

Title 4 - Codification of Board Policy Statements

Chapter 14

**NEVADA SYSTEM OF HIGHER EDUCATION PLANNING, PROGRAM REVIEW,
ARTICULATION AND ENROLLMENT POLICIES**

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Section 1. General Guidelines for Physical Master Plans to be Incorporated into the NSHE Master Plan

The Chancellor shall establish guidelines for the incorporation of campus physical Master Plans into the Nevada System of Higher Education Master Plan. (B/R 12/04)

Section 2. New Campus and Branch Campus Instructional Sites

1. Nevada System of Higher Education institutions may extend their respective services to students and to the general public through multiple sites. Community college sites shall be limited to each college's geographic service area as defined in Title 4, Chapter 14, Section 11; however, collaborative partnerships are encouraged when colleges mutually agree to share educational services across service areas. (B/R 3/98)
2. All new campus and branch campus instructional sites must be approved by the Board of Regents. Requests for approval should include:
 - a. Evidence of need and demand for student enrollment,
 - b. Special workforce development needs, a plan for resources to support the site,
 - c. Evidence that the instructional needs cannot be met by distance education or services of another NSHE institution, and
 - d. A rationale for the site within the institutional master plan.
3. The establishment of satellite programs and public school sites do not require the approval of the Board of Regents if they are included in the approved campus Master Plan and if all fiscal arrangements are approved as required. (B/R 3/98)
4. Instructional Sites: The criteria to be used in developing instructional sites shall be established by the Chancellor and approved by the Board of Regents. (B/R 12/04)

Section 3. Institutional Strategic Plans

1. The NSHE Master Plan establishes goals, targets, and philosophical directions for the future of all higher education institutions within the Nevada System of Higher Education. To ensure progress toward System goals, each NSHE institution shall have an institutional strategic plan that clearly reflects the overarching goals of the System plan while also setting forth more specific goals, targets, and directions based on the institution's overall mission and service area as outlined below. The service region of each institution is defined in Title 4, Chapter 14, Section 11. (B/R 12/08)
 - a. Community Colleges - Each NSHE community college will emphasize responsiveness to the programmatic needs of its service region while simultaneously striving to fulfill the Board approved community college mission of university transfer, applied science and technology, business and industry partnering, developmental education, community service, and student support service programs within its respective service region.

- b. State College - Nevada State College will offer a wide range of baccalaureate programs and selected masters programs designed to meet the general needs of the State of Nevada and the specific needs of the southern region of the state. Special emphasis will be placed on addressing the state's need for highly skilled teachers and nurses as well as to developing partnerships with Nevada's public school system and the state's health care providers. The College will assist in addressing Nevada's need for increased access to higher education for recent high school graduates as well as for transfer and returning students.
- c. Universities - The University of Nevada, Las Vegas and the University of Nevada, Reno shall each offer a wide array of academic programs at the undergraduate and graduate levels, as well as research and public service programs to serve their respective regions, the state and the nation. Each institution shall strive to complement the other through its programs and through cooperative inter-institutional activities with one another and when appropriate with the state college and the Desert Research Institute. The universities shall further strive to avoid unnecessary duplication of academic, research, and public service programs.
- d. Desert Research Institute - The Desert Research Institute will conduct basic and applied research at the state, national and international levels for effective management of environmental resources, for continued development of Nevada's economy, and for providing increased educational opportunities for Nevadans. The Institute will undertake cooperative academic and research programs with the universities and, when appropriate, with the community colleges and state college.

(B/R 3/07)

- 2. Institutional strategic plans for each NSHE institution, including the Desert Research Institute, shall be presented to the Board of Regents at least every six years and will cover a planning period of up to six years. Updates concerning progress toward major goals and the revision of existing goals may come before the Board at any time during the six year planning period as determined appropriate by the institution.

(B/R 3/07)

- 3. On a biennial basis each institution shall present for consideration to the Academic, Research and Student Affairs Committee its academic master plan in conjunction with the NSHE Planning Report required pursuant to Nevada Revised Statutes 396.505. The academic master plan shall include the institution's plans for new academic, research and student service related programs for a planning period of at least two years.

(B/R 9/09)

- 4. If, in the need to be responsive to the demands of the campus service area, an institution desires to develop new academic programs out-of-sync with the planning schedule, a statement of intent, need, and relationship to the system master plan and current institutional strategic plan must be provided to the Academic, Research and Student Affairs Committee for action prior to presenting the formal request for a new program. The format for this statement shall be established by the Vice Chancellor for Academic and Student Affairs.

(B/R 9/09)

Section 4. Review of New and Existing Academic Programs

1. A review of existing academic programs shall be conducted by the universities, state college, and community colleges on at least a ten-year cycle to assure academic quality, and to determine if need, student demand, and available resources support their continuation pursuant to the following.
 - a. The review of existing programs must include multiple criteria. Although criteria may vary slightly between campuses, as institutions have different missions and responsibilities, there should be comparable data from all programs. The review must include both quantitative and qualitative dimensions of program effectiveness, and peer review.
 - b. Criteria to be utilized in the review of existing programs shall include the following: quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the System, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.
 - c. An annual report will be published by the institution on the results of existing program evaluations and a summary of that report will be forwarded to the Chancellor's Office and presented to the Academic, Research and Student Affairs Committee annually.

(B/R 9/09)

2. New programs at the universities, state college, and community colleges shall be reviewed following the third and fifth year of the program's existence. The criteria for review shall be established by the Vice Chancellor of Academic and Student Affairs and must include a report comparing originally projected enrollments and expenses to actual third and fifth year figures.

(B/R 3/07)

3. Desert Research Institute - A five-year cycle will be used for the review of all DRI research programs. A report will be published on the results of program evaluation and a summary of that report will be forwarded to the Chancellor's Office and presented to the Academic, Research and Student Affairs Committee. Additional reports or status reports on DRI research programs outside of the five-year cycle may be brought forward at any time at the discretion of the Institute.

(B/R 9/09)

4. In addition to the review process established in this section, the Board or a President may initiate additional program reviews as deemed necessary.

(B/R 3/07)

Section 5. Addition or Change of New Degrees, Majors, Programs, Departments, Schools or Colleges (B/R 10/01)

1. It is the policy of the Board of Regents that before any new degree, major, program, department, school, college, center, institute, or other structural organization may be added, such proposal must be approved by the Board of Regents. (B/R 10/01)

2. Each President is responsible for completion of institutional review procedures. Following that, proposals will be forwarded to the Office of Academic Affairs in the Chancellor's Office prior to the Board of Regents' meeting to allow for review by the Academic Affairs Council, which will submit recommendations to the Chancellor for action by the Board of Regents. (B/R 12/89)
3. The format for consideration of new programs shall be provided by the Vice Chancellor for Academic and Student Affairs. (B/R 1/98)
4. Institutional affiliation agreements and other collaborative arrangements with non-NSHE degree-granting higher education institutions shall be submitted to the Chancellor and Board of Regents for review and approval at least three months prior to the date of intended implementation, if the agreements involve any of the following:
 - a. Joint offering of academic degree programs;
 - b. A commitment of institutional resources such as personnel, physical space, or finances; or
 - c. A physical presence of a non-NSHE higher education institution on the campuses or instructional sites of NSHE universities, the state college, community colleges, or the Desert Research Institute.
5. Articulation or other collaborative academic agreements between two-year and four-year degree granting institutions or between two four-year institutions within the NSHE do not require Board review and approval. Articulation agreements with K-12 that involve dual high school credit do not require Board review and approval. (B/R 12/03)
6. Professional degree programs within the NSHE shall be limited to a single School of Medicine, School of Law and School of Dentistry until 2025. (B/R 2/05)

Section 6. Condensed Format for Consideration of Existing Program Changes

The Vice-Chancellor of Academic and Student Affairs shall establish a format for consideration of 1) changes in existing academic programs such as changes in degree titles, administrative structure, or major objectives; 2) reorganization of existing departments, schools or colleges; or 3) the creation of a new organization from existing units. (B/R 12/04)

Section 7. Community College Baccalaureate Degree Proposal Development and Review Process

1. The NSHE Master Plan provides for "selected niche baccalaureate degrees" at community colleges in order to satisfy the needs of a wide range of Nevada students while promoting the goals of the Master Plan. However, it is not the intention of the NSHE for community colleges to abandon their community college mission to transform into state colleges. Each proposal must address this issue in both a cultural and organizational context.

2. At an early stage of development, a community college wishing to offer a baccalaureate degree shall discuss the proposal with the Chancellor, primarily in terms of the program's relationship to the NSHE Master Plan and other institutional planning that may be occurring.
3. The Chancellor shall review the initial proposal with the Council of Presidents. At this time or shortly thereafter, the two university Presidents and the state college President shall consider whether one of the four-year institutions wishes to offer the program. If a university or the state college decides to offer this baccalaureate degree to meet the identified need, it shall have one year to bring a proposal forward.
4. After the review and approval has been completed by the Council of Presidents, the sponsoring institution shall prepare a formal written program proposal with supporting data and evidence that responds to criteria established by the Office of the Chancellor. The review of the proposal will follow established NSHE procedures for new program proposals.
(B/R 1/03)

Section 8. Review of New Study Abroad Student Programs

Formal Study Abroad programs, International Programs, affiliations or consortiums that involve students or faculty in another country for educational purposes in which academic credit is granted, shall be submitted to the NSHE Academic Affairs Council for a recommendation to the Chancellor for approval. The Chancellor shall establish procedures for such review.
(B/R 12/04)

Section 9. Deletion of Degrees, Majors, Programs, Departments, Schools, Colleges, Centers or Institutes (B/R 10/01)

1. It is the policy of the Board of Regents that the deletion of any degree, major, program, department, school or college, center, institute or other structural organization must be approved by the Board of Regents if the Board's approval was required for its implementation in accordance with Title 4, Chapter 14, Section 5.
 - a. Proposals for deletions will be forwarded to the Office of Academic and Student Affairs in the Chancellor's Office prior to the Board of Regents' meeting to allow for review by the Academic Affairs Council, which will submit recommendations to the Chancellor for action by the Board of Regents.
 - b. The format for proposed deletions shall be provided by the Vice Chancellor for Academic and Student Affairs.
2. The Board of Regents shall have the power to terminate or delete any degree program, major, department, school, or college, and shall consult with the appropriate President before such termination.
(B/R 10/01)

Section 10. NSHE Policy on Student Assessment

The Board of Regents requires that an appropriate plan of regular student educational assessment be developed by each institution. Plans should be based upon institutional mission and should be developed with multiple assessment approaches. Among other activities, regular regional accreditation review will provide an overall assessment of the institution. Plans should reflect the mix of programs and types of students. Assessment approaches may vary at each institution; however, the universities, state college, and community colleges should work together to develop common approaches, where appropriate.

The Chancellor's Office, with the institutions, will develop appropriate measures of student persistence and performance, collect and monitor these data on a statewide basis, and make periodic reports to the Board of Regents. (B/R 12/02)

Section 11. Distance Education

The term "distance education" means a formal educational process in which the majority of the instruction occurs when the student and instructor are separated by geographic distance or time. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video, or other electronically mediated technologies.

NSHE credit and noncredit courses may be offered through the use of distance education technologies. The following guidelines shall be used to assure academic quality for distance education courses offered for academic credit applicable toward a certificate or degree:

1. In accordance with the appropriate standards for institutional accreditation, the quality of distance education courses must be equal to or exceed that of on-campus courses. Distance education courses are subject to all applicable institutional policies and procedures to ensure quality.
2. Faculty members assigned to distance education courses may be provided with incentives, as deemed appropriate by the institution.
3. Each NSHE institution will be expected to provide appropriate instructional support to ensure quality of its distance education course offerings.
4. Each distance education course shall promote and exhibit current best practices and procedures for distance learning. This involves pedagogy, design, and delivery, including but not limited to adequate provisions for instructor training, instructor-student communication, assessment, and equivalent access to all appropriate student services that are available to on-campus students, including such services as academic advising, counseling, library and other learning resources, tutoring services, and financial aid.

5. Each distance education course must provide the opportunity for timely interaction between the student and the instructor, or a member of the instructional team responsible for the course, regarding the student's progress. This may include (1) an orientation session or sessions at the beginning of the course; (2) periodically scheduled guidance or tutoring sessions during the semester either on an individual basis or in a group setting; and (3) provision for access by the student for advice or consultation with the faculty member. These interactions may occur either as traditional face-to-face sessions or may be assisted through technology.
6. Distance education materials produced outside or within the institution must be evaluated and selected in accordance with standard instructional procedures for course development and instruction.
7. Campus Service Areas:

Geographic service areas are appropriate for interactive video when designating the institution with responsibility for 1.) establishing and maintaining interactive video sites in an area and 2.) coordinating the receipt of programs using interactive video with offering institutions. Geographic service areas do not apply to web-based instruction. If an agreement is entered into by two or more NSHE institutions for delivery into the host institution's campus service area, these restrictions do not apply.

College of Southern Nevada: Clark, Lincoln, and Esmeralda counties. CSN and GBC serve Nye County.

Great Basin College: Elko, Eureka, Humboldt, Lander and White Pine counties. CSN and GBC serve Nye County.

Truckee Meadows Community College: The greater urban area of Reno-Sparks, and Incline Village.

Western Nevada College: Storey, Carson City, Douglas, Lyon, Churchill, Pershing and Mineral counties and the rural areas of Washoe County, with the exception of Incline Village.

Nevada State College, Henderson: The southern portion of the state including Clark and Lincoln counties. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with NSCH and UNLV serving all parts south of a line joining the two cities.

University of Nevada, Las Vegas: The southern portion of the state including Clark and Lincoln counties. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with UNLV and NSCH serving all parts south of a line joining the two cities.

University of Nevada, Reno: The northern portion of the state including Washoe, Douglas, Carson City, Storey, Lyon, Humboldt, Pershing, Churchill, Mineral, Elko, Lander, Eureka. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with UNR serving all parts north of a line joining the two cities.

8. The institution offering a distance education course will receive the student FTE's enrolled in the course. If the course incurs costs to partner institutions (*e.g., marketing, registration, technology support*), a "sharing protocol" should be completed prior to the course being offered to identify costs that must be reimbursed among parties.
9. Each campus will establish a protocol for determining costs or services to be paid by each partner when courses or programs are shared among institutions. The protocol will include, but not be limited to, sharing of special student fees, payment of facilitators and other services, responsibilities for marketing the course and recruiting students, advising, and other support. The protocol will be updated regularly.
10. Distance education courses will be developed in accordance with the following principles:
 - a. Address state needs;
 - b. Operate programs collaboratively and share resources, if appropriate;
 - c. Base program decisions on documented student or citizen need;
 - d. Work with constituent groups (*e.g., K-12 school districts, employers, industry representatives*) to identify and prioritize the most pressing educational needs;
 - e. Use a combination of technologies, as appropriate to support curricular needs and student learning styles;
 - f. Ensure that academic plans influence the expansion of the technical infrastructure;
 - g. Provide essential support services to students;
 - h. Build institutional and system capacity to address more needs through distance learning;
 - i. Be accountable to the Legislature and the public for their use of state resources and the quality and appropriateness of their services; and
 - j. Partner with or broker programs from out-of-state institutions, where appropriate.
11. Each campus may develop policies and procedures for the approval of distance education courses and programs.
12. When institutional funds are used to purchase distance education equipment, that equipment is owned by the institution. Institutions accepting ownership of distance education equipment also accept responsibility for maintenance and service of that equipment.

When distance education equipment owned by an institution is located at a non-NSHE site or such equipment is shared with non-NSHE institutions, a Memorandum of Understanding (*MOU*) shall be completed. The *MOU* will clearly specify the responsibilities of each party and what level of funding each party provides to support the equipment and related charges.
13. When distance education equipment is purchased by System Computing Services (SCS) for the support of NSHE institutions, the ownership of that equipment shall be retained by SCS, in addition to the responsibility for the maintenance, servicing, and operation of that equipment.
14. Oversight of scheduling and switching of interactive video is the responsibility of SCS. SCS will work with institutional representatives, particularly in regards to installation, connectivity, and transmission.

(B/R 11/07)

Section 12. NSHE Articulation Board

A NSHE Articulation Board may be established as needed to review and evaluate current articulation policies and formulate additional policies. The Articulation Board shall report to the Chancellor and shall be appointed in conformity with Section 1.4.11 of the Nevada System of Higher Education Code.

The charge of the Board shall be set by the Chancellor but may include the following tasks:

1. Recommend to the Chancellor and the Board of Regents proposed policies in articulation and conduct a continuing review of articulation practices.
2. Authorize committees or task forces consisting of representatives from all levels of higher education to facilitate articulation in subject areas.
3. Provide for cooperative research among the community colleges, the state college, and the universities in such areas as admissions, grading practices, curriculum design, and follow-up on transfer students.
4. Develop procedures to improve community college-state college-university articulation by exploring such issues as academic record forms, general education requirements, units of credit, course numbering systems, grading systems, academic calendars, and credit-by-examination.
5. Encourage regular communication between and among university, state college, and community college faculty members, particularly on joint curriculum projects. (B/R 12/02)

Section 13. NSHE Transfer and Admissions

Transfer students to the state college and universities may be admitted under the following alternatives:

1. Associate of Arts, Associate of Science, and Associate of Business Degree Graduates

The primary basis for admission to upper-division study with full junior status of transfer students from an NSHE community college to any other NSHE institution shall be the associate of arts, associate of science, and the associate of business degrees.

- a. The completion of the associate of arts, associate of science, and associate of business degree at a community college automatically fulfills the lower-division general education requirements at any other NSHE institution.
- b. Associate of arts, associate of science, and associate of business graduates will have completed a minimum of 60 credits of baccalaureate level courses.
- c. Baccalaureate students who have completed NSHE associate of arts, associate of science, or associate of business degree shall complete a minimum number of credits at the accepting NSHE institution. This minimum number shall be set by the baccalaureate degree granting institution.

- d. Baccalaureate level courses included as part of the associate of arts, associate of science, or associate of business degree will transfer to any other NSHE institution at a minimum as general elective credit.
- e. Completion of the associate of arts, associate of science, or the associate of business degree does not guarantee satisfaction of all state college or university lower-division requirements except for the lower-division general education requirements. All baccalaureate academic majors at a university or college must have current major-to-major agreements with NSHE community colleges. These agreements must provide clear information for community college students as to those courses that will transfer efficiently to another NSHE institution within each major. Information on these agreements must be available to all students on each campus.
- f. The receiving institution will evaluate all university and college parallel courses attempted at the community college (and any other educational institution attended) and compute an overall admission grade point average in accordance with the institution's transfer policies.
- g. For associate of arts, associate of science, and associate of business graduates, if the overall transfer grade point average computed by the receiving institution is less than a 2.0 grade point average, the student shall be placed on probationary status until such grade point deficiencies are corrected.

2. Other Associate Degrees

Other associate degrees and certificates may be awarded by a community college for programs that have requirements different from the associate of arts, associate of science, associate of business, or a primary objective of transfer. A student with an associate degree other than an associate of arts, associate of science, or associate of business is not guaranteed junior status at a receiving institution.

3. Associate of Applied Science and Bachelor of Applied Science Degrees

The Bachelor of Applied Science degree is a four-year occupationally specific degree that is intended to respond to the needs of the workforce. A student with an associate of applied science in a program approved by the Board of Regents seeking a Bachelor of Applied Science degree is guaranteed junior status upon transfer to another applicable NSHE institution.

4. Non-Associate Degree Admissions

- a. Approved baccalaureate level courses shall be transferable to another NSHE institution at a minimum as general elective credit.
- b. Community college students should be strongly encouraged to complete their lower-division programs and an associate degree before transfer, but qualified students may apply for transfer at their own discretion.

- c. An applicant who does not satisfy university admission requirements upon graduation from high school must complete the equivalent of 24 semester credits in baccalaureate level courses with an overall grade point average of at least 2.30 at a community college or other accredited institution to qualify for university admission. Effective Fall 2008, the minimum required overall grade point average is 2.50.
- d. An applicant who does not satisfy state college admission requirements upon graduation from high school must complete the equivalent of 12 semester credits in baccalaureate level courses with an overall grade point average of at least 2.00 at a community college or other accredited institution to qualify for state college admission.
- e. A course with a "D-" grade or better will be accepted for transfer provided the institution specific overall grade point average established in subsections c. and d. above is maintained. Transfer courses with a "D-" grade or better will count towards a bachelor's degree in the same manner as "D-" grades or better obtained by students enrolled in the lower-division at a state college or university. Credits from courses transferred with a "D-" grade or better count towards credit earned for a baccalaureate; however, it is at the discretion of the department or college offering the major as to whether courses with "D-" grades in the major satisfy requirements in the major field.

(B/R 6/08)

Section 14. Course Numbering

1. All undergraduate courses in the NSHE must be common course numbered with equivalent courses offered throughout the System. To be assigned a new and unique course number at least 20 percent of the proposed course content must be unique and not found in a current or pending course within the NSHE.

Any additions or changes to undergraduate course prefixes, numbers, titles, and/or credits must follow the procedures established by the Vice Chancellor of Academic and Student Affairs and may not be included in class schedules or catalogs until written approval is received from the Department of Academic and Student Affairs.

2. An NSHE transfer guide or common course numbering master file shall be maintained by the Office of the Chancellor and published on the Web.
3. Each NSHE institution shall list and update the requirements for each program leading to the bachelor's degree and publicize these requirements for use by all other institutions in the state.
4. Each NSHE institution shall include in its official catalog of undergraduate courses a section stating all lower-division prerequisites for each upper-division specialization or major program.
5. A system-wide course numbering rubric for all institutions shall be maintained so that baccalaureate transfer courses are clearly identified for student reference prior to registration under the following general course numbering parameters:

- | | |
|-----------------------------------|---------|
| a. Remedial/developmental courses | 001-099 |
| b. Lower-division courses | 100-299 |
| c. Upper-division courses | 300-499 |
| d. State college graduate courses | 500-699 |
| e. University graduate courses | 500-799 |
6. Course selection for students who plan to seek a baccalaureate degree at another NSHE institution shall be based on degree requirements published pursuant to subsection 3 and the governing course catalog of the institution.
 7. Community colleges may utilize a B suffix for course numbers to alert students that the course may be non-transferable for a NSHE baccalaureate degree.
 8. Within the college's information system, non-transferable courses and courses that are transferable for a bachelor's of applied science degree only must be appropriately identified for students and advisors during the registration process.
- (B/R 9/09)

Section 15. Transfer Courses

1. A transfer course is one that is acceptable by a receiving NSHE institution to apply toward an approved degree program at that institution.
2. All baccalaureate level courses are transferable. In general, a baccalaureate level course is one that is commonly offered by a regionally accredited four-year educational institution as being applicable toward a bachelor's degree. Some courses within an AAS degree may be applicable only toward a BAS degree if that degree is offered by the receiving institution.
3. In order to be sure that all students who start at the community college have the opportunity to complete the baccalaureate degree in the same number of credits as those who start at a university or college, if lower division courses required in the major are not offered by the community college, the university or college shall either offer the courses at the community college or offer a reverse transfer agreement with the community college. If on a case-by-case basis, specific baccalaureate degrees appear unable to be articulated by either method, the NSHE Department of Academic and Student Affairs office shall resolve the impasse.
4. Each institution shall determine the acceptability of general elective transfer courses, and departmental, college, or other requirements or equivalents shall be forwarded to the appropriate department or college for course evaluation. If general elective credit from a non-NSHE institution is granted by one NSHE institution, then all NSHE institutions shall accept the credit unless the facts on which the original decision was based have changed. Appropriate consultation with the faculty is encouraged throughout the evaluation process.

5. A receiving institution shall not require a transfer student to take examinations to validate credit in those courses that are approved as transferable.
6. Application of credits toward major or college requirements is the responsibility of the college and department in which the student is seeking a degree. Validation of course content may be required when lower-division courses are used to satisfy upper-division curricular requirements.
7. Pursuant to Nevada Revised Statutes 396.568, an NSHE institution shall not require a student to repeat a course on transfer to a university or state college if an equivalent course was taken and successfully completed at any other NSHE institution, except for programs that have defined a time limit for completion.
8. Each NSHE institution will create a brochure and Web site that outlines the transfer process and the protections given to baccalaureate degree-seeking students who enter the NSHE at a community college. Designed for students, parents, faculty, and legislators, these resources must include an explanation of the transfer process and a transfer student's "Bill of Rights." Telephone numbers regarding where a student can find assistance must be provided by each campus.

(B/R 2/09)

Section 16. System Core Requirements

1. Associate of arts, associate of science, associate of business, and baccalaureate graduates must complete a program of System Core requirements defined as follows:

<u>Core Courses</u>	<u>Credits</u>	
English	6 cr.	Freshman level English Composition (see catalog for exceptions)
Mathematics	3 cr.	Three credits of a lower division level course
Natural Science	3 cr.	Three credits of an introductory level lower division course
Social Sciences or Humanities	3 cr.	Three credits of an introductory level lower division course in either the social sciences or humanities.
United States and Nevada Constitutions	1-4 cr.	Institutional course catalogs shall identify courses that meet this requirement

2. Courses taken toward the System Core shall not be applied to more than one area in the Core. Credits earned by examination may apply toward any of the Core requirements.
3. Students earning a second associate of arts, associate of science, associate of business, or baccalaureate degree from an NSHE institution are not required to repeat the System Core.

Evidence of completion of U.S. and Nevada Constitutions is required of all second-degree students whose first degree is not from an NSHE institution.

4. NSHE institutions are encouraged to exchange ideas in the development and improvement of NSHE requirements; however, each institution is responsible for determining the character of its own program.
5. NSHE community colleges must articulate their respective general education core requirements with at least one of the NSHE universities selected by the community college. (B/R 8/06)

Section 17. Community College Course Prefixes

1. It is the intent of the Board of Regents that all community college transfer courses follow a statewide system of course designation. Although not encouraged, exceptions to this policy are permitted. Any exceptions must be reported to the Vice Chancellor for Academic and Student Affairs for information. (B/R 12/02)
2. Letter designators indicating the transfer value of a course shall continue to be used by the System in course schedules, catalogs, transfer guides, and official student transcripts, with the exception of the B designator, which shall not be required to appear on official student transcripts. (B/R 12/06)

Section 18. Curriculum Planning

1. Community college students should be encouraged (*by counselors and academic advisors*) to choose as early as possible the institution and program into which they expect to transfer. This is essential in order to plan programs, which include all lower division requirements of a university or state college. (B/R 12/02)
2. To increase communication among all institutions, each Articulation Coordinator or representative will be invited to participate in appropriate curricular meetings at other regional campuses. This will ensure all campuses are aware of current or pending changes in university, state college, and community college curricula. (B/R 12/02)
3. Credit completed within the Nevada System of Higher Education does not constitute an interruption of the resident credit regulation in satisfying the minimum on-campus resident credit requirements for graduation.
4. Choice of Catalog to Satisfy Graduation Requirements for NSHE Transfer Students:
 - a. A student enrolled at a NSHE institution may elect to graduate under the catalog of the year of enrollment in a baccalaureate level program or the year of graduation.
 - b. Students who officially change their major with the registrar's office may choose the catalog of the year of the latest change of major or the year of graduation.
 - c. Whichever catalog is used, it cannot be more than ten years old at the time of graduation with a baccalaureate degree. (B/R 11/07)

- d. In the case of NSHE transfer students, any exceptions to this policy will be handled by the Transfer Center and the transfer agreement contract process. To be guaranteed the catalog of choice upon transfer, a student must have an approved transfer agreement with the university or the state college. (B/R 11/07)
- e. NSHE institutions do not guarantee the awarding of a degree based upon the unchanged requirements of a particular catalog. Periodic revisions of degree requirements are made because of advances in knowledge, changes in occupational qualifications or the expectations of accrediting authorities. If such revisions have occurred, the institution may require a reasonable adherence to the degree requirements of a recent or current catalog. Institutional catalogs do not constitute contractual agreements or commitments.

(B/R 3/94)

Section 19. Credit by Examination

1. The following examinations are permissible for determining credit for prior learning:
 - a. College Board Advanced Placement Examination (CBAPE);
 - b. College-Level Examination Program (CLEP);
 - c. Excelsior College Exam;
 - d. National League for Nursing Placement Examination (NLN), Profile II;
 - e. National Occupation Trades and Industry Examination (NOCTI);
 - f. International Baccalaureate (IB);
 - g. Dantes Subject Standardized Tests (DSST);
 - h. ACE Military Credit;
 - i. ACE Corporate Credit; and
 - j. Special examinations administered by an academic department.
2. Each institution shall establish procedures for administering and accepting credit by examination that must be outlined in the course catalog.
3. The maximum number of credits that may be earned by examination to apply toward a degree may not exceed one half of the minimum number of credits required for that degree.
4. Other national testing organizations may be considered for the awarding of credit subject to institutional procedures.
5. Special Department Examinations: An admitted student in good standing may earn credits by a special department examination subject to institutional procedures.
6. The posting of satisfactorily completed credit by examinations to the student's permanent academic record shall clearly identify that the credit was earned by examination, name of the testing program, date of the examination, number of credits, and a grade of S (*satisfactory*) or P (*pass*).
7. Credit earned by examination does not apply toward satisfying the minimum on-campus resident credit requirement of the institution from which graduation is sought and does not constitute an interruption of the resident credit requirement.

(B/R 9/09)

Section 20. Concurrent Registration

Nevada System of Higher Education policy permits students to register concurrently in courses at the various institutions subject to these regulations:

1. Each student who plans a concurrent registration is personally responsible for obtaining the advanced written approval of the assigned faculty advisor or counselor at the home institution to assure the course(s) are applicable toward satisfying degree requirements.
2. The maximum combined concurrent registration load in any one semester is determined by the advisor and the dean of the college (*or equivalent*) of the student's home institution offering the degree or program.

Section 21. Advising, Counseling, and Other Student Services

1. Counselors and advisors should assist students in evaluating academic progress and the appropriateness of their educational objectives. Each institution shall provide current information on a continuing basis in each of the following areas: admission requirements, general education requirements, transfer status of courses, major and minor fields of study, lower- and upper-division levels of study, upper-division standing, and graduation requirements. (B/R 12/02)
2. Counselors and academic advisors should be well informed about student services available at the state college and universities serving their transfers. Such services include financial assistance (*loans, scholarships, and employment*), housing, counseling and guidance, developmental or basic skills programs, health services, and student activities. (B/R 12/02)
3. Each campus shall designate an office responsible for community college relations, state college relations, or university relations to assist the students with problems in transfer, to provide current information on the transferability of courses and articulation issues, and to act as ombudsman where needed in student cases. (B/R 12/02)
4. Articulation Coordinators
 - a. Each university, state college, and community college President will designate an Articulation Coordinator who will be responsible for expediting transfer decisions. The Coordinator should have a comprehensive knowledge of the issues and policies related to articulation and transfer. (B/R 12/02)
 - b. Coordinators at the universities and state college will work with deans and department chairs as well as regional community colleges to ensure a timely articulation decision on any course submitted for transfer status by the community colleges. (B/R 12/02)
 - c. In compliance with Board of Regents' policy Title 4, Chapter 14, Section 15, which states that "If general elective credit is granted by one university, then all institutions shall accept the credit," it will be the responsibility of the University Articulation Coordinator to notify the Chancellor's Office and his/her counterpart at the other institution concerning any decisions or changes made to such courses.

(B/R 5/92)

Section 22. Enrollment Reporting

The Chancellor's Office shall establish procedures concerning the reporting of institutional enrollments. (B/R 12/04)

Section 23. NSHE Policy on Instructional Materials

Textbook selection is the responsibility of faculty. Textbooks should contain current, relevant information for the course, as well as appropriate assignments and supplementary material when applicable. Textbooks should help faculty accomplish the educational objectives of a course. Faculty should exercise their expertise and professional judgment when selecting textbooks, and carefully consider the academic, professional, and ethical implications of criteria used in textbook selections.

To that end, each NSHE institution shall develop an approved statement of professional and ethical guidelines relative to the selection of textbooks or other instructional materials. Such guidelines shall address relationships with publishers or other providers, selection of one's authored text for instructional use, and shall address the desirability of minimizing costs to students when this can be accomplished without compromising academic standards and academic freedom. (B/R 6/04)