

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 (NSHE) Master Plan.
(B/R 12/04)

Section 2. New Campus and Branch Campus Instructional Sites

1. NSHE institutions may extend their respective services to students and to the general public through multiple sites. If two or more institutions offer services to students at the same site, the institutions shall work together to ensure there is no unnecessary duplication of services and to ensure the needs of students and the general public are met.
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.
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 9/16)

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 NSHE. 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.
 - 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.
2. Institutional strategic plans and mission statements for each NSHE institution, including the Desert Research Institute, shall be presented for consideration to the Board of Regents at least every seven years and will cover a planning period of up to seven years. Updates concerning progress toward major goals and the revision of existing goals may come before the Board at any time during the seven year planning period as determined appropriate by the institution.
 3. On a biennial basis each institution shall present for consideration to the Academic 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.
 4. If an institution desires to develop new academic programs outside of the normal 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 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 9/16)

Section 4. Institutional Mission Statements

The Board of Regents has adopted the institutional mission statements as follows:

1. UNIVERSITY OF NEVADA, LAS VEGAS (UNLV) MISSION STATEMENT

UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve.

2. UNIVERSITY OF NEVADA, RENO (UNR) MISSION STATEMENT

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental, and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.

3. DESERT RESEARCH INSTITUTE (DRI) MISSION STATEMENT

We excel in basic and applied research and the application of technologies to improve people's lives throughout Nevada and the world. We implement this mission by fostering scientific and engineering talent. We apply scientific understanding to the effective management of natural resources while meeting Nevada's needs for economic diversification and science-based educational opportunities.

4. NEVADA STATE COLLEGE (NSC) MISSION STATEMENT

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity - the promise of a stronger community and a better future for all of Nevada.

5. COLLEGE OF SOUTHERN NEVADA (CSN) MISSION STATEMENT

The College of Southern Nevada creates opportunities and enriches lives with inclusive learning and working environments that support diversity and student success. The College fosters economic development, civic engagements, and cultural and scientific literacy, while helping students achieve their educational, professional, and personal goals.

6. GREAT BASIN COLLEGE (GBC) MISSION STATEMENT

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of GBC students are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

7. WESTERN NEVADA COLLEGE (WNC) MISSION STATEMENT

Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.

8. TRUCKEE MEADOWS COMMUNITY COLLEGE (TMCC) MISSION STATEMENT

Truckee Meadows Community College promotes success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

(B/R 9/16)

Section 5. Review of New and Existing Academic Programs and Established Certificates

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 ensure 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. When the annual report is presented to the Committee, at least two teaching institutions selected by the Chancellor's Office will also present in detail the reviews conducted for at least one program. The presentation by each institution shall include, but is not limited to, the institution's process for evaluating existing programs generally, indications of quality, whether the program is meeting employer expectations, improvements in student learning outcomes, and any action steps identified based on the review of the program and the status of the action steps.
2. New programs at the universities, State College, and community colleges shall be reviewed following the first, third and fifth year of the program's existence. The criteria for review shall be established by the Vice Chancellor for Academic and Student Affairs and must include a report comparing originally projected enrollments and expenses to actual first, third and fifth year figures.

3. On an annual basis, the Academic Affairs Council shall report to the Academic and Student Affairs Committee the following certificates that were established in the year prior to reporting:
 - a. Certificates of at least 30 credit hours; and
 - b. Certificates of less than 30 credit hours that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations.
4. 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 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.
5. 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 3/16)

Section 6. Low-Yield Academic Program Review

1. Each President, in consultation with the faculty senate, shall develop procedures for reviewing academic program productivity at least every three years in accordance with the provisions of this section.
2. Academic programs that are at least 10 years old shall be designated as low-yield if the number of degrees granted is below the following levels:
 - a. Associate programs must award at least twenty degrees in the last three consecutive years. Certificate programs in the same field may be considered in the evaluation of the associate program productivity.
 - b. Baccalaureate programs must award at least twenty degrees in the last three consecutive years.
 - c. Master's and doctoral programs must jointly award at least eight degrees in the last three consecutive years.
3. Academic programs designated as low-yield shall be reviewed in consultation with the Faculty Senate within three years of the program reaching these thresholds to determine whether there are sufficient factors to support the program's continuation or merger with other programs. In accordance with the provisions of this chapter, the institution may recommend to the Board the elimination of the program, in which case every effort shall be made to allow current students to graduate and faculty to be placed in other programs if feasible.
4. A program may be exempted from the low-yield designation if it meets any of the following criteria. The program is:
 - a. Is central to the educational or research mission of the institution or partnering institutions vested in the program;
 - b. Meets a demonstrated workforce or service need of the state or geographical region served by the institution, including any projected future needs of the state or region;

- c. Demonstrates an increase in student demand through a pattern of increasing enrollment of majors;
 - d. Demonstrates productivity in the receipt of external grants and contracts related to the program;
 - e. Supports underrepresented student or community groups; or
 - f. Meets other criteria as defined by the institution.
5. The President shall report annually to the Chancellor all programs designated low-yield and the results of the institutional review process of such programs.
(B/R 12/11)

Section 7. Addition or Change of New Degrees, Majors, Programs, Departments, Schools or Colleges

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.
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.
3. The format for consideration of new programs shall be provided by the Vice Chancellor for Academic and Student Affairs.
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 1/14)

Section 8. Condensed Format for Consideration of Existing Program Changes

The Vice Chancellor for 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 9. 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. The proposal must be included in the NSHE Planning Report required pursuant to *Nevada Revised Statutes* 396.505 and Title 4, Chapter 14, Section 3 of the *Handbook* before proceeding to the Council of Presidents.
3. The Chancellor shall review the initial proposal with the Council of Presidents.
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 12/16)

Section 10. 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 11. Deletion of Degrees, Majors, Programs, Departments, Schools, Colleges, Centers or Institutes

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 7.

- 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 12. 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 13. 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. 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.
8. 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.
9. 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.

10. Each campus may develop policies and procedures for the approval of distance education courses and programs.

11. 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.

12. 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.

13. 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 9/16)

Section 14. 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 NSHE 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 15. NSHE Transfer and Admissions

Transfer students to the State College and universities may be admitted under the following alternatives:

1. Associate of Arts (AA), Associate of Science (AS), and Associate of Business (AB) 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. All baccalaureate academic majors at a university or college must have current transfer 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. Transfer agreements shall be developed collaboratively by both the baccalaureate degree-granting institution and the associate degree-granting institution for each baccalaureate program where a corresponding associate program exists. Absent a corresponding associate program, the transfer agreement shall be based on the general transfer degree (AA, AS or AB with no emphasis or major). A co-admission agreement, as authorized under Chapter 16, may be established to accommodate course requirements and potential reverse transfer pursuant to this Chapter. Transfer agreements must include a year-by-year outline of course requirements, including general education and degree requirements, in which the course of study leading to the baccalaureate degree includes the first two years coursework that will result in completion of the requirements for an associate degree.
- g. Transfer agreements shall be updated to reflect any changes made in baccalaureate majors or associate degree requirements as they occur.

- h. 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.
- i. 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

- a. 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 degree 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.
- b. Transfer agreements must include a year-by-year outline of course requirements, including transfer general education and degree requirements, in which the course of study leading to the Bachelor of Applied Science degree includes the first two years coursework that will result in completion of the requirements of an associate of applied science degree.

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 2.50 at a community college or other accredited institution and must place into college-level English and mathematics courses or have completed college-level English and mathematics prior to transfer to qualify for university admission.
- 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 6/17)

Section 16. 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.
 9. Professional schools may establish their own distinct course numbering rubric that extends beyond the numbering rubric set forth under Subsection 5.
- (B/R 12/16)

Section 17. 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. 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.
4. A receiving institution shall not require a transfer student to take examinations to validate credit in those courses that are approved as transferable.
5. 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.
6. 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.
7. 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 9/11)

Section 18. Reverse Transfer

1. Reverse transfer is a degree-completion opportunity for students who have started their education at a community college and transferred to a four-year NSHE institution prior to the completion of an associate's degree. Course credits may be transferred from the university or college to the community college for the purpose of meeting the requirements for an associate's degree.
2. In order to ensure 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 establish 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 shall resolve the impasse.
3. Periodically, the System Office or the four-year institution will provide to the community colleges a list of students previously enrolled who earned at least 15 credits at the respective community college and have recently transferred to a university or State College and have accumulated at least 60 college-level credits. The list will include the student's name and universal identification number (*NSHE ID*) for the purpose of the community college contacting the student regarding the options for reverse transfer of courses to encourage students to earn an associate's degree. In consultation with the respective university or State College, the community college will develop a form to be signed by the student authorizing the release of one transcript to the community college.

(B/R 9/11)

Section 19. System General Education Requirements

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

<u>General Education Courses</u>	<u>Credits</u>	
English	3-6	Freshman level English Composition including English 102
Mathematics	3	Three credits of lower-division coursework
Natural Science	6	Six credits of lower-division coursework to include at least one laboratory experience
Social Sciences or Humanities/Fine Arts	9	Nine credits of lower-division coursework in either the social sciences or humanities/fine arts
TOTAL	21-24	

2. Instruction must be given in the essentials of the Constitution of the United States and the Constitution of the State of Nevada, including the origin and history of the Constitutions and the study of and devotion to American institutions and ideals pursuant to *Nevada Revised Statutes* 396.500 for all associate and baccalaureate degrees. If clearly identified, this content may be included in coursework defined in subsection 1. Institutional course catalogs must identify courses that meet this requirement.
3. Courses taken toward the System general education requirements shall not be applied to more than one general education requirement defined in subsection 1. Credits earned by examination may apply toward any of the general education requirements defined in subsections 1 and 2.
4. 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 requirements for general education.

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.

5. NSHE institutions are encouraged to exchange ideas in the development and improvement of specific courses to meet NSHE requirements, particularly to increase the likelihood of transfer student success; however, each institution is responsible for determining the character of its own program.

(B/R 12/10)

Section 20. 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.
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 21. 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.
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.

3. Credit completed within the NSHE does not constitute an interruption of the resident credit regulation in satisfying the minimum on-campus resident credit requirements for graduation. (B/R 12/16)

Section 22. 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 Occupational Competency Testing Institute (*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. Except as otherwise provided in this Subsection for the CBAPE, each institution shall establish procedures for administering and accepting credit by examination that must be outlined in the course catalog.

Beginning with the 2016-2017 academic year, scores of 3, 4, and 5 on the CBAPE shall be accepted for credit to satisfy electives, general education requirements, or major requirements. Each institution shall publish the CBAPE score course granting policy in accordance with the requirements of this Section in its course catalog and on its Internet website before the beginning of the 2016-2017 academic year.
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 12/15)

Section 23. Concurrent Registration

NSHE 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 24. 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.
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, including loans, scholarships, and employment, housing, counseling and guidance, developmental or basic skills programs, health services, and student activities.
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.
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. 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.

- c. In compliance with Board of Regents' policy Title 4, Chapter 14, Section 16(3), 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 12/02)

Section 25. Student Complaint Process

Institutions must establish a process of addressing student complaints, including complaints involving deceptive trade practices and other acts of fraud as defined under Section 26 of this Chapter.

(B/R 3/14)

Section 26. Deceptive Trade Practices and Acts of Fraud Prohibited

Deceptive trade practices and other acts of fraud are prohibited including, but not limited to the following:

1. To intentionally and materially represent falsely, directly or by implication any statement or representation, oral, written, or visual, in connection with the offering of educational services, including but not limited to statements or representations relating to recruitment and marketing information; tuition, fees and other charges; and admissions information;
2. To adopt a name, trade name, or trademark that represents falsely, directly or by implication, the quality, scope, nature, size, or integrity of the institution or its educational services;
3. To represent, directly or by implication, that students who successfully complete a course or program of instruction may transfer the credits earned to any institution of higher education;
4. To intentionally and materially represent falsely, directly or by implication, in its advertising or promotional materials or in any other manner, the size, location, facilities, or equipment of the institution; the number or educational experience qualifications of its faculty; the extent or nature of any approval received from any state agency; or the extent or nature of any accreditation received from any accrediting agency or association; or
5. To provide prospective students with testimonials, endorsements, or other information that materially misleads or deceives prospective students or the public regarding current practices of the institution.

(B/R 3/14)

Section 27. State Authorization Reciprocity Agreement – Student Complaints and Appeals

1. For the purpose of establishing eligibility for Nevada to participate in the State Authorization Reciprocity Agreement (SARA), the following procedures governing student complaints and appeals are adopted in addition to any other such processes or procedures adopted by an institution. These procedures:

- a. Are written to provide consumer protection for students enrolled in distance education courses or programs; and
 - b. Apply to NSHE institutions that elect to participate in SARA and to resident and non-resident students who are enrolled in distance education courses at those participating institutions.
2. NSHE institutions that elect to participate in SARA must meet the following requirements:
 - a. Agree to abide by the standards and requirements of the SARA Policies and Standards maintained by the National Council for State Authorization Reciprocity Agreements (NC-SARA), available electronically at nc-sara.org.
 - b. If the institution offers a distance education course in a professional or technical course in a field that customarily leads to professional licensure, the institution must inform all enrolled students whether the course meets the standards required for licensure in Nevada and other states where the institution has a physical presence, as defined by Subsection 5 of this Section. If a student enrolled in the course does not live in Nevada or a state in which the institution has a physical presence, the institution must advise the student that he or she must consult the applicable licensure entity in the state where the student lives to determine whether the course meets the required standards.
 - c. Each distance education course or program offered by the institution must provide the opportunity for timely interaction between the student and the instructor, or a member of the instructional team responsible for the course, and reasonable ways for a student to contact the instructor and institution regarding the student's progress, questions or concerns.
 - d. Refunds of tuition or fees for distance education courses must be administered in accordance with institutional refund policies, except as provided in Subsections 3 and 4 of this Section.
3. Administration Withdrawal of Non-Resident Students Living in Non-SARA States

If a non-resident student living in a state that is not participating in SARA enrolls in a distance education course offer by an NSHE institution, the institution must administratively withdraw the student from the course or seek authorization from the appropriate entity in the other state to offer distance education courses if such authorization is required by that state. If the institution administratively withdraws the student, the institution must notify the student of the withdrawal as soon as possible but no later than five (5) business days after the start of the term and provide a 100 percent refund.
4. Administrative Withdrawal of Non-Resident Students Living in SARA States
 - a. If the activities of an institution in a state participating in SARA exceed the limitations set forth under SARA, including exceeding the maximum number of students who may participate in a supervised field experience, the institution must seek authorization from the appropriate entity in the other state to operate in that state, if required by that state, or administratively withdraw students enrolled in the affected distance education courses.
 - b. If an institution elects to administratively withdraw students to ensure compliance under SARA, students must be withdrawn based on their seniority within a program such that students with the least amount of time in the program are withdrawn first. Institutions must notify students of the administrative withdrawal and provide a 100 percent refund.

5. Institutional Procedures for Student Distance Education Complaints and Appeals

- a. In consultation with institution legal counsel and in addition to any other process or procedure adopted by an institution governing student complaints and appeals, each institution that elects to participate in SARA shall specify procedures by which a student or former student may file a complaint concerning deceptive trade practices or other acts of fraud as defined under Section 26 of this Chapter or failure to comply with Subsection 2 of this Section relating to a distance education course or program in which the student is or was enrolled. If a former student files a complaint, he or she must do so within one year after discontinuing enrollment at the institution.
- b. The student complaint procedures adopted by the institution pursuant to this subsection must be provided on the institution's website and through direct written communication, which may be provided electronically, when a student enrolls in a distance education course or program.

6. Appeal For Student Distance Education Complaints

The Vice Chancellor for Academic and Student Affairs may investigate a student complaint concerning the delivery of a distance education course or program at an NSHE institution that is participating in SARA based on a claim of a deceptive trade practice or other acts of fraud as defined in Section 26 of this Chapter or failure to comply with Subsection 2 of this Section. A complaint will warrant investigation only after the student exhausts all complaint and appeals processes available at the institution.

- a. Upon receipt of a complaint, the vice chancellor or his or her designee shall verify within fourteen days that the complaint warrants investigation under this subsection. The vice chancellor shall not take action on a complaint if it does not meet the requirements for an appeal under this Section and if the process for reviewing complaints at the institutional level has not been exhausted.
- b. If the complaint warrants investigation, the vice chancellor shall first forward the complaint to the institution for a written response. The institution shall have thirty days to respond in writing to the vice chancellor and to forward a copy of the response to the student. During the thirty-day period, the institution may attempt to resolve the complaint with the student, and the vice chancellor may assist in the efforts to resolve the complaint. If the vice chancellor determines at any time that a complaint no longer warrants investigation, the vice chancellor shall notify the institution and the student that the matter is closed.
- c. If a complaint is not resolved during the thirty-day period, the vice chancellor may decide not to take further action on the complaint based on the institution's response, investigate the complaint further, or recommend that the Committee created pursuant to this subsection review the merits of the complaint.
- d. After investigation, the vice chancellor may forward a complaint to a standing Appeals Committee appointed by the chair of the Board of Regents. The Committee shall consist of one of Nevada's appointed WICHE commissioners, one representative of the Board of Regents, one representative from each of the universities, one representative from the state college and one representative from each of the community colleges. If the Committee finds the complaint is meritorious, it shall direct the institution to take specific action to remedy the complaint.

7. **Definitions.** The following definitions apply for purposes of this Section:
- a. **Physical Presence.** The definition of “physical presence” under Section 5 of the SARA Policies and Standards maintained by the National Council for State Authorization Reciprocity Agreements (NC-SARA), available electronically at nc-sara.org applies for purposes of this Section.
 - b. **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.

(B/R 9/15)

Section 28. Enrollment Reporting

The Chancellor’s Office shall establish procedures concerning the reporting of institutional enrollments.

(B/R 12/04)

Section 29. NSHE Policy on Printed and Electronic Instructional Materials

The selection of textbooks and other instructional materials is the responsibility of faculty. All instructional materials should contain current, relevant information for the course, as well as appropriate assignments and supplementary material when applicable. These materials should help faculty and students accomplish the educational objectives of a course and should only be required when necessary and highly utilized. Cost should be considered when selecting instructional materials. Faculty should exercise their expertise and professional judgment when selecting instructional materials, and carefully consider the academic, professional, and ethical implications of criteria used in 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 instructional materials, and the desirability of minimizing costs to students when this can be accomplished without compromising academic standards and academic freedom. Where appropriate, each institution shall encourage faculty to select or develop electronic and free or low-cost options for instructional materials. Institutions may negotiate and enter into contracts with publishers, bookstores, and/or similar providers and vendors that allow instructional materials to be offered to students at a reduced cost without infringing on the faculty’s authority to select textbook and instructional material as set forth herein.

(B/R 9/16)