

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 Stratiotional

- 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.

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

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

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Section 6.

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-

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

Section 11. Review of New Study Abroad

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 cer (qual)2.7 (i)y(al)2.7 (Jn(c)-2 ((i)2.6 g(t)-6

- 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.

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

- 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.

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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 requirements.

Section 17. Course Numbering

1. All undergraduate courses in the NSHE must be common-course numbered with equivalent courses

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. 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 degree 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.
 - a. Each NSHE institution shall evaluate military transcripts pursuant to Title 4, Chapter 14, Section 21.
 - b. Student Appeals
 - a. 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.
 - i. Each institution shall establish an appeal process that must be made available to all students and posted on the institution's website.
 - ii. Courses identified as non-transferrable in the student information system or the originating institution's catalog are not subject to appeal.

- iii. 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.
 - b. 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)

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

<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 gener (f)-6.0 0 Td[]0.6 (de up)-2 (t)-6.6 (ai)2.6 (on)0.7 (t)uiraon Co 3. Couroure.5 0Td10.5 j/TT0 1 JJ-0.002 Tc 0.00d 2.6 (ev)-2 (adav)-2 (a2 (s6j0 Tc 0 (t)- ()T.9 w ()Tj-0.002

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 field, the institution shall comply with the requirements of 6.6 (ai), 6.6 (n), 6.6 (t), 6.6 (u) and 6.6 (v).

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.
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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 asynchr o41 Td (ab.9 (a.12 (al)22a576-6.n:)3eD 126 643.44 Tphi)2.6 (c)-2 (di)2.6 6 (hen)1fm0.6 (s

