UNIVERSITY COURSES AND CURRICULA COMMITTEE
November 4, 2013
3-5 p.m.
MIKC 114
MINUTES

Attendance: Elena Pravosudova, Kambiz Raffiee, Elliott Parker, Tom Harrison, Indira Chatterjee, Ivy Chin, Fred Holman, Shanon Taylor, Marsha Read, Mary Hylton, David Ryfe, Jane Detweiler, Robbyn Tolles for Gwen Shonkwiler, Gina Tempel.
Ex-Officio Members in attendance: Joe Cline, Katy Schleef, Pat Ragains, Maureen Cronin, Brady Janes, Russell Stone, Christopher Gomez, Janet Stake.

Approval of minutes: October 7, 2013 – Approved

The 2013–2014 Transfer Agreements are posted to the website. Please ask the departments to review.

New Policy for Online Course Approvals (Joe Cline) – The new policy was posted on Sharepoint, it is set but it still needs to go into the UAM. It has been approved by the Faculty Senate and the accreditors have been assured that it will be implemented immediately. The new “Online Instruction Quality Assurance Form” has also been posted to Sharepoint. This form will be used in the same way the Library form is used and will be required for any course approval that has WB or WM indicated in the Mode of Instruction question. We should start using the new form right away. Courses that do not have WB or WM indicated in the course record will not be able to schedule an online course. The UCCC will now be considering the mode of instruction as part of the approval. Course changes only in the mode of instruction will require UCCC approval.

PROPOSED CHANGES IN DEGREES, MAJORS, AND COURSES

<table>
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<tr>
<th>Grad Council Approval / Core Board</th>
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<tr>
<td>N/A</td>
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CABNR ANVS NUTR 205 110968 Reactivate

Approved
ADD: Sports Nutrition: Nutrition for Exercise and Performance
Discussion of nutrient use and requirements with the increased demand of exercise and sports activities and discussion of ways to meet these demands.
Prereq: NUTR 121.
Abbrev: Sports Nutrition
Offerings: Every Spring – Even Years
Transfer agreements: No changes anticipated
Implementation: SP14

DHS CHS CHS 280 Create new course

Approved
ADD: Introduction to Biostatistics in Public Health
(3 units)
Principles of biostatistics in public health and biomedical sciences.
Prereq: MATH 126R or higher; CHS 101.
Abbrev: Intro Biostats in Public Health
Offerings: Every Fall and Spring
Transfer agreements: No changes anticipated

November 4, 2013
University Courses & Curricula Committee Minutes
Page 1 of 22
DHS | MED | MED 695  102657/114630  Create new course to be crosslisted with CHS 695R  

**Approved**
**ADD:** MED 695 - Special Problems in Public Health  
(0-3 units)  
Maximum of 6 credits. (Formerly HE/PUBH 495/695; implementation Fall 2009)

Abbrev: Special Problems in PUBH  
Offerings: Every Spring  
Transfer agreements: N/A  
Implementation: SP14

ED | ED | EL 707 105254  Change course description and credits  

**Approved**
**OLD:** EL 707 - Seminar in Administration of Higher Education  
(1 to 4 units)  
Programming, staffing and organization of higher education institutions. Maximum of 4 credits.

**NEW:** EL 707 - Seminar in Administration of Higher Education  
(3 units)  
Programming, staffing and organization of higher education institutions.  
Maximum of 4 credits.

Abbrev: Sem Admin Higher Ed  
Offerings: Every Fall  
Transfer agreements: N/A  
Implementation: FL14

ID | ID | BS-NSC 1314  Program changes  

**Approved with change to cluster wording for clarification**
Neuroscience, B.S.  
Biology - 147 Fleischmann Agriculture  
(775) 784-6188  
Psychology 438 Mack Social Science  
(775) 784-6828

The Interdisciplinary program in Neuroscience offers training leading to a Bachelor of Science in Neuroscience. The major is designed to provide students with a strong background in both systems and physiological approaches to understanding the brain, and to prepare students for professions and advanced studies in a wide range of fields including behavioral and biological science and health sciences. The program is administered jointly through the Departments of Biology and Psychology and draws on courses offered through both departments for the curriculum. Because of curricular overlaps students cannot pursue dual degrees in Neuroscience and Psychology or dual majors in Neuroscience and Biology nor can they have a minor in Biology. Students majoring in neuroscience may minor in psychology, but they cannot apply courses completed for the major to their minor.

I. University Core Curriculum Requirements (39-44 units)

A. English (3-8 units)  
Refer to the “English” section of the Core Curriculum chapter in this catalog.  
**NOTE:** Students who place into ENG 102 are not required to complete ENG 101.

B. Mathematics (4 units)
Refer to the “Mathematics” section of the Core Curriculum chapter in this catalog.

MATH 181 - Calculus I (4 units)

C. Natural Sciences (8 units)
   CHEM 121A - General Chemistry I (3 units) * AND
   CHEM 121L - General Chemistry Laboratory I (1 unit)
   CHEM 122A - General Chemistry II (3 units) * AND
   CHEM 122L - General Chemistry Laboratory II (1 unit)
   Note(s):

   * CHEM 201 and CHEM 202 are also acceptable.

D. Social Sciences (3 units)
   Refer to the “Social Sciences” section of the Core Curriculum chapter in this catalog.
   NOTE: PSY 101, a major requirement listed below, satisfies this Social Sciences requirement.

E. Fine Arts (3 units)
   Refer to the “Fine Arts” section of the Core Curriculum chapter in this catalog.

F. Core Humanities (9 units)
   Refer to the “Core Humanities” section of the Core Curriculum chapter in this catalog.

G. Capstone Courses (6 units)
   Refer to the “Capstone” section of the Core Curriculum chapter in this catalog.

H. Diversity Requirement (3 units)
   Refer to the “Diversity” section of the Core Curriculum chapter in this catalog.

II. Additional Requirements (0 units)

III. Major Requirements (55-67 units)
A. Biology Foundation Courses (19-22 units)
   BIOL 105 - Introduction to Neuroscience (0-3 units) (Can also be completed as PSY 105, if so, units will be counted in the Psychology Foundation Courses section.)
   BIOL 190 - Introduction to Cell and Molecular Biology (3 units)
   BIOL 191 - Introduction Organismal Biology (3 units)
   BIOL 192 - Principles of Biological Investigation (2 units)
   BIOL 300 - Principles of Genetics (3 units)
   BIOL 315R - Cell Biology (3 units)
   BIOL 395 - Laboratory in Genetics and Cell Biology OR
   BIOL 479 (Can also be taken as PSY 479) (2 units)
   BIOL 475 - Neurobiology (3 units)

B. Psychology Foundation Courses (7-13 units)
   PSY 101 - General Psychology (0-3 units) (If this course is used to satisfy Core Curriculum Social Sciences, units will be counted in that section.)
   PSY 105 - Introduction to Neuroscience (0-3 units) (Can also be completed as BIOL 105, if so, units will be counted in the Biology Foundation section.)
   PSY 301 - Experimental Psychology (4 units)
   PSY 403 - Physiological Psychology (3 units)

C. Statistics (3-4 units)
   APST 270 - Introduction to Statistical Methods (4 units) OR
   PSY 210 - Statistical Methods (3 units) OR
   STAT 152 - Introduction to Statistics (3 units) OR
D. Physics (8 units)
   PHYS 151R - Gen Physics I & Lab (4 units) AND
   PHYS 152R - Gen Physics II & Lab (4 units)
   OR
   PHYS 180 - Physics for Scientists and Engineers I (3 units) AND
   PHYS 180L - Physics for Scientists and Engineers Laboratory I (1 unit) AND
   PHYS 181 - Physics for Scientists and Engineers II (3 units) AND
   PHYS 181L - Physics for Scientists and Engineers Laboratory II (1 unit)

E. Direct Learning, Independent Study (3-6 units)
   BIOL 298 - Independent Study (1 to 3 units) OR
   BIOL 491 - Independent Study (1 to 3 units) OR
   BIOL 492 - Research (3 units) OR
   PSY 275 - Undergraduate Research (1 to 3 units) OR
   PSY 375 - Adv Undergrad Research (1 to 3 units)

F. Major Electives (15-17 units)
   Choose five **six** courses from the following two clusters or Direct Learning/Independent Study.
   Choose at least two courses from each cluster.

Biology Cluster (6-11 units)
   At least two of the five **six** courses must come from this cluster:
   - BIOL 223 - Human Anatomy and Physiology I (4 units)
   - BIOL 316 - Comparative Animal Physiology (3 units)
   - BIOL 405 - Molecular Biology (3 units) *
   - BIOL 406 - Molecular Biology Laboratory (3 units) **
   - BIOL 415 - Evolution (4 units)
   - BIOL 466 - Developmental Biology (3 units)
   - BIOL 477 - Genes, Brain, and Behavior (3 units)
   - BIOL 481 - Principles of Animal Behavior (3 units) ***
   Note(s):
   * Prerequisite(s): CHEM 220A or CHEM 241 or CHEM 341 ; BCH 400 .
   ** Corequisite(s): BCH 405 .
   *** Can also be completed as PSY 481 .

Psychology Cluster (6-9 units)
   At least two of the five **six** courses must come from this cluster:
   - PHIL 434 - Philosophy of Cognitive Science (3 units) OR
   - PHIL 435 - Philosophy of Mind (3 units)
   - PSY 404 - Human Psychophysiology Lab (3 units)
   - PSY 405 - Perception (3 units)
   - PSY 413 - Animal Intelligence (3 units)
   - PSY 416 - Cognitive Psychology (3 units)
   - PSY 419 - Conditioning and Learning (3 units)
   - PSY 427 - Computer Applications in Social and Behavioral Science (3 units)
   - PSY 432 - Human Memory (3 units)
PSY 481 - Principles of Animal Behavior (3 units) **
Note(s):

** Can also be completed as BIOL 481.

Direct Learning, Independent Study (0-3 units)
Up to 3 units from these courses can be counted toward fulfilling the major elective credits.

BIOL 298 - Independent Study (1 to 3 units) OR
BIOL 491 - Independent Study (1 to 3 units) OR
BIOL 492 - Research (3 units) OR
PSY 275 - Undergraduate Research (1 to 3 units) OR
PSY 375 - Adv Undergrad Research (1 to 3 units)

IV. Minor Requirements (0 units)

V. Electives (9-26 units)
At least six units must come from courses offered outside of the Biology and Psychology Departments and cannot include courses taken to satisfy the University Core Curriculum requirements.

General Electives for Premedical Students should include the following:

CHEM 241 - Organic Chemistry I (3 units)
CHEM 242 - Organic Chemistry II (3 units)
OR
CHEM 341 - Organic Chemistry for Scientists and Professionals I (3 units)
CHEM 342 - Organic Chemistry for Scientists and Professionals II (3 units)
CHEM 345 - Organic Chemistry Laboratory (2 units)

VI. Total Units (120 units)
A candidate for a Bachelor’s degree must earn a minimum of 42 units numbered 300-499.

VII. Recommended Schedule
A. First Year
Fall Semester (16 units)
ENG 101 - Composition I (3 units) *
MATH 127R - Precalculus II (3 units) *
Core Curriculum Fine Arts (3 units)
BIOL 105 - Introduction to Neuroscience (3 units) OR
PSY 105 - Introduction to Neuroscience (3 units)
CHEM 121A - General Chemistry I (3 units) AND
CHEM 121L - General Chemistry Laboratory I (1 unit)
OR
CHEM 201 - General Chemistry for Scientists and Engineers I (4 units)

Spring Semester (17 units)
ENG 102 - Composition II (3 units) *
MATH 181 - Calculus I (4 units)
BIOL 190 - Introduction to Cell and Molecular Biology (3 units)
PSY 101 - General Psychology (3 units) **
CHEM 122A - General Chemistry II (3 units) AND
CHEM 122L - General Chemistry Laboratory II (1 unit)
OR
CHEM 202 - General Chemistry for Scientists and Engineers II (4 units)

Note(s):

* English and Math course placement is based on test scores. Please consult the Core Curriculum chapter of this catalog.
** Meets the Core Curriculum Social Sciences requirement.

B. Second Year

Fall Semester (15 units)
CH 201 - Ancient and Medieval Cultures (3 units)
BIOL 191 - Introduction Organismal Biology (3 units)
BIOL 192 - Principles of Biological Investigation (2 units)

PHYS 151R - Gen Physics I & Lab (4 units)
OR
PHYS 180 - Physics for Scientists and Engineers I (3 units) AND
PHYS 180L - Physics for Scientists and Engineers Laboratory I (1 unit)

General Elective (3 units) OR
CHEM 241 - Organic Chemistry I (3 units) * OR
CHEM 341 - Organic Chemistry for Scientists and Professionals I (3 units) *

Note(s):

* For Premed Majors.

Spring Semester (16 units)
CH 202 - The Modern World (3 units)
PSY 210 - Statistical Methods (3 units)
Core Curriculum Diversity (3 units)

PHYS 152R - Gen Physics II & Lab (4 units)
OR
PHYS 181 - Physics for Scientists and Engineers II (3 units) AND
PHYS 181L - Physics for Scientists and Engineers Laboratory II (1 unit)

General Elective (3 units) OR
CHEM 242 - Organic Chemistry II (3 units) * OR
CHEM 342 - Organic Chemistry for Scientists and Professionals II (3 units) * (pre-med)

Note(s):

* For Premed Majors.
C. Third Year

Fall Semester (15 units)

- BIOL 300 - Principles of Genetics (3 units)
- CHEM 345 - Organic Chemistry Laboratory (2 units)
- PSY 301 - Experimental Psychology (4 units)
- PSY 403 - Physiological Psychology (3 units)
- General Elective (3 units)

Spring Semester (14 units)

- CH 203 - American Experiences and Constitutional Change (3 units)
- BIOL 315R - Cell Biology (3 units)
- BIOL 395 - Laboratory in Genetics and Cell Biology OR BIOL 479 (Can also be taken as PSY 479) (2 units)
- Major Electives (6 units)

D. Fourth Year

Fall Semester (15 units)

- BIOL 475 - Neurobiology (3 units)
- General Elective (3 units)
- Major Elective (3 units)
- Core Curriculum General Capstone (3 units)
- Major Electives (6 units)
- General Elective (3 units)

Spring Semester (12 units)

- Core Curriculum General Capstone (3 units)
- Major Electives (6 units)
- General Elective (3 units)

Transfer agreements: Changes required
Implementation: FL14

LBA COM
COM 422 Create new course
Approved – need updated syllabus with objectives changed to Student Learning Outcomes
ADD: Difference and Communication
(3 units)
Survey of the impact of social identity difference including gender, race, sexuality, religion, socio-economic status, age, nationality, and ability on communication.
Prereq: COM 113; COM 212.
Abbrev: Communication & Difference
Offerings: Every Fall
Transfer agreements: No changes anticipated
Implementation: FL14

LBA COM
COM 454 Create new course
Approved – need updated syllabus with objectives changed to Student Learning Outcomes
ADD: Alternative Dispute Resolution
(3 units)
Review and analysis of contemporary communication-based conflict resolution alternatives, such as mediation, conciliation, arbitration, and restorative justice with an emphasis on mediation.
Prereq: COM 113; COM 212.
| LBA | COM | COM 464 | Create new course | **Approved – need updated syllabus with objectives changed to Student Learning Outcomes**  
**ADD: Leadership: A Communicative Perspective**  
(3 units)  
Useful theories and practical experiences to make better leaders. Studies specific leaders, their philosophy of leadership, their ethics and effectiveness.  
Recommended Prep: COM 317. | N/A | OK |
| LBA | COM | COM 484 | Create new course | **Approved – need updated syllabus with objectives changed to Student Learning Outcomes**  
**ADD: Political Communication**  
(3 units)  
Analysis of historical and contemporary political discourse. Addresses such topics as presidential rhetoric, electoral campaigns, ethics in political culture.  
Prereq: COM 113; COM 212. Recommended Prep: COM 404. | N/A | OK |
| LBA | FLL | SPAN 111  
113037 | Change course description | **Approved**  
**OLD: SPAN 111 - First Year Spanish I**  
(4 units)  
Introduction to the language through the development of language skills and through structural analysis.  
Includes an introduction to Spanish and Latin American culture.  
**NEW: SPAN 111 - First Year Spanish I**  
(4 units)  
*Introduction to basic Spanish language structures and cultural topics with a focus on development of communicative proficiency in listening, speaking, reading and writing. For beginners only.*  
Abbrev: First Year Spanish I  
Offerings: Every Fall, Spring, and Summer  
Transfer agreements: No changes  
Implementation: SP14 – Offered scheduled term | N/A | OK |
| LBA | FLL | SPAN 112  
113038 | Change course | **Approved**  
**OLD: SPAN 112 - First Year Spanish II**  
(4 units)  
Introduction to the language through the development of language skills and through structural analysis. | N/A | OK |
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<tr>
<th>LBA</th>
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<th>SPAN 211</th>
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<tr>
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<td></td>
<td>113044</td>
<td>OLD: SPAN 211 - Second Year Spanish I</td>
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<td>Change course description</td>
<td>(3 units)</td>
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<td>Structural review, conversation and writing, readings in modern literature.</td>
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<td>Prerequisite(s): SPAN 112 or a Spanish Placement score of 320 or higher.</td>
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**NEW: SPAN 211 - Second Year Spanish I**

(3 units)

*Study at the intermediate level of Spanish language structures and culture with continued emphasis on proficiency in listening, speaking, reading and writing.*

Prerequisite(s): SPAN 112 or a Spanish Placement score of 320 or higher.

Abbrev: Second Year Spanish I

Offerings: Every Fall, Spring and Summer

Transfer agreements: No changes

Implementation: SP14 – Offered scheduled term

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<td>113044</td>
<td>OLD: SPAN 212 - Second Year Spanish II</td>
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<td>Change course description</td>
<td>(3 units)</td>
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<td>Structural review, conversation and writing, readings in modern literature. Completion of SPAN 212 satisfies the College of Liberal Arts foreign language requirement.</td>
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<td>Prerequisite(s): SPAN 211 or a Spanish Placement score of 347 or more or SAT Spanish Subject Test score of 600 or more.</td>
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**NEW: SPAN 212 - Second Year Spanish II**

(3 units)

*Intermediate-level study of Spanish structures with an emphasis on listening, writing, reading, and conversation.* Completion of SPAN 212 satisfies the College of Liberal Arts foreign language requirement and counts toward a minor in Spanish. Prerequisite(s): SPAN 211 or a Spanish Placement score of 347 or more or SAT Spanish Subject Test score of 600 or more.

Abbrev: Second Year Spanish II
| SCI | GEOG | Offerings: Every Fall, Spring, and Summer  
Transfer agreements: No changes  
Implementation: SP14 – Offered scheduled term | Approved with addition of 'junior or senior standing' to the prerequisite  
ADD: Climate Solutions: Local to Global Perspectives  
(3 units)  
Broad exploration of current climate change. Emphasizes challenge of identifying and implementing  
appropriate societal responses. Includes surveys of mitigation, adaptation, and Earth system engineering.  
Prereq: GEOG 103 or GEOG 121 or GEOG 221 or graduate standing.  
Abbrev: Climate Solutions Local-Global  
Offerings: Every Spring  
Transfer agreements: No changes anticipated  
Implementation: SP14 | N/A | OK |
| SCI | MICR | Offerings: Every Fall, Spring, and Summer  
Transfer agreements: No changes anticipated  
Implementation: SP14 | Approved  
Microbiology and Immunology, Minor  
In addition to fulfilling the Core Curriculum Natural Science requirements, students majoring in another field  may minor in Microbiology and Immunology by completing the following coursework:  
A. Core Courses (9 units)  
   MICR 276 – Introduction to Microbiology (3 units)  
   MICR 276L – Introduction to Microbiology Laboratory (2 units)  
   MICR 300 – Medical Microbiology and Immunology (4 units)  
B. In-Depth Courses (9-10 units)  
   Choose three courses from the following:  
   MICR 350 – Microbial Genomics and Genetics (4 units)  
   MICR 425 – Human Virology (3 units)  
   MICR 453 – Immunology (3 units)  
   MICR 470 – Microbial Pathogenesis (3 units)  
Total Units: 18-19  
NOTE: Because of prerequisites for these courses, students will also have to take: BIOL 191, BIOL 192 or  
BCH 303, CHEM 121A and CHEM 121L or CHEM 201, BIOL 300 and potentially BIOL 190, BIOL 315, and  
BCH 405.  
Transfer agreements: N/A  
Implementation: SP14 | N/A | N/A |
| SCI | MINE | Approved  
OLD: MINE 412 - Pyrometallurgy Laboratory  
(1 unit)  
Special methods not ordinarily included in chemical analysis to measure quantities that are important in  
studying and controlling pyrometallurgical operations.  
Prerequisite(s): MSE 410 /MET 410.  
NEW: MET 412/612 – Extractive Metallurgy Laboratory  
(1 unit)  
Laboratory experiences of current pyrometallurgy, hydrometallurgy, and extractive processing techniques  
used in ore identification, classification and extraction operations. | N/A | OK |
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<tr>
<td>MET 412/612 will get new ID number – no longer crosslisting with MSE 411</td>
<td>Abbrev: Extractive MET Lab</td>
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<td>Offerings: FL14</td>
<td>Transfer agreements: Changes Required</td>
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<td>Implementation: FL14</td>
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ITEMS PENDING GRAD COUNCIL – 10/29/2013

PROPOSED CHANGES

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<th>DHS</th>
<th>NURS</th>
<th>MSN-CERT ACUTE CARE</th>
<th>Create new certificate program</th>
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<tr>
<td>I.</td>
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<td>Contact Information:</td>
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<tr>
<td></td>
<td></td>
<td>Stephanie S. DeBoor, PhD, RN, CCRN</td>
<td>Associate Director of Graduate Programs</td>
<td>Approved GC 10/29/2013</td>
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<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>University of Nevada, Reno</td>
<td>N/A</td>
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<td></td>
<td>Orvis School of Nursing</td>
<td>1664 N. Virginia St. MS 0134</td>
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<td></td>
<td>Reno, NV 89557</td>
<td>Phone: 775-682-7156</td>
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<td><a href="mailto:deboors2@unr.edu">deboors2@unr.edu</a></td>
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II. Introduction:
The Adult Gerontology Acute Care Nurse Practitioner (AGACNP) program prepares nurses to provide advanced practice in acute care settings through a program of study focused on the care of acutely ill patients and their families. An AGACNP can diagnose and treat medical conditions. In collaboration with the physician and other members of the health care team, AGACNPs provide direct care to patients from hospital admission through discharge.

III. Program Objectives/Student Learning Outcomes
Program Objectives: American Association of Colleges of Nursing Essentials of Master’s Education
1. Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Provide advanced, ethical, evidence-based nursing services for multi-cultural and ethnic individuals, families, aggregates, and select populations.
3. Apply patient-care and communication technologies to deliver, enhance, integrate, and coordinate care.
4. Collaborate with other professionals and members of the community to provide optimal coordinated health care to individuals, families, special populations, and communities with
an emphasis on health promotion and disease prevention.

5. Respect diversity to address complex health care needs of persons, including the un-served and under-served, populations, and communities, in the role of nurse leader, educator, and/or advanced practice nurse.

6. Participate in the ethical organization, management, and policy negotiations of health care delivery systems to use advocacy strategies to influence health and healthcare.

7. Participate in the application of safe patient care and quality health care practices.

8. Participate in the development of nursing as a science, through the use of theory, research, and scientific processes, while acquiring a foundation for doctoral study.

Student Learning Outcomes: Upon completion of the AGANCP track, the graduate is able to:

1. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states.

2. Implement clinical reasoning and builds collaborative intra- and interprofessional relationships to provide optimal care to patients.

3. Provide patient-centered, quality care to the adult and older adult population within the acute and critical care settings through incorporation of health promotion, health protection, disease prevention and treatment.

4. Impart knowledge and individualize therapies through the activities of advocacy, modeling and teaching.

5. Applies evidence based practice designed to improve quality of care and health outcomes, by overseeing and directing the delivery of clinical services within an integrated system of health care.

IV. Admission Requirements

Prerequisites for admission to the Orvis School of Nursing Master of Science Program:

Successful completion of a Bachelor of Science in Nursing from a CCNE or NLN academic institution with a GPA of 3.0 or better.

Current unrestricted licensure as an RN in Nevada.

Successful completion of a three credit graduate level applied statistics course (at UNR - EDRS 640).

For the AGACNP track; applicants are required to have a minimum of 3 years’ experience within acute care or 2 years’ experience within critical care.

Applicants are to submit to the Orvis School of Nursing:

A resume that includes educational, professional and community service experience.

A letter of intent should be single spaced, 12 point font, and no longer than 1,000 words. It should include the following information:

- Explain why you have chosen the University of Nevada, Reno, Orvis School of Nursing for your graduate studies.
- Share which track (AGACNP, FNP, EDU, or CNL) you have chosen to pursue and describe how you envision functioning in this role as part of an inter-professional team.
- Describe leadership experiences, both professional and personal that have prepared you for Graduate Studies.
- Discuss ideas you have for your Master's project, professional paper, or thesis.

V. Program Requirements

NURS 705 – Diagnosis, Symptom, and Illness Management (3 units)

NURS 706 – Introduction to Management of Acute Care Patients Lecture (2 units)
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<tr>
<th>ED</th>
<th>ED</th>
<th>Grad Cert EI/ECSE Create new certificate</th>
<th>Approved GC 10/10/2013</th>
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### I. Contact Information
Ann Bingham
abingham@unr.edu

### II. Brief Introduction
The College of Education offers a Graduate Certificate in EI/ECSE made up of 12-18 credits (dependent upon students' past academic work) in the Early Intervention/Early Childhood Special Education program. The courses correspond with the Nevada Department of Education teacher endorsement to work with children ages 0-7 with developmental delays. It is possible for students admitted to graduating programs in related fields (i.e., HDFS, special education, or others) to earn the certificate while concurrently pursuing the graduate degree.

### III. Program Objectives/Student Learning Outcomes
1. To prepare early interventionists and/or early childhood special education teachers to earn the Nevada endorsement to serve children ages 0-7 with developmental delays.
2. To provide essential preparation for individuals to provide global interventions to young children with disabilities.
3. To recognize those who have successful completed a coherent sequence of courses in EI/ECSE with a certificate that is notated on the UNR transcript.

### IV. Admission Requirements
Students in the EI/ECSE Certificate program will be required to have an earned bachelor’s degree. Their undergraduate GPA must be 2.5 or better on a 4.0 scale. Students will submit an application, transcripts from all previous college work (unless already on file at UNR), and a letter of recommendation from someone qualified to judge their aptitude for working with young children with disabilities.

### V. Program Requirements
Students must complete the required coursework and maintain a GPA of 3.0 in all EI/ECSE courses. In addition, they will be rated on a faculty-approved rubric (on a 0-3 point basis with 1 or greater required for certificate approval) in the areas of (a) service delivery options for children birth through age 7 with disabilities and their families; (b) development during early childhood; (c) curriculum and intervention across developmental domains and pre-academic skills; (d) assessment.

#### Required Courses
Year 1

---

*Providing review of transcripts represents completion of core coursework (AGACNP) from full time plan of study.*
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
</table>
| EDSP 671 – Introduction to Early Childhood Special Education  
EDSP 632 – Serving Individuals with Disabilities and their Families OR  
EDSP 668 – Augmentative/Alternative Communication OR  
EDSP 722 – Autism: Characteristics and Educational Methods  
EDSP 672 – Typical and Atypical Development of the Young Child (elective based upon past coursework)  
Year 2  
EDSP 718 – Assessment of Infants/Preschoolers with Special Needs  
EDSP 632 – Serving Individuals with Disabilities and their Families OR  
EDSP 668 – Augmentative/Alternative Communication  
EDSP 676 – Curriculum and Intervention ESCE: Birth – 3 OR  
EDSP 677 – Curriculum and Intervention ESCE: Ages 3-8 (elective based upon past coursework) |

VI. Program Total Hours 12-18 units

Transfer agreements: N/A
Implementation: SP14

<table>
<thead>
<tr>
<th>LBA</th>
<th>CRJ</th>
<th>MA-CRJ 3071 Program changes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approved – need improved Program Objectives/Student Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Arts Criminal Justice</td>
</tr>
</tbody>
</table>

I. Contact Information
Monica Miller, Director of Graduate Studies  
mmiller@unr.edu

II. Brief Introduction
The Master of Arts degree program in Criminal Justice will provide students with skills necessary to examine and analyze the major areas of the field, focusing on the nature of crime, law and social control, and as well as the process of planning change in a complex system, and planning change in a system as complex as the criminal justice system. The program emphasizes the understanding of the ways in which theory, research, and social policy interact, and the utilization of critical thinking skills to better understand this information. Students will thus be expected to acquire knowledge of the theories and research methods necessary for analysis of issues relevant to the field. Within this general framework, students will have an opportunity to pursue special interests in criminal justice which are consistent with the philosophy of the program. Applicants to the M.A. program must hold a baccalaureate degree from an accredited four-year college or university, with a major or minor in criminal justice or a closely related discipline (acceptable fields outside criminal justice to be determined on a case-by-case basis by the Graduate Admissions Committee of the Department of Criminal Justice; additional coursework in Criminological Theory may be required of students from outside the field of criminal justice.)

III. Program Objectives/Student Learning Outcomes

Program Objectives:
1. To educate students about their responsibilities as scholars and practitioners of criminal justice, and as citizens in a pluralistic society;
2. To maintain an academic environment where all graduate students are encouraged to develop themselves personally and intellectually and where graduate students feel free to engage in teaching, research and community service in the spirit of academic and personal freedom;
3. To build a graduate student cohort that is an example of cooperation, teamwork and dedication to university and community needs; and
4. To expose students to current research and theories and to teach students the skills needed to understand and evaluate the quality of research and its methodologies.
5. To teach students how to critically analyze problems related to crime and criminal justice by emphasizing theory, research, ethics, problem-solving, and policy analysis.

Student Learning Outcomes:
1. Students will learn about criminal justice from both academic and professional perspectives in order to prepare for careers as scholars and/or practitioners.
2. Students will demonstrate a high level of understanding of criminal justice theories, statistics, professional writing, and research methodologies.
3. Students will learn how to address critical issues in criminal justice and administration by developing analytical, problem-solving, and leadership skills.
4. Students will learn how to analyze and apply research to a variety of justice issues and settings.
5. Students will learn how criminal justice interacts with other fields of study including, but not limited to addiction, mental health, community wellbeing, and family.
6. Students will successfully complete their theses or comprehensive exams.
7. Students will progress and graduate in a “reasonable” time frame.

IV. Admissions Requirements
Candidates for the Master of Arts degree in Criminal Justice must satisfy both the general requirements of the Graduate School and specific departmental requirements listed below. Applicants must submit scores on the Graduate Record Examination (GRE) and must file an application for admission with the Graduate School. International applicants must also satisfy the medical examination and financial responsibility requirements and submit scores on the Test of English as a Foreign Language and must apply through the Office of International Students.
1. An undergraduate degree in Criminal Justice or related social or behavioral science with an overall grade point average of 3.0 and completion of undergraduate classes in Statistics and
Research Methods is required for admission to the program. Students should also provide a transcript showing their grade point average for the most recent four semesters.

2. Satisfactory performance on the three components (verbal, quantitative, and analytical) of the Graduate Record Examination will be required for admission. If the prospective student has completed another post-baccalaureate standardized examination (such as the Miller Analogies Test or the Law School Admittance Test) this score may be considered acceptable if submitted with other evidence of academic excellence.

3. A Statement of Purpose for pursuing the Master of Arts degree, addressing the student’s particular interests in the field of Criminal Justice and his or her future academic and/or professional goals, must be included with the student’s application.

4. **A supplemental admissions questionnaire, available on the criminal justice website or from the program director, is also required.**

5. Three letters of recommendation will be required. These letters should be from former instructors or other professionals able to evaluate the applicant’s ability to do graduate level work in Criminal Justice.

Graduate Committee: Departmental decisions regarding graduate admissions, student retention, and the award of the master’s degree will be the responsibility of the Graduate Faculty in Criminal Justice. A Graduate Admissions Committee will be comprised of at least four members, three of which will be members of the faculty of the Department of Criminal Justice, with the fourth being a graduate student in Criminal Justice, if there is a graduating student who is available and willing. In its initial year, with no graduate student body to draw from, the department may elect to utilize a graduate student from another related discipline, such as Social Psychology. The admissions committee will be chaired by the Graduate Coordinator of the Department of Criminal Justice. The committee will review and recommend action on applications for admissions to the program, recommend the award of graduate assistantships, conduct semi-annual reviews of the student’s progress, and recommend their continuation or termination based on this progress. Termination will only occur if the student has failed to achieve acceptable levels of academic progress, and has been allowed two semesters to bring that progress back in line with the desires of the graduate committee.

V. Program Requirements

Students entering the Department of Criminal Justice’s Master’s degree program will be asked to choose from two degree options. **Plan A** - **Thesis Plan** students will be expected to write a thesis in addition to 33 units of graduate coursework. **Plan B** students will prepare a professional paper in addition to their 33 credits of graduate coursework (including the required 3 credits of Professional Paper). Students should select the plan they expect to follow after they complete the core courses, but prior to their comprehensive examinations. **Non-Thesis students will pass a comprehensive examination in addition to their 33 credits of graduate coursework.** Students should select the plan they expect to follow within the first semester of graduate studies. Students will indicate on their Program of Study whether they will be taking Thesis credits (Thesis Plan) or Comprehensive Exam (Non-Thesis Plan). In addition to these requirements,
the following guidelines must be followed.

1. Completion of the required graduate study units at the 700 and 600 levels. A maximum of 9 credits of 600 level coursework is allowed to count toward graduation. For Plan A (Thesis) Thesis Plan students, a maximum of 6 credits of Thesis (CRJ 797) may be applied towards the credits required for graduation. Plan B (Professional Paper) Non-Thesis Plan students are allowed to apply a maximum of 3 credits of Professional Paper (CRJ 796) Comprehensive Examination (CRJ 795) toward graduation.

2. Required courses are CRJ 740, CRJ 750, CRJ 785, and CRJ 788, one graduate level course in Statistics and one graduate level course in Research Methods (these courses are to be selected from the departmental approved list). At least nine additional credit hours selected from courses numbered 700 and above are also required.

3. Students may elect to pursue a maximum of 6 units of approved graduate study in other social and behavioral sciences or in graduate programs formally approved by the Graduate Director.

4. For those students required to write a thesis, the thesis will be written under the direction of a committee of three graduate faculty members, approved by the department and chaired by a member of the faculty of the Department of Criminal Justice. Thesis (Plan A) Plan students must take 6 credits of Thesis (CRJ 797) prior to completion. Professional Paper (Plan B) students are required to take 3 credits of Professional Paper (CRJ 796) prior to completion. Non-Thesis Plan students are required to take 2 credits of Comprehensive Exam (CRJ 795) prior to completion.

5. Upon completion of the courses, a general Comprehensive Examination related to the field of criminal justice will be required of all students, regardless of plan. Non-Thesis Plan students will be required to take a general Comprehensive Examination related to the field of criminal justice during the final semester. The Comprehensive Examination will be administered and evaluated by a committee approved by the Graduate Director. Students must register for 12 credits of Comprehensive Examination (CRJ 795) the semester they take their comprehensive examinations. The Comprehensive Examination is based on the idea that quality graduate education requires that students be able to draw from a wide repertoire of knowledge, and to apply their knowledge to a particular area of study. Therefore, the comprehensive examination will assess: 1) the student’s competency in the defense of the substantive, theoretical, and methodological topics covered in their core coursework and thesis (if applicable); and 2) their more general knowledge, including the ability to integrate topics covered by core and elective criminal justice classes, and to apply core fundaments to important issues. To pass the comprehensive examination, the student must demonstrate a satisfactory knowledge regarding both the general and thesis components of the examination. Any student unable to demonstrate a satisfactory level of knowledge within areas 1 and 2 listed above must retake that component the following semester. Any student receiving two unsatisfactory decisions may will be dismissed from the program.
6. Once a student chooses a Plan and indicates the proper courses on the Program of Study (e.g., Thesis credits (CRJ 797) or Comprehensive Exam credits (CRJ 795)), he or she cannot change their plan. For example, Non-Thesis Plan student who fails the comprehensive exam cannot then change to the Thesis Plan.

7. Consistent progress toward the degree and maintenance of a cumulative 3.0 average are required for continuation in and completion of the program.

8. In addition to these requirements, graduate students must abide by the policies and regulations set by the Graduate School of the University of Nevada, Reno. These include, but are not limited to: continuous enrollment, residence, and timely filing of proper paperwork and forms. Graduate students in the Department of Criminal Justice are encouraged to become familiar with all of these requirements, and to follow them completely.

**Plan A (Thesis)  **

**Thesis Plan – 33 units**

I. Required courses:
- CRJ 740 - Crime and Criminal Justice (3 units)
- CRJ 750 - Planned Change in Criminal Justice (3 units)
- CRJ 785 - Criminal Justice Policy Analysis (3 units)
- CRJ 788 - Ethics, Law, and Justice Policy (3 units)
- CRJ 795R - Comprehensive Examination (1 unit) (does not count toward the 33 units needed for graduation)

II. Additional graduate coursework:
- Electives (to be selected with the approval of student’s advisor or the Graduate Director) (9 units)
- Graduate level course in Statistics (3 units) *
- Graduate level course in Research Methods (3 units) *

Total Credits (33 units)

**Plan B (Professional Paper)  Non-Thesis Plan – 33 units**

I. Required Courses
- CRJ 740 - Crime and Criminal Justice (3 units)
- CRJ 750 - Planned Change in Criminal Justice (3 units)
- CRJ 785 - Criminal Justice Policy Analysis (3 units)
- CRJ 788 - Ethics, Law, and Justice Policy (3 units)
- CRJ 795R - Comprehensive Examination (4 units) (does not count toward the 33 units needed for graduation)
- CRJ 796 - Professional Paper (1 to 3 units S/U Only)
One graduate level course in Statistics* (3 units)
One graduate level course in Research Methods* (3 units)

II. Additional graduate coursework
Electives (to be selected with the approval of the student’s advisor or the Graduate Director) (12-15 units)

Note(s):
* To be selected from the department approved list.

VI. Total (33 units)

Transfer agreements: N/A
Implementation: FL13

INFORMATIONAL ITEMS

PROPOSED CHANGES

<table>
<thead>
<tr>
<th>DHS</th>
<th>CHS</th>
<th>BS-CHS 2830 Program change</th>
<th>Acknowledged Community Health Sciences, B.S.</th>
</tr>
</thead>
</table>
I. University Core Curriculum Requirements (40-48 37- 44 units) |
NOTE: Refer to the Core Curriculum chapter of this catalog for information regarding the “Core English and Math Completion Policy”.

A. English (3-8 units)
Refer to the “English” section of the Core Curriculum chapter in this catalog.
NOTE: Students who place into ENG 102 are not required to complete ENG 101.

B. Mathematics (6-9 3-5 units)
Select one of the following:
MATH 126R - Precalculus I (3 units)
MATH 128 - Precalculus and Trigonometry (5 units)
MATH 176 - Introductory Calculus for Business and Social Sciences (3 units)
MATH 181 - Calculus I (4 units)

Select one of the following:
STAT 152 - Introduction to Statistics (3 units)
APST 270 - Introduction to Statistical Methods (4 units)

Note(s):
MATH 126R is a prerequisite for STAT 152 and APST 270; however, students who earn a high enough score on the mathematics placement examination may enroll directly in STAT 152 or APST
270. No credit is granted for earning a satisfactory score on the placement examination.

C. Natural Sciences (7 units)
   NUTR 121 - Human Nutrition (3 units)
   CHEM 121A - General Chemistry I (3 units) AND
   CHEM 121L - General Chemistry Laboratory I (1 unit)
   OR
   CHEM 201 - General Chemistry for Scientists and Engineers I (4 units)

D. Social Sciences (3 units)
   Refer to the “Social Sciences” section of the Core Curriculum chapter in this catalog.

E. Fine Arts (3 units)
   Refer to the “Fine Arts” section of the Core Curriculum chapter in this catalog.

F. Core Humanities (9 units)
   Refer to the “Core Humanities” section of the Core Curriculum chapter in this catalog.

G. Capstone Courses (6 units)
   Complete one of the following Community Health Sciences Major Capstone courses:
   CHS 410R - Seminar in Integrative Health (3 units)
   CHS 421 - Health and Wellness Across the Lifespan (3 units)
   CHS 461 - The World's Health (3 units)
   CHS 476R - Aids: Psychosocial and Health Care Concerns (3 units)
   AND
   For the second Capstone, refer to the “Capstone” section of the Core Curriculum chapter. (3 units)

H. Diversity (3 units)
   Refer to the “Diversity Requirement” section of the Core Curriculum chapter in this catalog.
   CHS 360 - Disability Issues in Health Ecology (3 units) is recommended.

II. Additional Division Requirements (0 units)

III. Major Requirements (57-60-61 units)
A. Community Health Sciences (35 units)
   CHS 101R - Introduction to Community Health Sciences (3 units)
   CHS 102 - Foundations of Personal Health and Wellness (3 units)
   CHS 200 - Introduction to Public Health Biology (3 units)
   CHS 230 - Introduction to Environmental Health (3 units)
   CHS 310 - Health and Wellness Communication (3 units)
   CHS 340 - Policy Issues in Health and Society (3 units)
   CHS 345R - Ethics and Professionalism in Public Health (3 units)
   CHS 370 - Exercise Physiology (4 units)
   CHS 371 - Applied Kinesiology (4 units)
   CHS 473R - Epidemiology (3 units)
   CHS 494 - Field Studies in Public Health (3 units)
B. Additional Required Courses (13 units)
   PEX/DAN–Two activity courses (2 units)
   BIOL 190 - Introduction to Cell and Molecular Biology (3 units)
   BIOL 223 - Human Anatomy and Physiology I (4 units)
   BIOL 224 - Human Anatomy and Physiology II (4 units)

C. Statistics (3-4 units)
   STAT 152 - Introduction to Statistics (3 units) OR
   APST 270 - Introduction to Statistical Methods (4 units)

Note(s):

   MATH 126R is a prerequisite for STAT 152 and APST 270; however, students who earn a high enough score on the mathematics placement examination may enroll directly in STAT 152 or APST 270. No credit is granted for earning a satisfactory score on the placement examination.

D. Community Health Sciences Major Electives (minimum of 9 units)

   CHS 337 - Aging: An Interdisciplinary Approach (3 units)
   CHS 360 - Disability Issues in Health Ecology (3 units)
   CHS 362 - Athletic Injuries (3 units)
   CHS 381 - Introduction to Health Data Analysis (3 units)
   CHS 405 - Spirituality and Health (3 units)
   CHS 410R - Seminar in Integrative Health (3 units)
   CHS 415 - Leadership Training in the Health Professions (3 units)
   CHS 421 - Health and Wellness Across the Lifespan (3 units)
   CHS 426 - Medical Anthropology (3 units)
   CHS 427 - Toxic Communities and Public Health (3 units)
   CHS 450 - The History, Science, and Politics of Vaccines (3 units)
   CHS 461 - The World's Health (3 units)
   CHS 474R - Social Psychology of Public Health (3 units)
   CHS 476R - Aids: Psychosocial and Health Care Concerns (3 units)
   CHS 495R - Special Problems in Public Health (1 to 3 units)
   PEC 350 - Psychology of Coaching (3 units)
   PEX 351 - Teaching Physical Education in Elementary Schools (3 units)

IV. Minor Requirements (0 units)

V. Electives (15-23 units)
   Contact your advisor for a list of recommended electives.

VII. Total Units (120 units)

Transfer agreements: Changes required
Implementation: FL13
### AP TABLE

**Acknowledged**

**OLD:**

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<th>Foreign Languages</th>
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<td>111 (4 cr) and 112 (4 cr), 211 (3 cr), 212 (3 cr)</td>
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**NEW:**

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<tbody>
<tr>
<td>Any AP foreign language exam in a</td>
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<tr>
<td>language offered by FLL</td>
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<td>Language and Culture</td>
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<td>211 (3 cr) and 212 (3 cr)</td>
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Students may get credit for two courses for a maximum of 8 credits for AP exams in a Foreign Language and Culture/Literature and Culture.

Transfer agreements: N/A
Implementation: FL14

### MINE

**Acknowledged**

**Deactivate: Pyrometallurgy Laboratory**

<p>| | |</p>
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Transfer agreements: Changes required
Implementation: FL14

### PENDING ITEMS FROM PRIOR MEETINGS - **NONE**

### TRANSFER AGREEMENTS - **NONE**