

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 University 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. Institutional strategic plans must align with and support the Board’s strategic plan and goals and must include metrics with corresponding targets that will measure progress towards achieving the goals of the institutional strategic plan.
3. On a biennial basis each institution shall present for consideration to the Academic, Research and Student Affairs Committee its plans for new degree programs, student services and research activities for a planning period of four years in the NSHE Planning Report pursuant to Nevada Revised Statutes 396.505. Planned associate, baccalaureate, master’s, and doctoral programs must be included. An institution must disclose to the Chancellor’s Office any plans for new degree programs that have not been included in the Planning Report prior to submitting for Board of Regents approval.
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, 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 12/22)

Section 4. Selection of Peer and Aspirational Institutions for Teaching Institutions

1. At least every three years, NSHE teaching institutions will recommend a list of three comparison peer institutions and no more than three comparison aspirational institutions. Peer institutions will serve as the basis of comparison for outcomes in areas such as student retention rates, graduation rates, awards conferred, research productivity, and other relevant metrics, particularly those associated with the NSHE strategic plan. Aspirational institutions will represent the general characteristics of the desired future state, for the institution's strategic goals.
2. The recommended list of comparison peer institutions must include public institutions only and come from the most recent annual IPEDS Data Feedback Report. Comparison peer institutions must be selected due to similarity with the NSHE institution, based on characteristics including but not limited to 12-month full-time equivalent (FTE) enrollment, percent of undergraduate students receiving a Pell Grant, academic program mix, urban/rural location, and/or percent of faculty who are full-time. Aspirational institutions shall be recommended by the institution in consultation with the Chancellor and shall include public institutions only.
3. The recommended list of comparison peer and aspirational institutions will be submitted to the Chancellor's Office for review and feedback. Following review by the Chancellor's Office, peer and aspirational institutions will be submitted to the Board for approval.
4. This Section does not apply to Desert Research Institute.
(B/R 9/21)

Section 5. Institutional Mission Statements

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

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

As a minority-serving institution rich with diversity and committed to equity, UNLV:

- provides access to world class educational experiences that are responsive to the needs of our students and stakeholders;
- engages in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries; and
- offers high value, cutting-edge interdisciplinary physical and mental health care to support our community.

We create value for the individuals and communities we serve by fostering a climate of innovation, stimulating economic diversification and workforce development, promoting social justice and inclusion of all voices, and enriching cultural vitality.

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 are a home for science to create a better future for the people of Nevada and the world. We implement our mission through shared governance and by fostering diverse talent.

4. NEVADA STATE UNIVERSITY (NSU) MISSION STATEMENT

At Nevada State University, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable degree programs open doors to career success and an 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 empowers our students and communities to achieve, succeed, and prosper.

6. GREAT BASIN COLLEGE (GBC) MISSION STATEMENT

Great Basin College's mission is transforming lives through education.

7. WESTERN NEVADA COLLEGE (WNC) MISSION STATEMENT

Western Nevada College contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada.

8. TRUCKEE MEADOWS COMMUNITY COLLEGE (TMCC) MISSION STATEMENT

Create a future you will love with accessible, innovative educational opportunities at TMCC. Together we can make it happen.

(B/R 9/24)

Section 6. 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, Research 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, 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.
 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 7. 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 9/17)

Section 8. 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, school, college, center, institute, or other organizational unit may be added, such proposal must be approved by the Board of Regents. Internal administrative changes, including but not limited to the addition or elimination of departments, do not require approval 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. Program proposals for new degree programs must indicate

that the proposing institution consulted NSHE institutions with the same or similar programs.

4. An institution shall not accept or enroll students into an academic program until such program is approved by the Board of Regents pursuant to this Section.
5. 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.

Agreements with non-NSHE degree-granting higher education institutions that do not meet the requirements of this Subsection do not require submission to the Chancellor and Board of Regents for review and approval.

6. 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.
7. For purposes of this Section:
 - a. "Center" or institute" means an organizational unit focusing primarily on research and scholarly activity where services are typically unrelated to internal administrative operations.
 - b. "College" means a collection of departments, which can include schools, that grant degrees in particular fields (may also be known as a division).
 - c. "Department" means a division of a school or college focused in a particular academic area.
 - d. "Organizational Unit" means a school, college or division, center, or institute.
 - e. "School" means a unit that is generally associated with a professional degree.

(B/R 3/21)

Section 9. 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 10. 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 and submit any recommendations from the Council of Presidents to the community college wishing to offer the baccalaureate degree.
4. After the review 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.
5. This Section does not apply to a proposal for a Bachelor of Applied Science (BAS) degree, which is a four-year occupationally specific degree intended to respond to the needs of the workforce.

(B/R 3/19)

Section 11. 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 12. Deletion of Degrees, Majors, Programs, Schools, Colleges, Centers or Institutes

1. It is the policy of the Board of Regents that the deletion of any degree, major, program, school or college, center, institute or other organizational units 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. Internal administrative changes, including but not limited to the elimination of departments, do not require approval by the Board of Regents.
 - a. Proposals for deletions, other than those internal administrative changes as specified above, 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 12/19)

Section 13. 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 14. 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 15. NSHE Articulation Coordinating Committee and Institutional Articulation Coordinators

1. The Board of Regents is committed to establishing a seamless system for transfer and articulation that promotes student success and helps students move easily from institution to institution as they progress toward their educational goals.
2. A NSHE Articulation Coordinating Committee is hereby established to review and evaluate current transfer and articulation policies and formulate additional policies to help and promote the success of transfer students.
 - a. The Articulation Coordinating Committee shall report to the Chancellor.
 - b. The Articulation Coordinator for each institution appointed in accordance with this Section shall serve as a member of the NSHE Articulation Coordinating Committee.
 - c. The Vice Chancellor for Academic and Student Affairs, or his/her designee, is a member of, and serves as the chair of, the Committee.
3. The charge of the Articulation Coordinating Committee shall be set by the Chancellor and includes but is not limited to the following tasks:
 - a. Recommend to the Chancellor and the Board of Regents proposed policies regarding transfer and articulation and conduct a continuing review of transfer and articulation practices.
 - b. Provide administrative oversight of the NSHE Common Course Numbering System established in accordance with Section 16 of this Chapter, including but not limited to communicating curricular changes and periodic review of course offerings to ensure that students can readily transfer from one NSHE institution to another.
 - i. The Articulation Coordinating Committee may establish System-Wide Discipline Committees that shall include institutional faculty representatives of the disciplines.
 - ii. As required, the System-Wide Discipline Committees must review the course offerings within their respective disciplines system-wide periodically or at least once every 10 years to determine common versus unique courses and make the appropriate changes to ensure that students are able to readily transfer courses from one institution to another.
 - c. In accordance with this Section, on a case by case basis, review institutional decisions in student appeals regarding the transfer and/or articulation of transfer credit.
 - d. Develop a statewide postsecondary articulation and transfer manual that provides an overview of Board policies governing transfer and articulation at NSHE institutions, including the NSHE Common Course Numbering System, and an outline of the transfer process at each institution for NSHE and non-NSHE students.

4. Articulation Coordinators

- a. Each university, State College, and community college President will designate an Articulation Coordinator who will serve on the NSHE Articulation Coordinating Committee. The Articulation Coordinator should have a comprehensive knowledge of the issues and policies, protocols and processes related to articulation and transfer. A list of institutional Articulation Coordinators will be maintained by the Chancellor's Office and made available on the NSHE System website and each institution's website.
- b. The Articulation Coordinator, or his/her designee, will serve as the initial point of contact at each institution for individuals seeking transfer/articulation information or support and will assist students with problems in transfer, and provide current information on the transferability of courses and articulation to degree requirements.
- c. Articulation Coordinators will work with deans and department chairs to ensure a timely articulation decision on any course submitted for transfer.

5. Review of Final Institutional Decisions of Student Appeals

- a. A student may submit a request for review to the Chair of the Committee only after the student exhausts all appeals processes available at the institution and receives written notification of the decision in accordance with Section 17 (Transfer Courses and Student Appeals) of this Chapter. The Committee shall establish a form by which to submit the request for review
- b. Upon receipt of the request for review from the student, the Chair of the Committee, in a timely manner, shall:
 - i. Consult with the Articulation Coordinator for the institution to verify the institutional decision and may request documentation justifying the institutional decision to deny the transfer of credit or articulation of credit to the student's degree, major or college requirements; and
 - ii. Forward the request for review to the NSHE Articulation Coordinating Committee for further review if the consultation with the Articulation Coordinator does not resolve the request for review in favor of the student.
- c. Upon receipt of a request for review from the Chair of the Committee, the Articulation Coordinating Committee shall review the institutional decision in a timely manner and report on its review regarding the student's institutional appeal. Before transmitting its findings to the Chancellor, the Articulation Coordinating Committee may establish a discipline committee to review the institutional decision. If a discipline committee is established:
 - i. The discipline committee shall include one faculty representative from the discipline from each institution, or if an institution does not have that discipline, a related discipline from the institution.
 - ii. The Chair of the Committee shall facilitate review by the discipline committee.
 - iii. The representative from the institution that made the final decision on the student's appeal must be allowed to present and explain the rationale for the institutional decision.
 - iv. The discipline committee shall evaluate in a timely manner the rationale for institutional decision and notify the Articulation Coordinating Committee whether it agrees or disagrees with the institutional decision.
- d. Upon receipt of the review from the Articulation Coordinating Committee, the Chancellor may transmit the review findings to the institution and may request further consideration based on the findings of the Articulation Coordinating Committee.

- e. The Chair of the Articulation Coordinating Committee shall notify the student and the Articulation Coordinator for the institution of the findings from the request for a review.
 6. The Chancellor may establish procedures governing the Articulation Coordinating Committee in accordance with this Section.
 7. The Chancellor's Office will report periodically to the Board of Regents on the status of transfer and articulation of courses at NSHE institutions, including requests received by the institutions for evaluation of courses for transfer and articulation and the outcome of those requests; and the number of requests for review referred to the Articulation Coordinating Committee and the outcome of those requests.
- (B/R 3/18)

Section 16. 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. The first two years of the year-by-year outline shall not include upper-division coursework (300-400), unless approved by the Vice Chancellor for Academic and Student Affairs.

- g. Transfer agreements must disclose when lower-division courses required for the major are not offered at the community college and must indicate the four-year institution where such courses may be taken for the purpose of meeting the associate degree requirements through reverse transfer.
- h. Transfer agreements shall be updated to reflect any changes made in baccalaureate majors or associate degree requirements as they occur.
- i. 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.
- j. 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 3/21)

Section 17. 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. The NSHE Articulation Coordinating Committee shall provide administrative oversight of the NSHE Common Course Numbering System.
3. An NSHE common course numbering master file shall be maintained by the Office of the Chancellor and published on the Web.
4. 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.
5. 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.
6. 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

7. An institution shall only offer upper division courses that apply to one or more degree programs that are approved by the Board for offering at that institution or for the purpose of fulfilling transfer agreements.
8. 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.
9. Within the student 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.
10. Professional schools may establish their own distinct course numbering rubric that extends beyond the numbering rubric set forth under Subsection 6.
(B/R 9/22)

Section 18. Transfer Courses and Student Appeals

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 upper and lower division baccalaureate level courses are transferable. In general, a baccalaureate level course is one that is commonly offered by a regionally accredited educational institution as being applicable toward a bachelor's degree. Institutions cannot limit the number of transfer credits applicable to degree requirements based on institution type.
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 required throughout the evaluation process.
4. Credit for Prior Learning (CPL), once transcribed by an NSHE institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. CPL shall apply toward appropriate general education, degree, or certificate requirements and should not be awarded if it duplicates credit already earned.
5. A receiving institution shall not require a transfer student to take examinations to validate credit in those courses that are approved as transferable. However, 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.
 - a. Each NSHE institution shall evaluate military transcripts pursuant to Title 4, Chapter 14, Section 21.

b. Student Appeals

- i. If the institution denies the transfer of credit or the articulation of the credit to the student's degree requirements, the student may appeal the institutional decision.
 1. Each institution shall establish an appeal process that must be made available to all students and posted on the institution's website.
 2. Courses identified as non-transferrable in the student information system or the originating institution's catalog are not subject to appeal.
 3. The institution shall notify the student in writing of the final outcome of the appeal and, if transfer credit or the articulation of credit is denied, the reason for the denial.
- ii. After all institutional appeal processes are exhausted, a student may submit a request for review of the final institutional decision to the NSHE Articulation Coordinating Committee in accordance with Section 14 of this Chapter.

(B/R 9/22, 9/25)

Section 19. 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 20. System General Education Requirements

1. Except as otherwise provided in this subsection, 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	

Associate of applied science and bachelor of applied science graduates must complete a minimum program of general education requirements defined as follows:

<u>General Education Courses</u>	<u>Credits</u>	
Communications/English	6	
Mathematics	3	Mathematics may be included as a course or clearly identified as content in other required courses
Human Relations	3	Human Relations must be included as a course or be clearly identified as content included in other required courses
Science	3	Science may be included as a course or clearly identified as content in other required courses
Social Sciences or Humanities/Fine Arts	3	Three credits of lower-division coursework in either the social sciences or humanities/fine arts
TOTAL	18	

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 for Prior Learning (CPL) 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, associate of applied science, 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 3/24, 9/25)

Section 21. Credit for Prior Learning

Credit for Prior Learning (CPL) is defined as the methods used to evaluate and formally recognize learning, knowledge or skills that have been attained outside the traditional academic environment.

Institutions shall advise a student regarding the expectations and limitations of CPL, including but not limited to, identifying possible alignment of the student's previous experiences with academic programs and the process for requesting prior learning assessments.

1. Institutionally Reviewed Nationally Recognized Exams
 - a. Exams for Postsecondary Credit. Institutions shall evaluate the competencies measured in nationally recognized exams and award credit when the competencies are comparable to the learning outcomes of the college course. Exams include but are not limited to:
 - i. Excelsior College Exam;
 - ii. National League for Nursing Placement Examination (*NLN*), Profile II;
 - iii. National Occupational Competency Testing Institute (*NOCTI*);
 - iv. Dantes Subject Standardized Tests (*DSST*); and
 - v. Other exams as deemed appropriate by the institution.
2. System Reviewed Nationally Recognized Exams
 - a. The Chancellor's Office shall establish procedures for a collaborative process with faculty for the periodic recommendation to set systemwide course equivalencies for exams including, but not limited to, College Board Advanced Placement Examination (*CBAPE*), College Level Examination Program (*CLEP*), and International Baccalaureate Diploma Program (*IB*), to be presented for consideration by the Academic Affairs Council. A final determination shall be made by the Academic Affairs Council and published on the NSHE website.
 - i. Scores of 3, 4, and 5 on the *CBAPE* shall be accepted for credit.
 - ii. Scores of 4, 5, 6, and 7 on the *IB* higher-level examination and scores of 5, 6, or 7 on the *IB* standard-level examination shall be accepted for credit.
 - iii. A score of 50 or higher on a *CLEP* assessment shall be accepted for credit.
3. Institutionally Prepared Assessments. Institutionally prepared assessments may be used to award credit when the competencies are comparable to the learning outcomes of the college course. Assessments shall be developed by an appropriately credentialed faculty.

4. Industry Recognized Credentials. Institutions may award credit for industry certifications and professional licensure that demonstrate comparable learning outcomes to postsecondary courses.
 5. Career and Technical Education Program Articulated Credit. High school graduates identified as Career and Technical Education (CTE) Program Completers who have earned a State Certificate of Skill Attainment may be awarded college credits for high school work based on written, articulated program agreements with the Department of Education.
 6. Credit Recommendation Services. Institutions may follow the recommendations for course equivalences provided by nationally recognized credit recommendation services and award credit when the learning outcomes are comparable to those of the institution's postsecondary courses. Credit recommendations services include but are not limited to:
 - a. American Council on Education (ACE) National Guide to College Credit for Workforce Training;
 - b. American Council on Education (ACE) Military Guide;
 - c. National College Credit Recommendation Services (NCCRS); and
 - d. Other credit recommendation services deemed appropriate by institution.
 7. Individual Portfolio Assessments. Institutions may provide portfolio assessment options to award credit. Assessed portfolios shall be evaluated by criteria established by appropriately credentialed faculty.
 8. The posting of CPL to the student's permanent academic record shall clearly identify that the credit was earned by CPL type, number of credits, and a grade of S (satisfactory) or P (pass).
 9. CPL 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.
 10. Institutions shall publish the course granting policy and approved course equivalencies in its course catalog.
 11. The Chancellor's Office shall establish procedures for the transcription of CPL awarded as well as reporting metrics.
- (B/R 6/19, 9/25)

Section 22. Military Transcript Evaluation

1. In addition to credit awarded by examination under to Title 4, Chapter 14, Section 20, pursuant to Senate Bill 457 (Chapter 603, Statutes of Nevada 2017), each institution shall evaluate a Joint Services Transcript (JST), a transcript from Air University, and/or a transcript from the Community College of the Air Force (CCAF) submitted by a student for the purpose of identifying any military education, courses, training and/or occupational experience for which credit may be awarded.
2. Based on its evaluation of a JST, a transcript from Air University, and/or a transcript from the CCAF, if the institution determines that any military education, courses, training and/or occupational experience is equivalent to a course that fulfills a general education, certificate, or degree requirement and does not duplicate other credit awarded to the student in fulfillment of those requirements, credit toward the applicable course requirement must be awarded to the student. The institution may award general elective credit for any other credit that does not fulfill

a general education, certificate, or degree requirement. Faculty must be consulted in the transcript evaluation process.

3. Beginning with the 2017-2018 academic year, each institution shall maintain an inventory of the military education, courses, training and/or occupational experience evaluated by the institution for which credit was awarded to a student. The inventory must include the corresponding course; academic program; and general education, certificate, or degree requirement for which credit was awarded. By December 31, 2017, each institution shall post the inventory on its website in a location that is easily accessed by members of the military and veterans seeking information on course credit that may be available at that institution based on their military education, courses, training, occupational experience, and chosen program of study. The information on the website must be updated not less than each term.
4. In addition to the JST and the Air University or CCAF transcript, institutions may evaluate other assessments of prior learning pursuant to Title 4, Chapter 14, Section 20 for purposes of this Section.

(B/R 6/21)

Section 23. Academic Advising and Counseling

1. Effective Fall 2020, upon initial enrollment all first-time degree or certificate seeking students shall be required to meet with an academic advisor or counselor prior to the date of matriculation. All continuing, degree or certificate seeking students shall be required to periodically meet with their academic advisor or counselor until degree completion.
2. By academic year 2023-2024 all institutions shall maintain a student-to-advisor ratio of no greater than 350:1.

(B/R 6/19)

Section 24. 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 24 of this Chapter.

(B/R 3/14)

Section 25. 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 26. 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 24 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 readily available to all students by publication on the institution's website and in its catalog.

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 24 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 6/20)

Section 27. State Authorization Reciprocity Agreement – Institutional Appeals and Process

As a designated Portal Entity for the State Authorization Reciprocity Agreement (SARA) NSHE is charged with accepting, reviewing, and approving or denying applications from Nevada post-secondary institutions wishing to participate in SARA.

1. Institutional Appeals

- a. In the event an institution is notified by the State Portal Entity Contact of its intent to remove the institution from participation in SARA, or if the institution is denied initial participation in SARA, the institution may appeal the denial of participation to the State Portal Entity for further review by the NSHE Vice Chancellor for Academic and Student Affairs.
- b. Institutions who choose to appeal must do so on the following grounds:

- i. The State Portal Entity Contact did not follow procedures as outlined in the SARA Manual. The institution must submit supporting documentation.
- ii. The State Portal Entity Contact made a mistake in determining that the institution does not meet the eligibility criteria to participate in SARA, as outlined in the SARA Manual. The institution must submit supporting documentation to prove that the institution meets the eligibility criteria for SARA.

2. Appeals Process

- a. Institutions wishing to appeal their removal or denial of participation from SARA must submit their official appeal to the State Portal Entity Contact, consisting of a letter stating their reason for appealing, along with the required supporting documentation, within thirty (30) days of their removal or denial notification.
- b. Upon receiving the official appeal and supporting documentation, the NSHE Vice Chancellor for Academic and Student Affairs will make a determination on the appeal within fourteen (14) days of the receipt of the official appeal.
- c. Institutions whose appeals are accepted will remain as a SARA participating institution or will be granted initial participation in SARA if not already a participating institution.
 - i. The institution must pay all fees associated with SARA participation before participation will be granted or before institutional participation can be renewed.
 - ii. Institutions whose appeals are denied will be notified of the decision of the Vice Chancellor for Student Affairs. For institutions currently participating in SARA, the State Portal Entity Contact will take immediate action to have them removed as a SARA participating institution following the notification of the decision.
- d. If an institution's SARA participation expires during the appeals process, they will remain a participating institution until such time as the appeals process can be resolved.

(B/R 6/20)

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)

Section 30. Community College Institutional Advisory Councils

1. Each community college President shall establish an institutional advisory council to provide advice, assist in community relations, assist in institutional development, and provide other assistance as requested by the President to enhance the institution including supporting institutional initiatives, institutional advocacy, promoting college programs, and strategically supporting the implementation of institutional goals and objectives.
2. Each community college President, in consultation with the Chancellor, shall submit to the Board of Regents for approval a proposal for such a council, to include the proposed role of the council and the number and composition of membership, including the individuals that will serve initially on the council.
3. Members shall serve at the pleasure of the President or for a term established in the proposal for the council.
4. Once approved, the proposal may be amended on the recommendation of the President and the approval of the Board of Regents. Proposals to amend may include changes in the number and composition of membership, the role of the institutional council.
5. The President shall call the meetings of the institutional advisory council and shall set the agenda. All meetings shall be conducted in compliance with the Nevada Open Meeting Law.
6. Members shall serve without compensation.
7. Members shall not take any action which conflicts with their roles as a member of the institutional advisory council.
8. At least biennially, the President shall prepare a written report for the Board of Regents on the activities in support of the President and institution that were undertaken by the council and any changes in council membership that occurred since the last report since the last report.

(B/R 6/22)

Section 31. Workforce Advisory Boards

1. Community colleges may establish advisory boards to provide direction and guidance for specific program areas within the college to strengthen and enhance the success of the program by working closely with the business and labor communities to provide high quality workforce training and education.

2. A board may be established for any academic or workforce training program to provide advice and guidance on program requirements necessary to prepare students for the workforce, including but not limited to required competencies for the industry or career field and new and emerging occupations. In addition, the board may provide advice and guidance on curriculum development, student recruitment, staff development, equipment and software recommendations, and other matters that will support and improve program quality.
3. The Board must include at least three members who are representatives of business and industry with recent, firsthand, and practical experience in the program area.
4. Members will serve at the pleasure of the President or their designee and will serve without compensation.

(B/R 6/22)