an alternative schedule similar to NSHS's that has been approved by NDE.

3. What problems does the school district/charter school hope to alleviate through an alternative schedule?

There is no problem. This is the nature of the school.

4. List the names and addresses of all schools that will offer an alternative schedule of instruction if this application is approved.

School Name	School Address	Grade

		Levels
Northern Nevada High School	Not yet known	11-12

Attach additional sheets, if necessary and label the page number as 2a.

5. For school year 2011-2012, how many pupils are estimated to attend the schools covered by this application?

70

6. The bell schedule for schools operating on an alternative schedule will be:

Bell Schedule	Kindergarten	Grades 1-2	Grades 3-6	Grades 7-12
Classes Begin				

Lunch/Nutrition Break Begins				
Lunch/Nutrition Break Ends				
Lunch/Nutrition Break Begins				
Lunch/Nutrition Break Ends				
Classes End				

Note: If the bell schedule is not exactly the same for each school or each day of the school week, attach a separate bell schedule for each day of the week.

7. The school schedule for the first school month of the schools covered by this application will be the following:

Daily Minutes of Attendance by Grade

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Week 1

Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							

Week 2

Kindergarten							
Grade 1,2							
Grade 3-6							

Grade 7-12							
Week 3							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							
Week 4							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							

Note: Attach additional schedules if all schools do not operate on the same schedule. The district/charter school must attach an applicable school calendar covering the schools with changed schedules as provided to the Nevada Department of Education in accordance with NAC 387.120. For school district applications, a copy of a letter from a representative of the local teachers association agreeing to the alternative schedule is also required.

8. NAC 387.131 requires that Kindergarten pupils receive a minimum of **21,600** minutes of instruction per school year. Kindergarten requires 120 minimum daily minutes per school day x 180 school days = 21,600 minutes per school year. How many minutes of instruction per school year will be received by Kindergarten pupils attending schools in the district that operate on an alternative instruction schedule?

9. NAC 387.131 requires that pupils in grades one and two receive a minimum of **43,200** minutes of instruction per school year. First and second grade requires 240 daily minutes per school day x 180 school days = 43,200 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades one and two that are attending schools in the district that operate on an alternative instruction schedule?

10. NAC 387.131 requires that pupils in grades three, four, five and six receive a minimum of **54,000** minutes of instruction per school year. Grades three, four, five and six require 300 daily minutes per school day x 180 school days = 54,000 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades three, four, five and six that are attending schools in the district that operate on an alternative instruction schedule?

11. NAC 387.131 requires that pupils in grades seven through twelve receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require 330 daily minutes per school day x 180 school days = 59,400 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades seven through twelve that are attending schools in the district that operate on an alternative instruction schedule?

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FOR DEPARTMENT OF EDUCATION USE ONLY		
<p>The application to offer an alternative schedule of instruction per week at the aforementioned schools is recommended/not recommended for approval.</p>		
Date Approved	Fiscal Year	Recommendation for Approval By

ATTACHMENT A.6.3 – STUDENT CODE OF CONDUCT

Student Conduct

As a college student, students are responsible to follow the rules of conduct at the respective colleges and Northern Nevada High School that includes but is not limited to:

1. Honoring academic integrity (not cheating) as outlined in college and high school handbooks;
2. Attending and arriving on time for all classes;
3. Completing coursework as directed;
4. Respecting yourself and others by not interrupting the educational setting;
5. Dressing in appropriate attire that does not distract from the educational setting;
6. Bearing conduct that respects the right of others and to have their own opinions;
7. Abiding by State of Nevada laws prohibiting weapons or drugs of any sort on any campus.

Expellable Offenses

Arson

The willful burning of any part of the school building or property therein; or

Battery

Battery (bodily injury) to an employee/student of the colleges or Northern Nevada High School; or

Controlled Substance

Selling, consuming, or possession of a controlled substance or substances represented to be controlled substances; or

Robbery/Extortion

Taking anything of value from another by use of force or otherwise; or

Weapons

Possession, use, transmittal, or concealment of any weapon. Weapons are defined as firearms, knives, explosives, fireworks, flammable materials or any other items that may cause bodily injury or death.

Habitual Discipline Problem

Students may be deemed as a habitual discipline problem under State Law (NRS 392.4655) by violating one of the following infractions within a school year.

- A student has threatened another student, teacher or other personnel employed by the colleges or Northern Nevada High School; or
- A student has extorted, or attempted to extort another student, teacher or other personnel employed by the colleges or Northern Nevada High School; or
- A student has been suspended for initiating fights on school property; or
- A student has a record of five suspensions from school for any reason.

Harassment

Harassment of a student by another student or an employee, including sexual harassment, will not be tolerated. All students should be able to attend school in an atmosphere of security and dignity and are not required to endure insulting, degrading, harassing, or exploitative treatment. Harassment will be dealt with by school administration.

College Behavior

Students can be removed from classes by college professors if they are disruptive and are subject to permanent removal from the college and high school. If a student is withdrawn from the college class even for being late or absent, he/she runs the risk of falling under the required amount of classes mandated by state law and may therefore be withdrawn from NNHS. If a NNHS student exhibits behavior that warrants facing disciplinary action by the college, NNHS will follow the recommendation of the college for disciplinary action including expulsion listed in each college handbook. The student is also subject to NNHS consequences.

Due Process Procedures for Discipline

Students who are accused of violating school rules or State Law have an opportunity to state their case to NNHS administration with their parents. Should the parents/students disagree with the decisions of the administration, they can appeal to the Governing Body of Northern Nevada High School. A request for appeal must be made in writing to the Governing Body President addressed to Nevada State High School.

Plagiarism

Students who plagiarize in college are at risk of being expelled from college and reflect on their permanent college record. Students may not be allowed to enroll in any college with plagiarism on their record. NNHS and the colleges will work with students to identify plagiarism, but it is inevitable that someone will try to get away with it. **DO NOT ENGAGE IN PLAGIARISM.**

Students may receive disciplinary action ranging from an F on the assignment, F in the class, or expulsion from college for plagiarizing. Evidence of such dishonesty will be kept on file.

Examples of plagiarism and cheating include, but are not limited to:

- o Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism); or
- o Copying and/or presenting the words of others as one's own writing, including Internet sources; or
- o Copying words, even if you cite the sources, unless appropriate quotation is noted.
- o Expressing in your own words someone else's ideas as your own; or
- o Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers; or
- o Several people completing an assignment that was not explicitly assigned as a group project and turning in multiple copies, all represented either implicitly or explicitly as individual work; or
- o The use of textbook or notes during an examination without the explicit permission of the instructor. This includes WebCT/Web Campus/Angel or other learning management systems and take-home exams; or
- o Giving or receiving unauthorized help on assignments; or
- o Obtaining without authorization a problem/solution from an instructor; or
- o Tampering with or destroying the work of others; or
- o Submitting substantial portions of the same academic work more than once without permission of the instructor; or
- o Falsifying clinical hours, supervised field experience hours, or student teaching hours.
- o Unauthorized access of computer systems or files; or
- o Attempting to bribe an instructor or administrator; or
- o Submitting your own work to a professor in which you completed for another class.

Computer Usage

The computer labs at the respective colleges and NNHS are available for student use. Internet access to these labs is not blocked. Students are advised to use discretion when using the computer labs and focus on their academic purpose. Students who use the NNHS or college computers for inappropriate reasons and do not adhere to the school's Acceptable Use Policy will be subject to disciplinary action including but not limited to immediate expulsion.

ATTACHMENT A.6.4-5 – TRUANCY AND ABSENCE POLICIES

Attendance Policy/Truancy

Students are required to attend all of their scheduled classes. NNHS teachers will take attendance for every high school class (including the two-week course, study skills, and transition course). Students' absences will have an adverse effect on their college and high school classes. In the case of excused absences, *students are required to bring in a note from a parent/guardian to the NNHS office within three days after an absence for any class stating that the student was physically or mentally unable to attend school and on which day(s)*. Prearranged absences may occur by providing a note to the Northern Nevada High School office prior to the event. If a note is not received within the allotted time, the student is considered truant and may be given a notice of truancy or a truancy citation in which he/she must appear in court and receive a \$100 fine and/or community service. It is difficult for students to succeed at NNHS if they have excessive absences, because college level courses are accelerated. Students shall always attend class even if they have already received an "F" in the course or they will be withdrawn as a drop out for non-attendance and/or not following NNHS procedures.

NOTE: Absence notes do not excuse students from college courses. Many times, professors do not allow for make-up work, make-up tests/quizzes or assignments for any reason or excuse. Professors may even drop a student for being tardy or absent from class. This may put a student under the minimum course limit and the student may be withdrawn from NNHS and charged for the withdrawn class. NNHS supports the college professors in these matters, and most importantly, NNHS has no authority to interfere with college or professor policy.

High School Students must attend school by law:

Nevada Revised Statutes (392.130) define an unapproved absence as an absence which:

- was not approved in writing in advance; or

- was not due to physical or mental inability of the student to attend school or due to an emergency; or
- the parent/guardian or person in charge of the student failed to notify the school of the student's inability to attend school within three days after the pupil returned to school; or
- missing more than 30 minutes a class period equals an absence

The Nevada Revised Statute does not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian. Any student who has been declared by the school to be a truant three or more times within one school year must be declared by the school to be a habitual truant and must be reported by the school principal to the local law enforcement agency (NRS 392.240(2) AND 392.142).

An absence may be declared as truancy when:

- The student fails or refuses to attend school when so directed by the parent or legal guardian or school official; or
- The absence for any part of the day is without approval from the parent or guardian (NRS 392.130(2)); or
- The unexcused (unapproved) absence results from a parent's failure or refusal to require a student's attendance; or
- The student's absence from class or from school is without official permission from the principal or teacher (NRS 392.130(2)); or
- Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without a valid excuse may again be declared a habitual truant.

ATTACHMENT A.7.2 – SUPPORTING DATA

NNHS will draw most of its enrollment from Carson City and Douglas County High Schools. Current enrollment at Carson City High School is roughly 2,200 students and roughly 1,300 students attend Douglas County High School. TMCC HS's enrolment has been just shy of 200 students for the past three years and holds a waiting list of students who wish to attend but cannot because TMCC staff wants to keep enrollment low to offer students a personalized educational experience. NNHS aspires to draw from this population of students who are on the TMCC HS waiting list and reside in south Reno. Additionally, NNHS may draw from high schools in south Reno due to its convenient, north Carson location. Mainly, it could draw its enrollment from Damonte Ranch HS (2010 enrollment of 1,301) and Galena HS (2010 enrollment of 1,358). Therefore, this pool of students from surrounding high schools will provide NNHS adequate enrollment.

ATTACHMENT A.7.4 – RECRUITMENT PLAN

NNHS will recruit students through mailing advertisements to families of 10th and 11th grade students. Also, NNHS plans to advertise on theater screens before films begin. The principal and executive director will hold several informational meetings with prospective students and their parents starting in the winter of 2013. The school will establish an office in May 2013 to be available to prospective students during the recruitment process.

ATTACHMENT A.8.5 – SPECIAL EDUCATION POLICY ASSURANCE DOCUMENT

See signed form on next page.

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- Surrogate Parents (34 CFR 300.519; NAC 388.283)
- Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; NAC 388.265)
- Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
Northern Nevada High School - Dual Credit HS	
Signature:	Date:
	7-31-12

ATTACHMENT A.8.6 – RTI REFERRAL PACKET

Northern Nevada High School

RtI Referral Process

Step 0 - All NNHS students will receive Tier I RtI monitoring. This will be done primarily during the study skills class and through required progress checks.

Step 1 – NNHS administrator or teacher identifies an area of concern for a student and notifies RtI team leader.

Or

Parent identifies an area of concern and notifies NNHS administration. NNHS administration notifies RtI team leader.

Or

College professor notifies NNHS administration of an area of concern. NNHS administration notifies RtI team leader.

Or

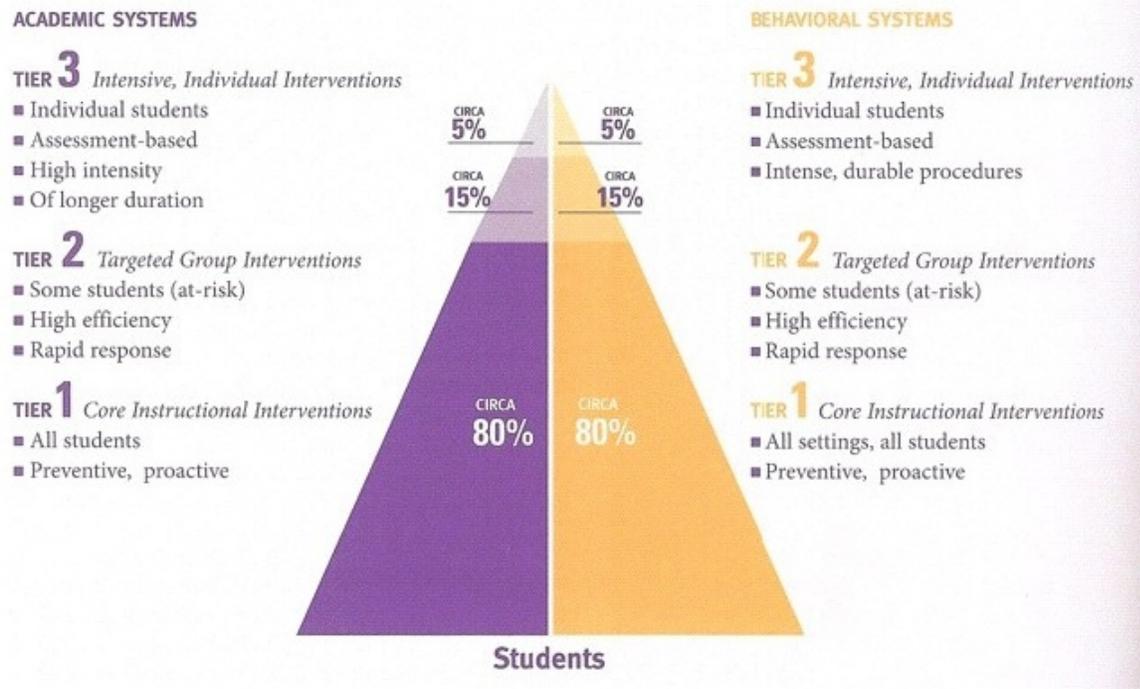
NNHS student notifies NNHS administration of an area of his or her own concern. NNHS administration notifies RtI team.

Step 2 - NNHS RtI team distributes and requests the completion of the RtI Form to NNHS administrators, teacher(s), parents of the student, and, if appropriate, the college professor.

- Step 3 - Rtl team convenes to review the results of the Rtl forms and will determine if a meeting with the parent, student, and Rtl team is needed. If no meeting is needed, the Rtl team will contact the student and make him or her aware of the area of concern that prompted the review.
- Step 4 - Rtl team convenes a meeting with the parent, student, and an NNHS administrator to review the results of the Rtl forms. Students reaching this step will be eligible for Tier II interventions. The goal of the meeting is to make a plan to address the area of concern with the cooperation of all participants in the meeting.
- Step 5 - Rtl team will make a plan for additional progress monitoring and the implementation of the plan agreed upon in step 4.
- Step 6 - Students who are not successful with Tier II interventions will be identified through the progress monitoring progress. The Rtl team will conduct step 2 again.
- Step 7 - The Rtl team will convene a meeting with the parent, student, Rtl team and NNHS administrator to review the successes and failures of the Tier II interventions. The participants in the meeting will make a plan, utilizing Tier II interventions.
- Step 8 - The Rtl team will make a plan for additional progress monitoring and the implementation of the plan agreed upon in step 7.
- Step 9 - The process will continue for Tier III interventions.

Step 10 - Students who require more intensive interventions than available through the RtI process will be referred for special education staffing to the NNHS administration.

Figure 1: Three-Tier Model of School Supports



Response to Intervention Support Team Referral Form

Northern Nevada High School

Student's Name: _____ Date: _____

Date of Birth: _____ Age: _____ Grade: _____

Parent/Guardian: _____

Phone: (Home) _____ (Work) _____ Teacher: _____

Reason for Referral (Primary Concern):

_____ Academic _____ Behavioral _____ Emotional _____ Medical

Please describe the specific concerns prompting this referral. What are the specific challenges you find when teaching this child? List any academic, social, emotional or medical factors that negatively impact the student's performance.

How do this student's academic skills compare to those of an average student in your classroom?

In what settings/situations does the problem occur **most** often?

In what settings/situations does the problem occur **least** often?

What are the student's strengths, talents or specific interests?

1.

2.

3.

Parent/Guardian Contact Prior to Referral

_____ Phone Call _____ Note Home _____ Conference _____ Home Visit

Other Support (Be Specific)

_____ Professional Consultation

_____ Observations

_____ Counseling

_____ Instructional Support

_____ Remediation

Interventions

Please explain interventions you have already implemented and why they did or did not work.

1. Begin date _____ End date _____ Person(s) responsible _____

What have you tried to resolve this problem?

How did it work?

2. Begin date _____ End date _____ Person(s) responsible _____

What have you tried to resolve this problem?

How did it work?

3. Begin date _____ End date _____ Person(s) responsible _____

What have you tried to resolve this problem?

How did it work?

What would be the best day(s)/time(s) for someone to observe the student having the difficulties that you described above? (Please attach a copy of your class schedule, if available):

Data

Literacy	HSPE ELA Scores	HSPE Reading	HSPE Writing
Scores or Levels			

Mathematics	HSPE Mathematics Score
Scores or	

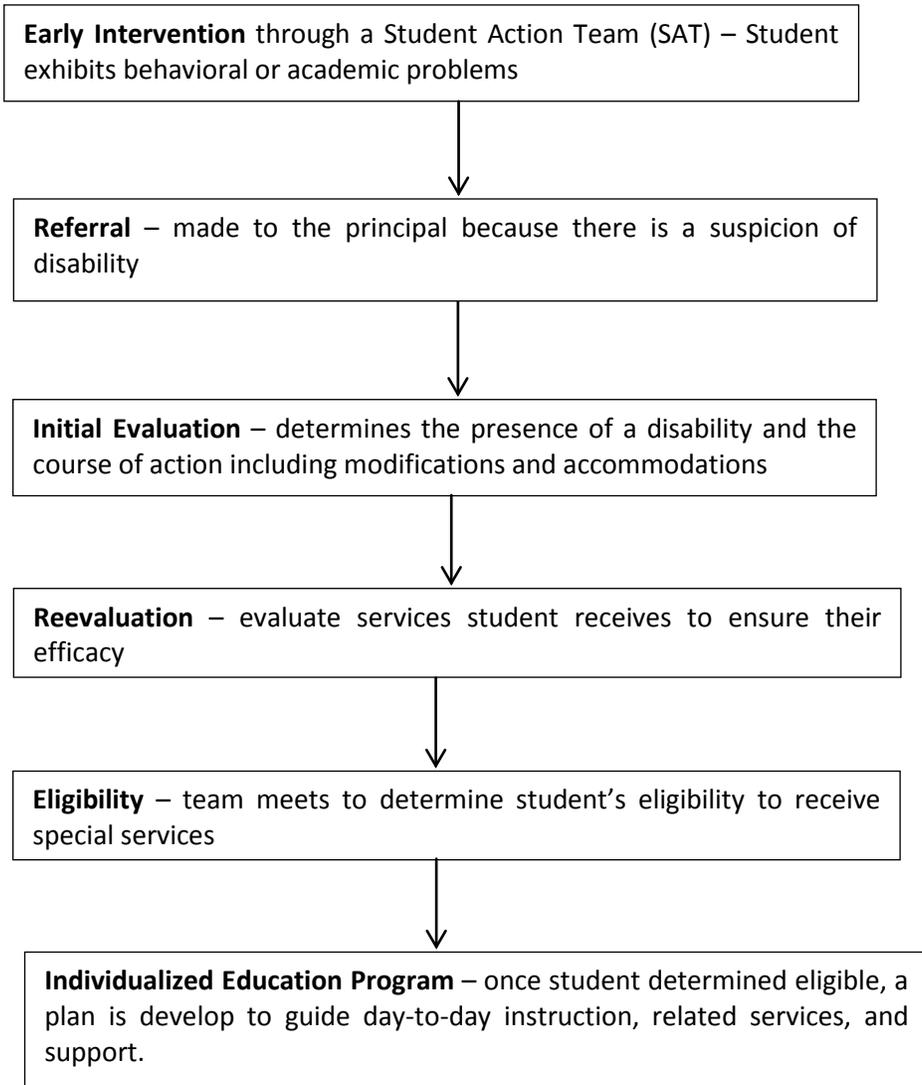
Levels	
--------	--

Other Data Collected	
Scores/Levels (Please be specific)	

ATTACH ANY SUPPORTING DOCUMENTS OR ADDITIONAL INFORMATION

ATTACHMENT A.8.7 – SPECIAL EDUCATION DELIVERY MODEL

Continuum of Special Education Services at NNHS



Selected List of Related Services -The following partial list describes several types of related services. The list is not exhaustive. The provision of related services may not be based on availability of services.

- **Assistive Technology**-A service or device used to increase, maintain, or improve the functional capabilities of children with disabilities. The term does not include a medical device that is surgically implanted, or the replacement of that device. The IEP must include any specialized or adapted equipment, modifications, or specialized procedures needed for the student to benefit from special education. Assistive technology devices run the range from simple pencil grips to elaborate computer systems. An IEP committee must consider the student's need for assistive technology to benefit from his/her educational program. An assessment for assistive technology can be part of the evaluation process in which case the Principal would be notified and a request for an assistive technology evaluation would be initiated. If the IEP committee determines a need for a particular device or service, based on assessment results, a statement to that effect must be included in the IEP.
- **Audiology**-A service which includes: the identification of children with hearing loss; the determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing; provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip reading), hearing assessment and speech conservation; the creation and administration of programs for the prevention of hearing loss; counseling and guidance of students, parents, and teachers regarding hearing loss; and the determination of the student's need for group and individual amplification, selecting and fitting the appropriate aid, and evaluating the effectiveness of amplification.
- **Counseling Services**-Services provided by qualified school counselors, psychologists, or other qualified personnel to assist teachers, students, and parents in understanding child development as related to special needs.
- **Interpreting Services**-Services used with students who are deaf or hard of hearing, including oral transliteration services, cued language transliteration services, and sign language interpreting services.
- **Medical Services**-means services provided by a licensed physician to determine a student's medically related disability that results in the student's need for special education and related services.
- **Occupational Therapy**-A service which includes: improving and developing to restore functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
- **Orientation and Mobility Services**-Services provided to blind or Visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes travel training instruction and other skill development.
- **Parent Counseling and Training**-Assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.
- **Physical Therapy**-A service which includes: detection of several disabilities such as scoliosis, developmental delay, musculoskeletal problems, or any physically-limiting condition that would affect participation in school; improving gross muscle functioning that affects movement and mobility with focus on gait training and ambulation, development of standing and setting tolerance and balance, range of motion and muscle strengthening, development of eye/foot coordination, neurodevelopmental treatment, development of kinesthetic sense; and designing adaptive equipment.
- **Psychological Services**-Services which include: administering psychological and educational tests, and other assessment procedures; obtaining, integrating and interpreting information about child behavior and conditions related to learning; consultation with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, and behavior assessments; and planning and managing a program of psychological counseling for children and parents.

- **Recreation-** a service which includes assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.
- **Rehabilitation Counseling Services-**Services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence and integration in the workplace and community of a student with a disability.
- **School Nurse Services-**Services which are provided by a school nurse designed to enable a student with a disability to receive FAPE as described in the student's IEP.
- **Social Work Services-**Services to prepare a social or developmental history on a student with a disability; provide group or individual counseling with the student and family; work in partnership with parents and others on those problems in a student's living situation that affect adjustment in school; mobilize school and community resources to enable the student to learn as effectively as possible in his or her educational program, and assist in developing positive behavioral intervention strategies.
- **Speech and Language-**Speech and Language is a related service if it is not a student's primary disability, but it is considered necessary to assist the student to benefit from his/her special education services.
- **Transportation-**A service which includes: travel to, from, and between school; travel in and around school buildings, and specialized equipment (i.e., special or adapted buses, lifts and ramps, climate control, etc.) if required to provide special transportation for a student with a disability.

ATTACHMENT A.9.2 – POLICY ON RETENTION OF STUDENT RECORDS

Mr. Russell Keglovits will be responsible for securing storage of student records at the Northern Nevada High School for seven years after the student has graduated. After seven years, the records will be given to the appropriate school district for each student. The permanent record will contain record of attendance, grades received, certificate of immunizations, and other records related directly to the academic progress of the student.

Upon enrollment at the charter school a parent will sign a form stating that she consents to the reasonable exchange of education records of her pupil with higher educational institutions. This will advise parents and students that their rights under FERPA will be affected by enrolling in Nevada State High School that are described in the following paragraphs.

Parents have rights to access all of their student's educational records with respect to their K-12 education. Student who take college classes have sole access to their own records. Parents do not have a right to their student's records while enrolled at institutions of higher education. Under this premise, no faculty or staff of the institutions of higher education can share information with the parent or the Nevada State High School without the student's written consent.

Alternatively, the Nevada State High School cannot share information with the institutions of higher education without the permission of the parent. To ensure that the student obtains dual-credit and that the parents are fully informed of their student's progress while enrolled at the Nevada State High School, both the parents and the student will be required to sign a release of information for educational records. The release of information will be kept confidential and restricted to only the Nevada State High School and the institution of higher education, the parent, and the student.

ATTACHMENT B.1.1.1 – LETTER FROM COUNSEL

When the CTF is reasonably assured that the application is going to be approved, it will provide a letter from legal counsel that the Bylaws are legally sound and meet the requirements set forth by the Authority. The CTF is unwilling to pay attorney fees without this assurance. However, since the bylaws are an exact replica of NSHS's bylaws, we expect they are legally sound and address all of the of the rules set forth by the Authority.

ATTACHMENT B.1.1.2 – GOVERNANCE BYLAWS

The bylaws are on the following page. All of the specifications required by the Authority are indicated next to each bylaw in which it is addressed.

BYLAWS
OF
NORTHERN NEVADA HIGH SCHOOL

ARTICLE I
INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Northern Nevada High School (hereinafter referred to as the “School”). The School is located at *****.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the Board of Trustees of the State Public Charter School Authority Board. The School’s Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386 and any other applicable State Statutes.

ARTICLE II
PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to meet the challenges of transitioning high school students to college by providing an academic setting with support, assistance, and remediation in a college environment. The School exists to support 11th and 12th grade students in a college environment with personal, academic, and social supports. [Bylaws Specification #17]

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada. [Bylaws Specification #15]

ARTICLE III
GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct individuals who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;
- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board will form after the approval of a charter issued pursuant to NRS 386.527(5), and NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. [Bylaw Specification #7, #14]

Section 3. Qualifications; Election; Tenure. The Board shall be composed of Teacher, Parent, and Community Directors. [Bylaw Specification #2, #5]

(a) The Board shall adhere to the statutory requirements of NRS 386.549 and shall have a minimum of five Directors. The number of Directors is five and will remain five until such time that the number is changed and a new number is identified by board action in an open meeting:

- a. Two Teacher Directors
 - i. One Board member shall meet the following:
 - 1. Person licensed pursuant to chapter 391 of NRS (a Nevada-licensed teacher); or
 - 2. Person who previously held such a license and is retired
 - ii. One Board member shall meet the following:
 - 1. Person licensed pursuant to chapter 391 of NRS (a Nevada-licensed teacher); or
 - 2. Person who previously held such a license and is retired; or
 - 3. Person who is a school administrator with an out of state license; or
 - 4. Person who previously held such a license and is retired
- b. One Parent Director
 - i. One Board member shall meet the following:
 - 1. Person who is a parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.
- c. Two Community Directors
 - i. One Board member shall meet the following:
 - 1. A person who possesses knowledge and experience in one or more of the following areas:
 - a. Accounting, or
 - b. Financial services, or
 - c. Law, or
 - d. Human resources
 - ii. One Board member shall meet the following:
 - 1. A person who possesses knowledge and experience in one or more of the following areas:
 - a. Accounting, or
 - b. Financial services, or
 - c. Law, or
 - d. Human resources

(b) Roles and qualifications may overlap among committee and board members, but each category must be specifically filled by separate persons:

a. For example, the person filling Category 4 may have knowledge and experience in both accounting and law, but that person cannot fill both Categories 4 and 5; a different person with knowledge and experience in accounting, financial services, law, and/or human resources must fill Category 5. Categories 4 and 5 may be filled by different persons who, for example, both possess knowledge and experience in accounting only, because a variety of experience on the board is preferable.

(c) A majority of Board Members shall be residents of the county in which the school is located.

(d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(e) The Board Members shall serve no more than two (2) two-year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for appointment/election in any one year, unless a vacancy(ies) needs to be filled. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall fill the position through a recommendation process at a future meeting of the Governing Body. Nominations to fill a vacant position shall be sent to the school's Chief Operations Officer or designee and may come from the following: School's Directors, administration, or a recognized parent group of the school. The selection of a final nomination shall come during a public meeting of the Board of Directors. In the case of multiple nominations, the Board of Directors may elect to have the school administration narrow the selection by conducting a review of those things that include, but are not limited to the following: holding an election, interviewing candidates, determining position type needed (community/teacher/parent), understanding of school's mission, etc.. [Bylaws Specification #8, #9]

(f) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in January of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School. All governing body meetings

will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor. [Bylaws Specification #16]

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. In the event of contact by a non-board member to any individual member of the Governing Body with a request for action from the Board that the board member shall indicate to the individual to put the request in writing and send via e-mail, fax or regular mail to the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 72 hours prior to the posting deadline pursuant to Nevada Open Meeting Law. For all requested agenda items, the Board President may decide to place the item on the next regularly scheduled agenda as an action item or bring the item to the Governing Body for information and discussion to consider bringing forth at a future meeting of the Governing Body.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted. [Bylaws Specification #13]

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be appointed/elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director appointed/elected to fill a vacancy resulting from removal or resignation shall be appointed/elected for a new term. [Bylaws Specification #10]

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director. Committees may make recommendations for effective and efficient operation of the school to the school's administrators as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making

authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

(a) Committees and directors shall not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Governing Body delegates the responsibility for running the charter school and implementing policies of the Governing Body to the School's administration. Nothing in this Section precludes an individual Director from interacting with members of the public or the School.

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. To the extent the Law provides, Directors may receive compensation of \$80 per meeting for attendance.

Section 15. Closed Sessions. Any Board member may request to the Board President to call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be offered general board training no less than one time per year. [Bylaws Specification #4]

Section 17. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting. [Bylaws Specification #6]

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Clerk, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall appoint/elect all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting. [Bylaws Specification #10]

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The Chair shall also be responsible for communicating with staff when necessary on developing upcoming agendas.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Clerk. The Clerk shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Clerk shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Clerk of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V STAFF

The Board may appoint employee(s) to function as administrators of the School (the “Administrator(s)”). Such person(s) may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person(s) shall administer the School in accordance with Board direction and generally accepted educational practice.

Section 1. Paid Positions. The Governing Body shall appoint a Chief Operations Officer and a Chief Academic Officer according to the following:

- (a) The Governing Body shall appoint a Chief Operations Officer for a renewable term of one year. The Governing Body may remove the Chief Operations Officer for inefficiency, neglect of duty, malfeasance in their position or for other just cause.
 - a. Eligibility: To be eligible for the position of Chief Operations Officer, a person shall:
 - i. Have attained a minimum of a Master’s Degree in Education (Doctoral Degree preferred); and
 - ii. Have working knowledge of charter schools.
 - b. Duties and Responsibilities: A person filling the role for the position of Chief Operations Officer shall show potential and progress to the essential duties and responsibilities of the position:
 - i. Executes, directs, plans, develops or supervises the operational services for the school including, but not limited to:
 - 1. Facilities, maintenance, operations, transportation, health, and safety
 - ii. Executes, directs, plans, develops or supervises the financial services for the school including, but not limited to:
 - 1. Information technology, general accounting, financial analysis, budgeting, payroll, accounts payable, procurement, grants, management, and third party billing
 - iii. Executes, directs, plans, develops or supervises the communications/external initiatives for the school including, but not limited to:
 - 1. Communications, public relations, development, partnerships, and public affairs
 - iv. Executes, directs, plans, develops or supervises the human resources for the school including, but not limited to:

1. Labor relations, staffing/certification, compensation, and benefits
 - v. Executes, directs, plans, develops or supervises the operational/financial recommendations made to the Governing Body for the school including, but not limited to:
 1. Regulations, policies, procedures, or practice
- (b) The Governing Body shall appoint a Chief Academic Officer for a renewable term of one year. The Governing Body may remove the Chief Academic Officer for inefficiency, neglect of duty, malfeasance in their position or for other just cause.
- a. Eligibility: To be eligible for the position of Chief Academic Officer, a person shall:
 - i. Have attained a minimum of a Master's Degree in Educational Leadership/School Administration; and
 - ii. Have working knowledge of charter schools; and
 - iii. Have a valid Nevada Teaching License.
 - b. Duties and Responsibilities: A person filling the role for the position of Chief Academic Officer shall show potential and progress to the essential duties and responsibilities of the position:
 - i. Executes, directs, plans, develops or supervises the student support services for the school including, but not limited to:
 1. Library services, parental communication, extended learning, academic support services, school improvement, and student support services
 - ii. Executes, directs, plans, develops or supervises the academic achievement services for the school including, but not limited to:
 1. Literacy, mathematics, career paths, academic support, academic enrichment, counseling, academic standards, and professional development
 - iii. Executes, directs, plans, develops or supervises the special education/504 services for the school including, but not limited to:
 1. Related services, remedy services, program support, IEP teams
 - iv. Executes, directs, plans, develops or supervises the research/evaluations services for the school including, but not limited to:
 1. Assessment, accountability, program evaluation, and institutional research
 - v. Executes, directs, plans, develops or supervises the academic recommendations made to the Governing Body for the school including, but not limited to:
 1. Regulations, policies, procedures, or practice
- (c) The Governing Body may keep a more specific job description to detail more specifics of major duties and responsibilities of the position for Chief Operations Officer and Chief Academic Officer.

ARTICLE VI PARENT ASSOCIATION

There may be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

ARTICLE VII CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Board determines that Chief Operations Officer is authorized and required to sign all checks for the school and succeeds to the Chief Academic Officer in his/her absence. In the absence of both appointed administrators, the responsibility resides with the Chair of the Board or their designee. At any time, the Chair of the Board may revise this Section during public meeting and a majority vote of the Board to require additional signees (officer or officers, or agents of the School) to accompany the signature of the Chief Operations Officer of the school for any or all checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

Section 7. Financial Institutions. Only financial institutions located in the state of Nevada will be used by the school. [Bylaws Specification #11]

ARTICLE VIII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE X AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least three (3) days prior to the meeting. Bylaw amendments are held pending until final ratification from the school's sponsor.

[Bylaws Specification #12]

ARTICLE XI DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

ARTICLE XII
PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Clerk of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 20__.

_____, Clerk

ATTACHMENT B.1.1.3 – BYLAWS STIPULATIONS

Bylaw specifications 2, 4-17 are contained in the Bylaws and are indicated as such in the previous section. The Bylaws contain no references to incorporation of the school and no Ex Officio member will be on the governance board of the school.

ATTACHMENT B.2.2.2 – ASSURANCES

The assurances are included on the next page.

Statement of Assurances
Revised March 25, 2009

1. The charter school herein named, Northern Nevada High School
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, and the State Board of Education require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

NOTARIZED STATEMENT

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Milva

Signature of Member of the Committee to
Form the School

Kimberly Vidoni

Name Printed

Executive Director

Title

7-30-12

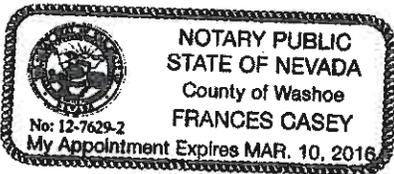
Date

Subscribed and sworn to before me

Frances Casey

This 30th day of July 2012
date month year

(Notary Public Seal)



MAIL/DELIVER TO:

Nevada Department of Education
ATTN: Charter School Consultant
1749 Stewart Street, Suite 40
Carson City, NV 89706-2543
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED

ATTACHMENT B.2.2.3 – MEMBERS OF THE COMMITTEE TO FORM

Currently licensed or retired Nevada-licensed teacher - Valerie Keglovits

School administrator with an out-of-state license – Russ Keglovits

Parent of a pupil who will be enrolled in the school – Jamie Borino, father of a 10th grade student at
Douglas County High School

Persons with knowledge and experience in accounting, financial services, law, or human resources –

Kimberly Vidoni, Christina Borino

Community Member – Henry King

ATTACHMENT B.2.2.4 – CTF MEMBERS' RFI

KIMBERLY VIDONI – EXPERTISE IN ACCOUNTING

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I have been over the age of 18 since 1987.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Through my work at NDE, I became aware of the Hawk's success and I approached them to see if I could replicate their school in northern Nevada.

3. Explain why you would like to serve on the board.

I want to expand early college opportunities for students in northern Nevada.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not served on a school board before.

5. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that the board acts as a governing body that makes collective decisions that help the school achieve success. The board members bring to the board their individual perspective and expertise, thereby, ensuring an well-rounding education for students.

6. What relevant knowledge and experience will you bring to the board?

I have worked in the field of education since 1995 in varying administrative and instructional capacities. Furthermore, if this school is about teaching kids how to "do college", I hold a bachelor's, master's, and doctoral degrees in addition to currently working on another master's degree. I know how to navigate the post-secondary system and I wish to impart this knowledge to my future students.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

After the first year, the school will have achieved its goal of transitioning its first round of 12th graders to college. I think these students and their parents will be very happy to have achieved this goal and these students will set a good example for the 11th grade students who are moving up to 12th grade. In four years I see the school achieving all of the successes of Nevada State High School.

8. What is your understanding of the school's mission and/or philosophy?

This school is laser focused on transitioning students to college.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, I am. I have visited NSHS in Las Vegas several times over the years. I would describe it as a school that is laser-focused on transitioning students to college. It is a dual-credit high school that serves 11th and 12th grade students and holds those students to high standards so that they may achieve social and academic success in college.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school nurtures students who achieve to their best ability by holding them to high standards. It also fosters happy students who espouse a life-long love of learning.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Not at this time.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Yes, I work for NDE so I know all of the members through my work. I do not have a spouse, but my life-partner, Henry King, also works for NDE.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Not at this time.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

N/A

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would immediately bring the matter to the attention of the board chairperson and other appropriate board members and go from there.

Russ Keglovits

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I affirm that I will be at least eighteen years old by January 1st of the year in which we open Northern Nevada given that I am at least eighteen years old now.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Through my work at NDE, I spoke with Kim Vidoni who knew of the Doctors John and Wendi Hawk and their successful model in Las Vegas.

3. Explain why you would like to serve on the board.

I have an interest and a desire to see this model be successful in helping Northern Nevada students transition to college.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not served on a board of a school district or not-for-profit corporation.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of the public charter school board member is to ensure adherence to the adopted by-laws, ensure the fiscal fidelity of the operations, and ensure the continued alignment of the school's actions with its mission, vision, goals, and objectives.

6. What relevant knowledge and experience will you bring to the board?

I am a licensed administrator in Nevada and have extensive experience with program development, school leadership, and school compliance.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

By the end of the first year, our school will have successfully supported the learning of our first group of 100 juniors through their first year at NNHS. Our students supports will have been tested and the school administration will have learned what aspects of our school plan need to change and which ones are working well. By the end of our fourth year, NNHS will be leading Northern Nevada in transitioning students to high school. We will continue to refine our processes and improve in our ability to serve the students of Northern Nevada.

8. What is your understanding of the school's mission and/or philosophy?

To lead Northern Nevada in transitioning student to college.

9. Are you familiar with the school's proposed educational program? How would you describe it?

I am familiar with the school's educational program. The program places students in a college environment and provides them the opportunity to earn both high school and college credit while taking support classes to ensure their success.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school facilitates and supports student achievement, embodies their mission, and is economically sustainable. The school board will oversee and hold the school administration responsible for student achievement, their adherence to the mission, and their economic sustainability.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Yes. I know Kim Vidoni, Henry King and Christy Borino; they are coworkers with me at the Department of Education. Valerie Keglovits is another board member and is my wife.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would report my suspicions to the board and ask the accused party to defend themselves against the accusations in the presence of the other board members and ask for a vote of confidence from the board on the matter.

VALERIE KEGLOVITS – Licensed Teacher

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I affirm that I will be at least eighteen years old by January 1st of the year in which we open Northern Nevada.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school through Russ Keglovits.

3. Explain why you would like to serve on the board.

I have an interest and a desire to see this model be successful in helping Northern Nevada students transition to college.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not served on a board of a school district or not-for-profit corporation.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of the public charter school board member is to ensure adherence to the adopted by-laws, ensure the fiscal fidelity of the operations, and ensure the continued alignment of the school's actions with its mission, vision, goals, and objectives.

6. What relevant knowledge and experience will you bring to the board?

I am a licensed teacher in Nevada and have experience working with students, staff, administrators, and parents.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

By the end of the first year, the school will have successfully supported the learning of the first group of students through their first year at NNHS. Administration will be reflecting upon their experience in order to make adjustments as are needed for the future success of the school. By the end of our fourth year, NNHS will have developed a successful model of transitioning students to college. The school administration will continue to refine processes and improve in their ability to serve the students of Northern Nevada.

8. What is your understanding of the school's mission and/or philosophy?

Northern Nevada High School will support students' successful transition to college by providing personal, social and academic growth opportunities.

9. Are you familiar with the school's proposed educational program? How would you describe it?

I am familiar with the school's educational program. The program places students in a college environment and provides them the opportunity to earn both high school and college credit while taking support classes to ensure their success.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school facilitates and supports student achievement; a school's success depends on the success of its students. The school board will oversee and hold the school administration responsible for student achievement, their adherence to the mission, as well as, their economic sustainability.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Yes; I know Kim Vidoni, Henry King and Russ Keglovits.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

No.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

19.

I would report my suspicions to the board.

**Request for Information
Northern Nevada High School**

Responses for Christina A. Borino

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I am at least eighteen year old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was asked if I would be interested in being a part of the board.

3. Explain why you would like to serve on the board.

I am interested in the charter school plan and feel there is a desperate need for this type of service for high school kids in this area.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served on numerous sports related boards. I have served on a not-for-profit board for the High School in Minden, NV for the All Sports Boosters Program. I have experience working with boards and overseeing and guiding decisions for an entire organization/program. Finally, I have a lot of budgeting and accounting experience that I used to help guide activities of the boards I served on.

5. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the board member of a public charter school board member would be to help guide activities and decisions of the school in an unbiased fashion.

6. What relevant knowledge and experience will you bring to the board?

I will bring financial and accounting experience to the board.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

I believe the school will be successful with minimal issues for the first year of school. After four years I envision the school expanding with a multitude of interested students, programs, and opportunities for high school children in the area.

8. What is your understanding of the school's mission and/or philosophy?

My understanding of the school is that 11th and 12th grade students will be attending college and obtaining due credit to graduate high school while at the same time gaining their first two years of college education. I believe the school is trying to create college ready students who need more than the traditional high school setting.

9. Are you familiar with the school's proposed educational program? How would you describe it?

No I'm not more familiar than what was discussed in question #8.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

I believe a realistic plan, budget, and plan are characteristics of a successful school. I believe the will need to ensure that reasonable expectations are being set on both employees and students for the first years with room to grow to ensure success.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

No

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Only professional relationships

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A and No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would discuss the situation at a board meeting. If the situation is irresolvable than the member would be asked to resign.

**Request for Information
Northern Nevada High School**

Responses for Loren J. Borino

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I am at least eighteen year old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was asked if I would be interested in being a part of the board.

3. Explain why you would like to serve on the board.

I am interested in the charter school plan.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served on numerous sports related boards. I have served on a not-for-profit board for the High School in Minden, NV for the All Sports Boosters Program. I have experience working with boards and overseeing and guiding decisions for an entire organization/program. I have served on a ski patrol board and a landscaping maintenance board. I wish to serve in this capacity because I believe in what this school offers to kids in this area.

5. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the board member of a public charter school board member would be to help guide activities and decisions of the school.

6. What relevant knowledge and experience will you bring to the board?

I will bring a parental perspective as a parent of three teenage children.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

I believe the school will start with required enrollment but will be expanding by leaps and bounds after kids starts to realize the benefits this school will bring.

8. What is your understanding of the school's mission and/or philosophy?

I believe the school is trying to create college ready students.

9. Are you familiar with the school's proposed educational program? How would you describe it?

No I'm not more familiar than what was discussed in question #8.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

I believe a realistic plan, budget, and plan are characteristics of a successful school. I believe the will need to ensure that reasonable expectations are being set on both employees and students for the first years with room to grow to ensure success.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

No

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Only professional relationships

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A and No

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would discuss the situation at a board meeting.

**Request for Information
Northern Nevada High School
Henry King**

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I am over eighteen years old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I am friends with other folks on the Committee to Form.

3. Explain why you would like to serve on the board.

I want to expand early college opportunities for students in northern Nevada.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No.

5. What is your understanding of the appropriate role of a public charter school board member?

Help steer the direction of the school.

6. What relevant knowledge and experience will you bring to the board?

Eight years of experience as an education program professional at the Nevada Department of Education.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

The school will be one of the top achieving high schools in the state after the first year. After four years, workable and scalable concepts from the school will begin to expand throughout the state.

8. What is your understanding of the school's mission and/or philosophy?

The mission of the school is to help students prepare to "do" college right from the beginning.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Basically, students will receive "dual credit" while attending class, allowing them to graduate high school with as many as two years of college classes already completed.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Successful schools improve the lives of their students. The board will need to increase the partnership between the school and the local community colleges in the first year or two to ensure the school is successful.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

I have been partners with Dr. Kimberly Vidoni for over 21 years. I have know Russ Keglovitz through working at the Department of Education for over a year.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

I have worked with Russ Kelovitz at the Department of Education for more than one year.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No, not at this time.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

N/A

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

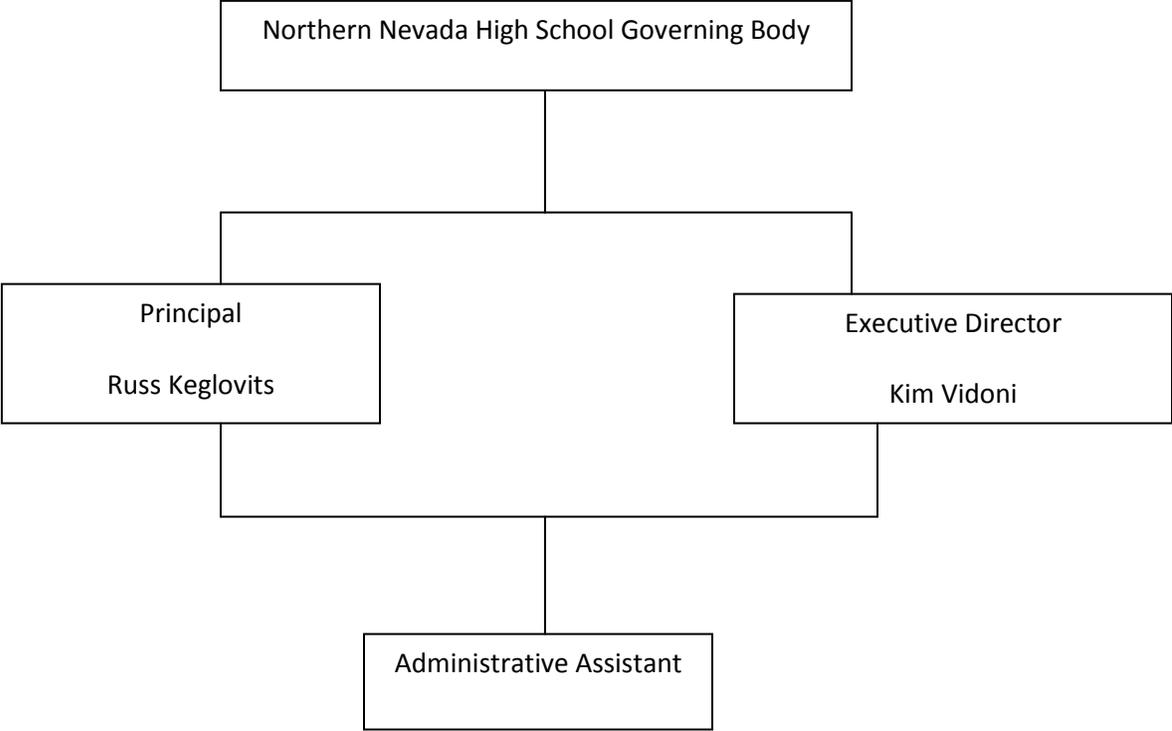
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

I would immediately bring the matter to the attention of the board chairperson and other appropriate board members and go from there.

ATTACHMENT B.3.3 – ORGANIZATIONAL CHART



ATTACHMENT C.1 – BUDGET

The budget is included at the end of this packet.

ATTACHMENT C.1.2 – BUDGET NARRATIVE

The budget narrative pages are included at the back of this packet.

ATTACHMENT C.1.3 – CASH FLOW STATEMENTS

The cash flow statements are included at the back of this packet.

ATTACHMENT C.4.4-5 – EMERGENCY DRILL PROCEDURES AND MANAGEMENT PLAN

Safety Plan

Emergency Action Plan

Security, Safety, and Emergency Plans are in effect at our school to

1. Protect students, staff and the facility from outsiders who do not belong on this campus.
2. Prevent needless accidents and to reduce substantially the frequency and severity of injuries at all levels.
3. Provide an organizational structure for managing resources used to minimize loss from disaster or peril and to provide general procedures for protecting the welfare of students, staff and citizens during an emergency.
4. In the case of Shelter-in-Place, protect students and staff in a situation that involves an area-wide release of toxic gas when a timely means of evacuation is not possible.
5. In the case of Fire Drill, protect students and staff in the event of fire or other emergency that requires immediate and efficient evacuation of the building.
6. These procedures do not cover every condition that might develop, and it may not always be possible to follow every procedural step. Often the situation only provides an opportunity for instinctive actions.

These procedures do not cover every condition that might develop, and it may not always be possible to follow every procedural step. Often the situation only provides an opportunity for instinctive actions.

The following areas are addressed in this section:

- Fire Drill (Evacuation Procedures, Alternate Routes, Map)

- Shelter-in-Place Procedures
- Student Abduction/Missing Child
- Security Plan
- Chemical Spills/Explosions
- Fallen Aircraft
- Windstorm - Flood
- Earthquake - Tornado
- Bomb Threat
- Civil Unrest - Disturbance
- Weapons
- Medical Emergency

Fire Drills

The NNHS will have a fire drill once a quarter during the time school is in session. Every high school student in the high school classes shall vacate the building during the fire drill.

Fire

Before Emergency

1. Principals shall be aware of all fire hazards, including the following:
 - empty flammable containers.
 - flammable fluid storage.
 - closed storage areas.
 - other housekeeping procedures which may cause fire hazards.
2. All buildings are provided with adequate fire extinguishers as prescribed by the fire department.

3. Principals will provide for the posting in each classroom of notices indicating the location of fire escapes and/or evacuation routes and the assembly area. These plans will be done in coordination with the fire department.
4. Each principal or other administrator, when requesting modifications to the building, will make sure that all doors, both exterior and interior, open out and are operable from the outside.

During Emergency

1. Call 911 for emergency.
2. Teachers will close all doors and windows as students are leaving the classroom.
3. Teachers will ensure all students are out of the room and take the roll book.
4. Students will go to their designated assembly area, and roll call will be taken.
5. Access roads to the building are to be clear at all times.
6. All school personnel and students are to remain out of the building(s) until the school is declared safe.

Shelter-In-Place

During Emergency

After determination that a toxic, unknown, or flammable gas is present outside the facility or after instructions from the fire department:

The office will:

1. Announce Shelter-In-Place
2. All classroom doors will be locked
3. Students will remain with teacher during the drill
4. Teachers should take attendance

5. Any student not in a classroom when it is locked should be sent to the office (do not open your door to let the student in).
6. The drill procedures will be in force until an “all clear” has been announced.

Student Abduction/Missing Child

If you suspect or have knowledge that a student has been abducted the teacher should:

Notify the office immediately that the student is missing. The teacher is to remain with his/her class and contact the office.

The office will:

1. Principal/designee will investigate and interview witnesses:
 - Obtain a good description of the student.
 - Obtain description of clothes worn by the student.
 - Obtain a photograph of the student.
 - Have demographic information
2. Notify the parent of the student (if parent not the notifying individual).
3. Notify school security or city police department, school attendance officer, if necessary.
4. Document all interventions (time, date, persons contacted, etc.).

Security Plan

We can no longer assume that disasters will not occur in our schools. It is important to consider the “what ifs” of security and to make preparations with the assumption that the worst might happen.

Thinking the unthinkable and preparing for it might save lives and property. Planning from insight is much easier than planning from hindsight.

Good security is a positive approach to a negative problem. It is a cooperative function requiring a full commitment on the part of everyone in the school and community. In order for a plan to be effective, the following components must be in place:

Command Center

In the event of a security breach, the front office will serve as the command center. Information, directions, and strategies will be disseminated from this point. If the site needs to be evacuated, the administrators have cell phones for communication and a school phone will be taken to any location to where it can be plugged in to keep the school's main line open.

School Security Response Team

The school security response team consists of:

1. Executive Director (media and rumors)
2. Principal (supervising students, calling appropriate people)
3. Teachers (student supervision)

Warning Signals/Procedures

Classes will be informed of emergency situations through the intercom system or the administrators will come to classrooms and discuss the situation and procedures with teachers.

Emergency Security Procedures

In the event of a security emergency, it may become necessary for you to secure your classrooms.

The office will:

1. Announce a lockdown is necessary
2. Teachers should:
 - Lock all doors to your classroom.
 - Do not release students for any reason.
 - Do not open your door(s) to anyone requesting entry. Administrators have keys
 - Do not call the office unless intruder is at your door.
 - Move students away from door to the furthest wall and get on the floor in the case of immediate gun threat
3. When principal announces the end of the lockdown, unlock your doors and proceed as normal.

Evacuation of building:

If an evacuation of the building and complete removal of the site is necessary for an Emergency or crisis situation, the school has two confidential locations within walking distance to take students for safety purposes. The school's phone system can be disconnected and plugged in to any phone socket while maintaining its own number in order for the school's main phone line to remain in operating condition off site.

Do not bombard the office with questions.

Information will be given as quickly as possible.

Aircraft Accident

During Emergency

The Office will:

1. Contact 911.
2. Take control of all site activities until arrival of fire/police units.
3. If evacuation is necessary, the appropriate signal or alarm should be activated. If fire alarm is used, verification of situation should be made with fire department.
4. Maintain control of students and move student body to nearest safe location away from the hazardous event.

Bomb Threat

If a threat is received by telephone, pay close attention to exact wording, speech characteristics, and background noises. If a written threat is received, copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints. If a validated threat is received or a suspected item is found in the building, contact the principal.

In the event of a bomb threat or any other situation which may require an emergency evacuation, observe the following procedures:

1. Staff members will be notified with a written message or a runner. Teachers will be given further information as soon as possible. Alarms will not be used since they could trigger a bomb.
2. The school office will immediately call 911 and notify the authorities of the situation.
3. Upon receiving the message, teachers should make a quick inspection of the room for unusual packages or objects and direct students to evacuate the building according to the fire drill procedure, using the primary route for evacuation. Teachers need to account for all students.

4. If any unusual packages or objects were noted by any staff member, the principal should be notified immediately.
5. The teacher is responsible for the children in his/her charge. If any student is missing, the principal should be informed immediately.
6. As soon as the announcement to evacuate is made, the principal and the administrative assistant on duty will ensure that the building has been evacuated.
7. The principal will be the official spokesperson throughout the emergency. Any requests from parents or media must be referred to the principal.

If at any time a suspicious object is observed:

1. Do not handle the object. Do not open drawers or cabinets, turn on lights, or activate any alarm system.
2. Notify the principal immediately.
3. Evacuate the immediate area.

During Emergency

The Office will:

1. Contact the Emergency 911
2. Take control of all site activities until arrival of fire/police units.
3. Decide whether to conduct a search, using site personnel.
4. Decide whether to evacuate during the search.
5. Conduct further actions if a bomb or suspected device is not found.
6. Move students to nearest safe location away from the hazardous event.
7. School personnel will inspect facilities for re-occupancy clearance.

Chemical Spill/Explosion

During Emergency

For small spills/emissions affecting only one or two rooms, isolate the area (close doors, prevent entry) then contact the office, if necessary, will do the following:

1. Contact the local Fire Department
2. Evaluate possibility of activating Shelter-in-Place or evacuation.
3. If evacuation is necessary:
 - The appropriate signal or alarm should be activated. If fire alarm is used, verification of situation should be made with fire department.
 - Move students to nearest safe location away from the hazardous event
 - Caution should be taken to maintain a safe upwind position away from the source.
 - Emergency personnel will inspect the facilities for re-occupancy clearance.

Earthquake/Tornado

Drill Procedures

The State of Nevada is in an area of possible earthquakes.

The teachers are responsible for the students in their room at the time of the drill. Teachers should also be aware of procedures if the drill occurs while children are outside or not in the classroom. All students should be taught the following:

1. Duck - Student should duck down or drop to the floor or ground.

2. Cover - Students should take cover under a desk, table or other furniture. If that is not possible, students should seek cover against an interior wall and protect heads with arms and hands. Avoid danger spots near windows, hanging objects, mirrors, or tall furniture.
3. Hold - Students should be directed, if under furniture, to hold on to it and be prepared to move with it. Hold the position until the ground stops shaking and the all-clear is given.

Civil Unrest/Disturbance

Civil Unrest is defined as a state of open, hostile conflict. This unrest normally manifests itself in the form of unprovoked attacks on public entities (schools, businesses, homes, buses etc.)

During emergency

The Office will

1. Contact Emergency personnel at 911
2. Initiate classroom lockdown procedures.
3. Remain locked down until given the “all-clear” sign is given.

If our school site is not in immediate danger the office will:

1. Monitor commercial and public radio/television.
2. Conduct business as usual.

Weapons

Weapons are defined as firearms, including but not limited to pistols, rifles, zip guns, shot guns, BB guns, explosive propellant, or destructive devices - whether operable or inoperable, loaded or unloaded -

knives, including but not limited to switch blades, pen knives, hunting knives, and similar objects. Other weapons including but not limited to razor blades, ice picks, dirks, or other sharp instruments, brass knuckles, pipes, Chinese stars, billy clubs and machetes, explosive inflammable materials, and any other items that may cause bodily injury or death. All weapons, whether or not listed herein, are similarly prohibited. The use of any normally non-dangerous implement, such as a stone, table fork, board, stick, or baseball bat as a weapon, shall come under the provision of this section.

Remember: Anything has the potential to be a weapon

If you suspect the existence of a weapon:

1. Notify the Emergency 911.
2. Principal or designee will investigate.

If you are confronted with a weapon:

1. Do not try to confiscate the weapon
2. Notify the Emergency 911.
3. If you are being held hostage, attempt to keep the person talking.
4. Negotiate the removal of students two or three at a time or talk the gunman out of the classroom.

Prevention and Suggestions:

1. Stay calm.
2. Use common sense.
3. Be observant.

4. Never take a weapon directly from a hand. Instruct the person to lay the weapon down on the desk or the floor.
5. Educate the students on their responsibility for reporting incidents.

Prevention and Suggestions:

- Stay calm
- Use common sense
- Be observant
- Never take a weapon directly from a hand. Instruct the person to lay the weapon down on the desk or the floor
- Educate the students on their responsibility for reporting incidents

Medical Emergency

In the case of serious injury or illness, all staff should observe the following procedures:

1. Keep calm and stay with the injured until assistance arrives.
2. A staff member should administer first aid.
3. Do not move the person except to prevent further injury.
4. Send word to the school office immediately via runner. Call 911 if needed. An appropriate staff member will accompany the injured to the hospital. Take emergency information along.
5. Assign someone to protect others from existing dangers.
6. The principal will notify the parents or legal guardians.

E. SUPPORTING DOCUMENTS

LETTER OF SUPPORT



July 31, 2012

To Whom It May Concern:

My name is John Hawk, Chief Operations Officer of Nevada State High School. I am writing this letter to encourage your organization to seriously consider approving the application from the **Committee to Form** an early college charter high school in Northern Nevada. Members of the committee are anxious to provide this opportunity to families and have shown their willingness to implement best practices to assist, support, and guide students on their successful transition to college.

Nevada State High School has spent eight years refining practices and it is an honor to see the willingness for another organization to recognize these as replicable. The Committee to Form a Northern Nevada early college extension sees benefits to not only preparing students for college, but also preparing them into their careers. Although the core of academic instruction is done at the college level, many of the personal and social transitions are honed through advising with students. Members of the committee see this school as a way in helping students better transition to college and giving them a choice to the traditional public school.

It is without reservation that I recommend you approve the application from the Committee to Form an early college charter high school in Northern Nevada. Should you need further comments on the strengths of this application, then feel free to contact me on my cell phone at 702-332-2593.

Regards,

Dr. John Hawk, *Chief Operations Officer*

.....
NOTE: THE CONTENTS OF THIS LETTER HAVE BEEN PLACED ON AN ELECTRONIC VERSION OF OUR SCHOOL'S LETTERHEAD. IF YOU HAVE ANY QUESTIONS REGARDING THIS INFORMATION, THEN CALL 702-332-2593.

BEST REGARDS,

DR. JOHN HAWK
CHIEF OPERATIONS OFFICER
WWW.EARLYCOLLEGENV.COM

INSURANCE QUOTE

July 11, 2012

To Whom It May Concern:

**RE: Insurance Coverage for Northern Nevada High School
Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.**

We are pleased to provide insurance services for Northern Nevada High School. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of NV as required by law. Our program utilizes the following carriers which are admitted in the State of NV: The Hartford, Chartis, Arch Insurance, Scottsdale Insurance, and Philadelphia Insurance Company.

On behalf of Northern Nevada High School the following coverages will be secured to meet all requirements by the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (include corporal punishment and Athletic Liability)	\$1,000,000 occurrence expressly covers field trips and athletics \$3,000,000 aggregate
Workers Compensation	As specified by NV Statutes
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability E & O	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Abuse and Misconduct Liability	\$1,000,000 separate limits from the GL \$2,000,000 aggregate
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond for the CFO as required)	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Student Accident Coverage (Athletics)	Primary \$25,000 limits and CAT option at \$5,000,000

Additional Insureds:

As requested, all required additional insureds and loss payees can be added upon review to these policies. This will include the Sponsor, and their respective members, officers, employees, officials and agents. We will only place this school with at least an “A” rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,000
Directors & Officers / Employment Practices	\$ 3,500
Property (Assuming leasing only \$15k contents)	\$ 300
Excess \$10 million Limits (follow form over all underlying)	\$ 750
Workers Compensation	\$ 1,000
Total Annual Premium	\$ 8,550

Exposures: Based on 1st year projections of 82 students, 5 employees, \$100,000 payroll, \$15k Contents

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, (949) 349-9871.

Sincerely,
Tom Boobar, MS, MBA, REHS, CSP
Area Vice President Arthur J. Gallagher Insurance
License #0726293

INCOME VERIFICATION FORM

Dear Parent/Guardian:

This income verification form helps charter schools access different avenues of funding that are available to traditional schools. We request that you complete the Income Verification form to help us obtain certain statistics that are required on grant applications and are used for Nevada Department of Education reporting.

1. **Do I need to fill out a form for each child?** No. Complete the form to verify your income for our school statistics. Use one Income Verification Form for all students in your household. **Return the completed form to: Russell Keglovits.**
2. **Will the information I give be checked?** Yes, we may ask you to send written proof.
3. **May I fill out the form if someone in my household is not a U.S. citizen?** Yes. You or your child(ren) do not have to be a U.S. citizen to fill out the income verification form.
4. **Who should I include as members of my household?** You must include all people living in your household, related or not (such as grandparents, other relatives, or friends). You must include yourself and all children who live with you.
5. **What if my income is not always the same?** List the amount that you normally get. For example, if you normally get \$1000 each month, but you missed some work last month and only got \$900, put down that you get \$1000 per month. If you normally get overtime, include it, but not if you get it only sometimes.
6. **We are in the military, do we include our housing allowance as income?** If your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. All other allowances must be included in your gross income.

If you have other questions or need help, call Russell Keglovits XXX-XXX.

Sincerely,

Russell Keglovits

INCOME VERIFICATION FORMS

SCHOOL YEAR 2012-2013

INSTRUCTIONS FOR SCHOOLS

This packet contains prototype forms:

Required information that *must* be provided to households:

- Letter to Households

Required information for each household:

- Income Verification form

Optional application-related materials that *may* be provided to households:

- Sharing Information with Medicaid/SCHIP
- Sharing Information with Other Programs

The pages are designed to be printed on 8½" by 11" paper. Some pages may be printed front and back. The **[bold, bracketed fields]** indicate where you need to insert school district specific information. This prototype application package includes information regarding the exclusion of housing allowance for those in the Military Housing Privatization Initiative. If this is not pertinent to your school, please modify as appropriate

INSTRUCTIONS FOR VERIFICATION

A HOUSEHOLD MEMBER IS ANY CHILD OR ADULT LIVING WITH YOU.

If your household receives benefits from Nevada SNAP, or Nevada TANF or the Food distribution program on indian reservations (FDPIR), follow these instructions:

Part 1: List all household members and the name of school for each child.

Part 2: List the case number for any household member (including adults) receiving [NEVADA SNAP] or [NEVADA TANF] or FDPIR benefits.

Part 3: Skip this part.

Part 4: Skip this part.

Part 5: Sign the form. The last four digits of a Social Security Number are **not** necessary.

IF NO ONE IN YOUR HOUSEHOLD GETS Nevada SNAP OR Nevada TANF BENEFITS AND IF ANY CHILD IN YOUR HOUSEHOLD IS HOMELESS, A MIGRANT OR RUNAWAY, FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the name of school for each child.

Part 2: Skip this part.

Part 3: If any child is homeless, migrant, or a runaway check the appropriate box and call **RUSS KEGLOVITS, homeless liaison, migrant coordinator**.

Part 4: Complete only if a child in your household isn't eligible under Part 3. See instructions for All Other Households.

Part 5: Sign the form. The last four digits of a Social Security Number are not necessary if you didn't need to fill in Part 4.

IF YOU ARE APPLYING FOR A FOSTER CHILD, FOLLOW THESE INSTRUCTIONS:

If all children in the household are foster children:

Part 1: List all foster children and the school name for each child. Check the box indicating the child is a foster child.

Part 2: Skip this part.

Part 3: Skip this part.

Part 4: Skip this part.

Part 5: Sign the form. The last four digits of a Social Security Number are **not** necessary.

If some of the children in the household are foster children:

Part 1: List all household members and the name of school for each child. For any person, including children, with no income, you must check the "No Income" box. Check the box if the child is a foster child.

Part 2: If the household does not have a case number, skip this part.

Part 3: If any child is homeless, migrant, or a runaway check the appropriate box and call **RUSS KEGLOVITS, homeless liaison, migrant coordinator**. If not, skip this part.

Part 4: Follow these instructions to report total household income from this month or last month.

- **Box 1—Name:** List all household members with income.
- **Box 2 —Gross Income and How Often It Was Received:** For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits. Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP, FDPIR,

WIC, Federal education benefits and foster payments received by the family from the placing agency. For ONLY the self-employed, under *Earnings from Work*, report income after expenses. This is for your business, farm, or rental property. If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 5: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn't have one).

ALL OTHER HOUSEHOLDS, INCLUDING WIC HOUSEHOLDS, FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the name of school for each child. For any person, including children, with no income, you must check the "No Income" box.

Part 2: If the household does not have a case number, skip this part.

Part 3: If any child is homeless, migrant, or a runaway check the appropriate box and call **RUSS KEGLOVITS, homeless liaison, migrant coordinator**. If not, skip this part.

Part 4: Follow these instructions to report total household income from this month or last month.

- **Box 1–Name:** List all household members with income.
- **Box 2 –Gross Income and How Often It Was Received:** For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits. Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP, FDPIR, WIC, Federal education benefits and foster payments received by the family from the placing agency. For ONLY the self-employed, under *Earnings from Work*, report income after expenses. This is for your business, farm, or rental property. Do not include income from SNAP, FDPIR, WIC or Federal education benefits. If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 5: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn't have one).

2012- 2013 Family Income Verification

PART 1. ALL HOUSEHOLD MEMBERS			
Names of <u>all</u> children in household (First, Middle Initial, Last)	Name of school and current grade level for each child/or indicate "NA" if child is not in school	Check if a foster child (legal responsibility of welfare agency or court) * If all children listed below are foster children, skip to Part 3 then Part 5 to sign this form. Food Stamp or TANF case # (if any). Skip to Part 5 if you list a Food Stamp or TANF case #	Check if NO income
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

PART 2. IF ANY CHILD IS HOMELESS, MIGRANT, OR A RUNAWAY CHECK THE APPROPRIATE BOX AND CALL Russ Keglovits, homeless liaison, migrant coordinator at phone # HOMELESS MIGRANT RUNAWAY

PART 3. FOSTER CHILD

IF YOU LIST A CHILD(REN) WHO IS(ARE) THE LEGAL RESPONSIBILITY OF A WELFARE AGENCY OR COURT, CHECK THIS BOX
AND THEN LIST THE AMOUNT OF EACH CHILD'S PERSONAL USE MONTHLY INCOME: \$_____. SKIP TO PART 5.

PART 4. TOTAL HOUSEHOLD GROSS INCOME. You must tell us how much and how often.

1. NAME (List only household members with income)	2. GROSS INCOME AND HOW OFTEN IT WAS RECEIVED			
	Earnings From Work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security, SSI, VA benefits	All Other Income
<i>(Example) Jane Smith</i>	<u>\$199.99/weekly</u>	<u>\$149.99/every other week</u>	<u>\$99.99/monthly</u>	<u>\$50.00/monthly</u>
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___
	\$___/___	\$___/___	\$___/___	\$___/___

PART 5. SIGNATURE AND LAST FOUR DIGITS OF SOCIAL SECURITY NUMBER (ADULT MUST SIGN)

An adult household member must sign the application. **If Part 4 is completed, the adult signing the form also must list the last four digits of his or her Social Security Number or mark the "I do not have a Social Security Number" box.** (See Privacy Act Statement below.)

I certify (promise) that all information on this document is true and that all income is reported. I understand that the school will possibly get Federal funds based on the information I give. I understand that school officials may verify (check) the information.

Sign here: _____ Print name: _____

Date: _____

Address: _____ Phone Number: _____

City: _____ State: _____ Zip Code: _____

Last four digits of Social Security Number: *** - * * - _ _ _ _ I do not have a Social Security Number

DO NOT FILL OUT THIS PART. THIS IS FOR SCHOOL USE ONLY.

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice A Month x 24 Monthly x 12

Total Income: _____ Per: Week, Every 2 Weeks, Twice A Month, Month, Year Household size: _____

Eligibility: Free _____ Reduced _____ Paid _____

Verifying Official's Signature: _____ Date: _____

Privacy Act Statement: This explains how we will use the information you give us.

The (insert school name) requires the information on this document to apply for grant applications. You do not have to give the information, but if you do not, we cannot include your child for our statistics. You must include the social security number of the adult household member who signs this document. The social security number is not required when you fill out information on behalf of a foster child or you list a Food Stamp Program, Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDRIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number.

SHARING INFORMATION WITH MEDICAID/SCHIP

Dear Parent/Guardian:

If your income verification meets certain levels of income, then your child may also be able to get free or low-cost health insurance through Medicaid or the State Children's Health Insurance Program (SCHIP). Children with health insurance are more likely to get regular health care and are less likely to miss school because of sickness.

Medicaid and SCHIP only use the information to identify children who may be eligible for their programs. Program officials may contact you to offer to enroll your children.

If you do not want us to share your information with Medicaid or SCHIP, fill out the form below and send in.

No! I DO NOT want information from my Income Verification Document shared with Medicaid or the State Children's Health Insurance Program.

If you checked no, fill out the form below to ensure that your information is NOT shared for the child(ren) listed below:

Child's Name: _____ School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____

Address: _____

RESUMES AND LICENSES OF CTF

KIMBERLY L. VIDONI, PH.D.

420 Miesque Court
Reno, NV 89521

775.722.0581
kimvidoni@hotmail.com

EDUCATION

M.S. Marriage and Family Therapy, University of Phoenix, Projected Graduation in May 2014
Ph.D. Counseling and Educational Psychology, Concentration in Information Technology in Education, University of Nevada, Reno, August 2004, GPA: 4.0
Dissertation titled *Small and Smaller: Information Technology Resource Differences in Rural and Frontier Nevada Schools*
M.A. Teaching English as a Second Language, University of Nevada, Reno, 1999
A.B. Psychology, Trinity College, Washington, DC, 1991

PROFESSIONAL EXPERIENCE

Education Program Professional, Nevada Department of Education, Carson City, NV 2007- Present
Oversee all State educational technology activities. Administer state and federally funded grant programs by writing RFPs, facilitating cross-district collaboration, coordinating grant review committees, and tracking budgets. Write and revise Nevada policies and statutes. Facilitate communication between NV school districts, NDE, and the Nevada Commission on Educational Technology through monthly webinars and quarterly public meetings. Lead academic standards and State technology plan revision committees. Evaluate and approve online courses for Nevada charter schools and school districts. Collect data and evaluate programs to gauge progress, and present results to stakeholders. Collaborate with a video production team to create informational videos on successful grant programs. Recruit and interview staff.

Planning, Research & Evaluation Consultant, Nevada Department of Education, Carson City, NV, 2004-2007
Developed and oversaw all activities connected with the Nevada Report Card project (nevadareportcard.com), an online accountability report for all schools and school districts in Nevada. Facilitated collaboration among all seventeen Nevada school districts and state-sponsored charter schools to produce a standardized, web-based, SQL based annual accountability report. Adhered to strict, mandated deadlines. Collected data through an online data collection tool and worked extensively with MS Excel and SPSS to clean and prepare data for submission. Produced instructive materials and conducted hands-on trainings to guide users through the data collection process. Led a team that created and edited PDF reports that are sent to every student's home in Nevada. Responsible for calculating the student graduation and dropout rates for the state. Communicated with the press on school accountability issues.

Graduate Research Assistant, Nevada Department of Education, Carson City, NV, 2003-2004
Assisted with all aspects of Nevada school accountability reporting including interpreting legislative statutes, writing public policy, and communicating outcomes to stakeholders.

Program Evaluator, Central Nevada Educational Technology Consortium, 2002-2003
Evaluated professional development program activities in six central Nevada school districts, compiled formative and summative reports, and presented findings to stakeholders.

Graduate Research Assistant, Project Learning Links, University of Nevada, Reno, NV, 2000-2003
Coached faculty members on technology integration projects including WebCT course design, Web site design and maintenance, and video editing projects.

Instructor, Truckee Meadows Community College, Reno, NV, 2002-2003
Taught ESL Computer Literacy and Low-Advanced ESL to non-native English speakers.

Graduate Research Assistant, University of Nevada, Reno, NV, 1997-2000
Conducted research on School-to-Careers grant activities.

ESL Literacy Instructor, Truckee Meadows Community College, Reno, NV, 1997-1998
Assisted English language learners with the acquisition of English literacy skills.

Literacy Instructor, Portland Community College, Portland, OR, 1992-1997
Taught literacy skills to native and non-native English speaking students.

Peer Counselor, Trinity College, Washington, DC, 1989-1991
Counseled students on academic and personal issues related to academic success.

HONORS & AWARDS

2011 Recipient of Best Practices Award from the Partnership for 21st Century Skills for the Pathway to Nevada's Future Project
2000 Graduate Student of the Year, College of Education, University of Nevada, Reno

ASSOCIATION MEMBERSHIPS

- State Educational Technology Directors Association
- International Society for Technology and Teacher Education
- American Counseling Association
- American Association for Marriage and Family Therapists

PUBLICATIONS

- Vidoni, K., Lady, S., Asay, L., Ewing-Taylor, J. (2010, November). Nevada Pathway Project: Preparing principals. *Principal Leadership*, 11(3), 64-67.
- Ozdemir, S., Vidoni, K., & Russell, J. (2008). eMINTS in Nevada. *Proceedings from the 19th International Conference for the Society for Information Technology and Teacher Education*.
- Vidoni, K. & Maddux, C. (2008, January). Small and smaller: A comparison of information technology in rural and frontier Nevada schools. *Online Journal of Rural Research and Policy*, 3(1) 1-22. Available at <http://ojrrp.org/journals/ojrrp/article/view/39/37>
- Luft, V. & Vidoni, K. (2003). Results of participation by rural and urban educators in an externship program. In L. Lyne (Eds.), *A cross section of educational research: Journal articles for discussion and evaluation* (pp. 165-168). Los Angeles, CA: Pycszak Publishing.
- Vidoni, K. (2003). Evaluation of Central Nevada Educational Technology Consortium (CNETC), Final Report – Year One.
- Vidoni, K. (2002). CNETC Needs Assessment Report.
- Vidoni, K. & Maddux, C. (2002). WebQuests: Can they be used to improve thinking skills in students? *Computers in the Schools*, 19(1/2), 101-119.
- Luft, V. & Vidoni, K. (2002). Results of a School-to-Careers preservice teacher internship program. *The Educator*, 122(4), 706-714.
- Luft, V. & Vidoni, K. (2001) Results of participation by rural and urban educators in an externship program. *The Rural Educator*, 23 (2), 27-31.
- Luft, V. & Vidoni, K. (2000) Educator externships: How classroom teachers can acquire business and industry experience. *The Clearing House*, 74(2), 81-83.

Education Professional

Dedicated educator with a diverse range of practical experience in educational leadership, and curriculum, assessment, and program development. Skilled mathematician with an intuitive and technical understand of data driven decision making.

Career Excellence

Nevada Department of Education – Carson City, Nevada, 2011 – present

Mathematics Education Program Professional 7th – 12th Grade

Specialize in curriculum, assessment, programs and accountability for grades seven through twelve in mathematics to include all aspects of the development of the state assessments in those grades. Serving as department lead for the Nevada STEM education initiative. Coordinating the work around articulating and describing STEM education for Nevada utilizing the talents of many experts from within and from outside Nevada.

Discovery Canyon Campus – Colorado Springs, Colorado, 2010 – 2011

Mathematics Teacher**Assessment Cadre Member**

Implemented, planned and taught AP Statistics course. Contributing member of the building Teacher Advancement Program (TAP). Instructed a diverse group of learners to uncommonly high levels of performance.

Sand Creek High School – Colorado Springs, Colorado, 2008 – 2010

International Baccalaureate Programs Coordinator**Data Analyst****Track & Cross Country Coach**

Successfully lead the International Baccalaureate application and authorization process for both the IB Middle Years Program and the Diploma Program. Established a partnership with our feeder middle school and coordinated an unprecedented level of vertical articulation between our high school and the middle school. Created query-able databases of student and teacher data used to drive and inform instructional strategies. Produced a dynamic RtI score database to identify and quantify at-risk student behaviors. Other accomplishments include:

- Planned and led program specific professional development activities
- Utilized software to analyze and interpret educational data
- Facilitated the editing and production of course catalog
- Trained as site assessment coordinator
- Operated as a school assessment coach which included conducting the computer-based Scantron assessments, interpreted and disseminated results as a progress monitoring tool
- Communicated data results and implications to school staff
- Counseled students and facilitated program-specific course registration
- Managed program-specific budget and allocated funds for program needs in a fiscally responsible manner

*Sand Creek High School – Colorado Springs, Colorado, 2005 – 2008***Math Teacher****Track & Field Coach**

Proposed, implemented, and taught new Advance Placement content. Successfully executed instruction through student centered mathematics curricula. Interpreted student assessment data to inform and drive instructional strategies. Created common assessments in cooperation with other teachers. Instructed mathematics ranging from Algebra 1A to AP Statistics. Coached multiple track and field events qualifying several athletes to the state competition. Other accomplishments include:

- Member of district wellness committee and created a plan to meet State wellness criteria
- Served on district committees including the assessment team and school of choice committee
- Attended several Advanced Placement workshops

*Earl Wooster High School – Reno, Nevada, 2002 - 2005***Math Teacher****Track & Cross Country Coach**

Led instruction in International Baccalaureate preparation mathematics classes. Served as a mathematics content area specialist requiring curriculum mapping and development of appropriate assessments. Nominated to and served on district curriculum alignment committee. Earned post-probationary teaching status after one-year of teaching, a privilege reserved only for well-qualified teachers under Nevada State Law. Successfully served as head cross country coach, more than doubling the size of the cross country team and led the team to a nationally attended cross country meet.

*Hug High School – Reno, Nevada, 1997 – 2002***Track & Field Coach**

Coached track and field helping several athletes achieve high levels of success, some of which went on complete in college. Sought out professional coaching education and learning opportunities. Co-founded a non-profit sports club and planned and hosted competitions.

*United States Army – Fort Lewis, WA, 1994 – 1997***Infantryman**

Honorably discharged after serving in an infantry line unit and the battalion operations department. Served in a position reserved for higher pay grades and received a commendations for that service.

Education

- Master of Arts in Education – Administration and Supervision
University of Phoenix, January 2007
- Bachelor of Science – Mathematics
University of Nevada Reno, December 2001

Training and Certifications

Nevada Principal's License

Nevada Professional Mathematics Teacher License

Colorado Professional Teacher License - Mathematics

Stiggins Assessment - Assessment for Learning

Pearson Master Schedule Training

International Baccalaureate Diploma Program Coordinators/Head of School Workshop

International Baccalaureate Middle Years Program Coordinators/Head of Schools Workshop

International Baccalaureate Middle Years Program Assessment Workshop

Positive Behavior Support Workshop

ACT State Conference – Using ACT Data

Henry King

420 Miesque Ct.

Reno, Nevada 89521

hking@doe.nv.gov 775.687.9194

Education

2000 – M.A. Teaching English as a Second Language, University of Nevada, Reno

1991 – B.A. Columbia College, Chicago

Relevant Experience

Education Program Professional (2005 – present), Office of Assessments, Program Accountability, and Curriculum at the Nevada Department of Education

- Program Manager assuring technical quality, secure administration, accurate reporting, data management and analysis, and contract management for the following state and federally mandated programs:
 - Criterion-Referenced Tests (CRTs), all students Grades 3-8
 - Writing Assessments, all students Grades 5 and 8
 - High School Proficiency Examinations (HSPE), required of all students for graduation
 - Nevada Alternate Assessments, appropriate students Grades 3-8 and 11
 - English Language Proficiency Assessments (ELPA), appropriate students all grades

Producer, The Media Center, Reno, Nevada

- Write, shoot, edit and design community access television programs for the cities of Reno, Sparks and Washoe County
- Teach the public to use video and computer equipment

Graduate Research Assistant, University of Nevada, Reno

- Coordinated faculty, students and school district personnel to support student field experiences
- Supported faculty research
- Secretary to the College of Education Faculty Senate

Loren "Jamie" Borino

Objective

Charter School Board Member Parent Representative

Experience

2/08-current East Fork Fire and Paramedic District, Minden, NV
Support Services

- Performs routine maintenance and repairs to 15 district facilities
- Sorts, stock, and deliver equipment and supplies to career and volunteer stations, district office, and district warehouse.
- Performs seasonal ground maintenance and general custodial upkeep of district facilities
- Assists district mechanic with routine vehicle maintenance

1/04-2/08 Douglas County School District, Minden, NV
Groundskeeper

- Installation of irrigation systems
- Installation of pave stones for drive ways, patios and side walks
- Installation of turf, trees, shrubs, and boulders
- Operation and maintenance of Bob Cats and Dump Truck

4/04-9/04 NDOT Carson City, NV
Highway Construction Aid / Landscape Division

- Installation of drip and sprinkler irrigation systems.
- Installation of rock, plants, trees and shrubs.
- Maintain and repair irrigation systems as needed.
- Monthly, weekly and daily maintenance of NDOT equipment

11/98-4/04 Heavenly Lake Tahoe, NV
Training Coordinator/Ski Patroller II/III

- Coordinate training of 65 paid patroller's and 119 volunteer patrollers.
- Monthly and weekly documentation of staff progress
- Weekly progress reports about training given to Patrol Director.

2001-2005 Borino Landscape Maintenance Gardnerville, NV
Owner and Operator

- Spring and fall irrigation preparation and shut down.
- Maintenance of commercial and residential properties.
- Maintain all necessary landscape equipment
- Supervise 3-5 employees to complete necessary work.

1989-1997 NLTFPD Incline Village, NV
Seasonal Firefighter/Temporary/Volunteer

- Respond to 911 calls.
- Public relations.
- Fire prevention education classes at schools.

2000-2001 S & B Developments Gardnerville, NV
Owner/operator/laborer

- Buy and move mobile home from Fallon to TRE.
- Put mobile home on permanent foundation on two-acre property.
- Remodel mobile home and sell.

Education

1988 High School Diploma Incline High School

- TMCC 32 General Education Credits
- EMT I & II, CPR, OEC, PADI open water, ICS & MCI, Hazardous Materials Level I, CA blaster license, Association of Professional Patrollers member, Western Nevada Supply Classes, Rain Bird 3 Day Irrigation Seminar, UNR Cooperative Extension Classes, Flagger's Card, MSHA Certified 3 Day Class, Additional Hazardous Material Classes, OSHA Classes, MSDS Awareness Classes.

Interests

My family and their sporting activities they are involved in. Coaching my children's sporting activities such as Pop Warner football, baseball, flag football, soccer skiing and snowboarding. Camping, fishing and mountain bike riding.

Equipment Exp:

Commercial and residential landscape irrigation, electrical, timer programming, and operation/maint of all general landscape equipment, Bob Cats and all attachments, Bob Cat excavator and all attachments, 6-wheel dump truck, general knowledge of construction equipment to move and remodel a mobile home. Fork Lift operations, Class B license

Christina A. Borino
2843 La Cresta Circle
Minden, NV 89423
775-267-9188 (home)
775-687-2451 (wk)
775-691-0982 (cell)

PROFILE

Over six years experience as a Grants and Projects Analyst directly involved in grant management of various federal and state grant programs which require the interpretation, administration and application of complicated federal and state regulations, laws, and policies and procedures to ensure a successful project. Highly resourceful and organized, diligent, compassionate, and thorough professional who is committed to excellence. Proficient in obtaining pertinent information to facilitate proper grant reporting and use of funds. Excellent understanding of technical policy and procedure manuals as it relates to federal and state grants. Schedule and organize tasks to achieve optimum productivity and timely completion of assignments. Hands on leader with strong program implementation skills, professional appearance and manner...proven team player that can be counted on in any type of situation.

STRENGTHS

Excellent verbal and written communication skills, highly efficient time management, and able to work well under pressure

Detailed and accurate report writing and documentation in accordance with program goals and objectives and in compliance with federal and state regulations, and laws, which include complex and detailed research

Prepares and administers trainings or workshops to large groups of individuals. Clearly communicates information during training sessions, demonstrates a professional presentation demeanor, utilizes effective training techniques, and responds to questions from participants

Conducts on-site and desk monitoring of sub grantee files to insure proper expenditure of grant funds and compliance with labor standards, record keeping and reporting, and competitive and fair contractor selection process

Participates in meetings with other state agencies, federal agencies, local communities, and elected officials to provide maximum enhancement and use of resources available

Analyze grant applications for insuring applicants are eligible and have met all requirements necessary to move forward with receiving grant funding and project implementation

COMPUTER TECHNOLOGY

Word Processing Programs	Microsoft Excel
Microsoft Access	Microsoft Visio
Microsoft Power Point	Microsoft Windows
Nomads	IDIS
Outlook	

WORK HISTORY

Grants & Projects Analyst II/Nevada State Department of Education	2007 to present
Grants & Projects Analyst I/Nevada State Economic Development	2005 to 2007
Family Service specialist II/Nevada State Welfare Division	1998 to 2005
Accounting Clerk III/Nevada State Gaming Control Board	1995 to 1998
Accounting Clerk III/Nevada State Department of Taxation	1995 to 1995
Accounting Clerk II/Nevada State Department of Taxation	1994 to 1995
Communications System Operator I/ Nevada Department of Taxation	1991 to 1994
Clerical Trainee/Nevada State Department of Taxation	1990 to 1991

EDUCATION

Carson High School, 1990, Carson City, Nevada
Western Nevada Community College Major, General business, Carson City, Nevada
University of Nevada Reno, Major, General Business, Reno, Nevada
University of Nevada Las Vegas, Major, General Business, Las Vegas, Nevada

Valerie Keglovits

465 Silver Bridle Court, Reno, NV 89521
Wadarado@juno.com (775)737-9218

Profile:

A conscientious and enthusiastic educator dedicated to creating a positive environment where students are motivated to learn.

Education:

Master of Arts, Elementary Education, University of Phoenix. 2010.

Bachelor of Science, Biology, University of Nevada, Reno. 2008.

Associate of Arts, Liberal Arts, Green River Community College, 1996.

Experience in Education:

Educational Technology Specialist/Substitute Teacher

Washoe County School District, Reno, NV, May 2011-Present

- Develop and teach technology curriculum for all K-6 students
- Effectively manage classroom while maintaining a positive learning environment
- Engage students through relevant activities and discussions
- Be a positive role model for students
- Maintain computer lab and building technology as needed
- Manage program budget and allocate funds for program needs

Substitute Teacher/Student Teacher

Imagine Schools Indigo Ranch, Colorado Springs, CO, 2009-March 2011

- Implement lesson plans per teacher's instructions, maintain classroom schedule and routines
- Develop and implement lesson plans for all areas of developmentally appropriate curriculum
- Create a positive environment where children enjoy learning
- Effectively manage classroom while maintaining a positive learning environment
- Successfully completed student teaching in second grade classroom
- Successfully taught, Core Knowledge Curriculum, Saxon Mathematics, Shurley English and RIGGS reading and writing program
- Created and initiated hands-on learning experiences
- Modeled and encouraged positive Character Development

Valerie Keglovits

465 Silver Bridle Court, Reno, NV 89521
Wadarado@juno.com (775)737-9218

Substitute Teacher/Para Substitute

Falcon School District 49, Colorado Springs, CO, 2007-March 2011

- Assisted the primary teacher with the coordination of daily activities and lesson plans
- Developed and implemented lesson plans for all areas of developmentally appropriate curriculum
- Created a positive environment where children enjoyed learning
- Effectively managed classroom while maintaining a positive atmosphere
- Supported special education department/students
- Reception services for Registrar and Counseling offices
- Scheduled counseling appointments for students, parents, and staff
- Assisted with registration of new students
- Entered and retrieved information from Infinite Campus
- Collaborated on hearing & vision screening team

Building Paraprofessional

Harrison School District 2, Colorado Springs, CO, 2008-2009

- Streamlined daily attendance of all K-5 students
- Successfully managed in-school suspension room and mentored students
- Implemented a paired-reading program
- Graded assignments for teachers
- Effectively supervised lunchroom

Assistant Montessori Teacher/Spanish Teacher

Woodland Hills Montessori School, Colorado Springs, CO, 2006-2007

- Successfully taught individual students, small and large groups
- Developed, designed and implemented a Spanish program
- Helped create a positive, child-centered learning environment for children ages 3 to 6
- Maintained effective classroom management and created a safe place for creativity, exploration and growth

Certifications and Training:

State of Nevada License for Educational Personnel with K-8 Elementary and Science Endorsements

State of Nevada License for Educational Personnel Substitute Endorsement

State of Colorado Initial Educator License

State of Colorado Substitute Teaching License

Valerie Keglovits

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Positive Behavior Intervention and Support Training

State of Nevada

License for Educational Personnel

License No. 0000035315

This License Certifies That

RUSSELL A KEGLOVITS

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
PROFESSIONAL	SECONDARY	02/22/2011	MATHEMATICS MAJOR	09/23/2017	0004
PROFESSIONAL	SPECIAL	02/22/2011	SCHOOL ADMINISTRATOR	09/23/2017	
PROFESSIONAL	SPECIAL	02/22/2011	SUBSTITUTE	09/23/2017	
	SUB				

Keith W. Rheault
State Superintendent of Public Instruction

Your license/endorsement(s) were issued to you on a provisional basis. In order to maintain validity of any particular license or endorsement, all provision(s) must be removed by the date(s) specified below. Provision # 1-4, as well as any competency testing provisions, MUST be fulfilled in order to keep the initial and all subsequent license(s)/endorsement(s) valid. Course work provision(s) could affect validity of subsequent license(s)/endorsement(s) issued to you.

Provision Code Summary

Code Number	Provision	To be Removed By
0004	FINGERPRINT CLEARANCE	02/22/2012

NOTE: Many endorsements issued by this office are contingent upon holding a valid teaching license. Therefore, before you allow any endorsement to become invalid for failing to remove a provision, it is strongly suggested that you contact the Office of Teacher Licensure to insure that your ability to utilize the license/endorsement is not compromised.

The license holder is encouraged to read all supplemental material provided with this license for important information regarding specifics for removing a particular provision. If provisions attached to a license or endorsement is not removed within the timeframe specified, the license/endorsement will become invalid until such a time as the provision(s) is removed or until the license expires, at which time it CANNOT be renewed.

* The Information Bulletin provided to you contains explicit information regarding possible exemptions from testing as well as test codes, passing scores, basic procedures and other important information.

Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.

Guidelines and Requirements for License Renewal

Nevada's licensure regulations require that you complete six (6) semester hours of approved credit in order to renew this license. Renewal may not be requested earlier than nine (9) months before the expiration date (NAC 391.070). In order to renew a license, the holder MUST submit:

- The completed application and fee
- Official transcript(s) or certificate(s) of credit
- Completed Child Support Form

Credits may be earned through a regionally accredited college/university, a Nevada Department of Education approved in service course, or continuing education class (CEU) offered by a provider sanctioned by the Department and who has been pre-approved to offer such a class. Unless otherwise stated, the license holder may take any combination of college/university or State approved in service (PDE) or pre-approved CEU credits (15 contact hours equivalent to one (1) semester of credit) to fulfill the requirement.

Credits taken to renew a license must:

- Be directly related to the current license/endorsement;
- Enhance the effectiveness of teaching;
- Be in a subject area for which shortages of personnel, as determined by the Board exist; and/or
- Be part of an approved program leading to an advanced degree.

Non-traditional renewal credit for travel, teaching at the college/university level or conducting a seminar/workshop, and for full-time employment in an occupational field in which a license has been granted are also available under certain circumstances. Contact the Office of Teacher Licensure for more information regarding these options, if interested.

Credits needed to renew the license must be earned after the issue date of the license and prior to the expiration date of the license.

State of Nevada

License for Educational Personnel

License No. 0000091352

This License Certifies That

Valerie A Keglouits

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
NON-RENEWABLE	ELEMENTARY K-8	2/24/2012	TEACHING(2/24/2012) SCIENCE(2/24/2012)	2/24/2014	0001

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Provision Code Summary

Code Number	Provision	To be Removed By
0001	NEVADA SCHOOL LAW	2/24/2014

NOTE: Many endorsements issued by this office are contingent upon holding a valid teaching license. Therefore, before you allow any endorsement to become invalid for failing to remove a provision, it is strongly suggested that you contact the Office of Teacher Licensure to insure that your ability to utilize the license/endorsement is not compromised.

The license holder is encouraged to read all supplemental material provided with this license for important information regarding specifics for removing a particular provision. If provisions attached to a license or endorsement is not removed within the timeframe specified, the license/endorsement will become invalid until such a time as the provision(s) is removed or until the license expires, at which time it CANNOT be renewed.

Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.