



New Jersey Presidents' Council

Working together to improve Higher Education for all of New Jersey

Academic Issues Committee Manual 2019-2020

Academic Issues Committee Manual

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I. Academic Issues Committee Overview

A. Purpose and Statutory Basis

As defined by N.J.S.A. 18A:3B-8 et seq., the New Jersey Presidents' Council (NJPC) has the responsibility to review and make recommendations concerning proposals for new academic programs, institutional licensure, and university status. In order to effectuate this responsibility, the NJPC created the Academic Issues Committee (AIC).

The AIC reviews and makes recommendations to the NJPC on academic program proposals and changes in academic programs for New Jersey institutions, including new program proposals, conversion of options/concentrations to majors, changes of degree designations, joint program offerings, and changes in location of offerings. The AIC also must be notified by New Jersey institutions on matters of programmatic change, including changes in nomenclature, termination of programs, certificate offerings and option development. In addition, the AIC makes recommendations to the Office of the Secretary of Higher Education (OSHE) with regard to matters such as licensure and re-licensure of out-of-State institutional programs, establishment of branch campuses, exceeding or changing programmatic mission, and the conversion to university status of a New Jersey institution.

The statute specifically directs the NJPC to review new programs that exceed the programmatic mission of an institution and programs that demand significant added resources or raise significant issues of duplication of program offerings in the state. Historically, the AIC has limited its review of new programs to these matters; however, the review of a new academic program is not expressly limited to these matters by the statute. Over the years, the AIC has been delegated responsibilities for other features of academic program review not expressly described in statute (e.g., conversion of an option/concentration to a major, change of degree designation, joint degree program, and location of programmatic offerings)

The AIC makes recommendations to the NJPC which in turn makes recommendations/or comments to the OSHE on the following matters as it relates to new program development:

1. Proposals for new degree programs that exceed the programmatic mission of an institution. Programmatic mission is defined as the level of academic degrees that an institution has been authorized to offer.
2. New degree programs that demand significant added resources or raise significant issues of duplication but do not exceed the programmatic mission of the institution or require a change in the programmatic mission. (N.J.S.A. 18A:3B-8(b), (c))
3. Upon referral from the Secretary of Higher Education: institutional licensure, a change in the programmatic mission of an institution, and university status. (N.J.S.A. 18A:3B-8(b),(i); N.J.A.C. 9A:1-1 et seq.; and established practice with OSHE)
4. Review of petitions from out-of-state institutions and recommendations

- to the Secretary of Higher Education. (N.J.A.C. 9A:1-5.3(a)3)
5. Review of branch campus petitions and recommendations to the Secretary of Higher education if concerns are raised by New Jersey institutions of higher education (N.J.A.C. 9A:1-6.2(d)2)
 6. An institution proposing to offer at a branch campus a degree program not previously offered at the main campus shall submit that program through the AIC New Program Approval Process for NJPC review (N.J.A.C. 9A:1-6.2 (f))

In addition to the statutory requirements and requests for input by the Secretary of Higher Education as detailed above, the NJPC has requested that the AIC also consider matters of quality. There are two overriding principles in this review:

1. The AIC review should be for all action items (including requests for input from the Secretary).
2. When a consultant's report is required, the AIC review will assess and validate the consultant's report.

For new program proposals and for licensure proposals, the quality review will assess and validate the consultant report, considering the following questions:

1. Is the consultant appropriately credentialed and experienced?
2. Is the consultant's report a thorough and thoughtful analysis of the program proposal?
3. For new program proposals, does the consultant's report respond to all elements required in the "Guidelines for Consultant Report" and respond adequately to the quality indicators? For licensure requests is the report responsive to licensure standards?
4. Were the consultant's recommendations responded to appropriately by the institution?

In addition to a review of the consultant's report, the AIC will consider the basic quality measures included in the consultant review (when required) and the program proposal to affirm quality with regard to:

1. Program. Specifically,
 - a. Are the program objectives sound and clearly stated?
 - b. Are the learning outcomes adequately articulated?
 - c. Is there evidence that a program review process is in place?
 - d. Does the program fit within the institutional mission and its strategic plan and educational goals?
 - e. Is the demand analysis convincing?
 - f. In the learning outcomes plan, the program review and the demand

analysis, are there measurable expectations (qualitative as well as quantitative)?

- g. Does a review of the curriculum suggest that there will be rigor in the program?
 - i. If specialty accreditation is available, does the program meet those standards?
 - ii. Is there evidence of meeting state licensure standards?
 - iii. Is there institutional accreditation by an agency recognized by the United States Department of Education? If not, what is the evidence of quality assurance?
2. Resources. Specifically,
 - a. Is the budget and enrollment plan reasonable?
 - b. Are the facilities adequate, including library, laboratory equipment, technological infrastructure and computing?
 - c. Are the faculty adequate and appropriately credentialed with the necessary scholarly/creative/research expertise?
 - d. Is there adequate staff and administration?

B. AIC Membership and Meeting Processes

1. Member Designees - Presidents appointed to the AIC may appoint a designee to attend AIC meetings who can vote on their behalf. Such designation must be made in writing to the chair of the AIC. This communication must include the designee's name and title, and must confirm that the designee has the authority to vote and speak on behalf of the president at the AIC meetings. It is the responsibility of the president to ensure that he/she is informed of key discussions and actions of the AIC.
2. While it is the responsibility of all members of the AIC to be fully informed on the action items that come before the AIC, two members of the AIC (in addition to the chair) will be assigned to each item that comes to the AIC for action. The readers will be responsible for reading the item, ensuring that the materials meet the requirements for submission and for following up with the institution if further information is required. Finally, the readers will present the action item to the AIC for consideration and will summarize the action, highlighting any significant points of interest.
3. All presidents or designees are eligible to vote on action items before the AIC. It is the responsibility of all members to express their support and/or concerns regarding items for consideration as they are presented. AIC members will vote for or against an action item after each item has been presented. A member may recuse himself from voting on the action if prejudice or conflict of interest exists (i.e. the member

represents the institution submitting the action). The member should abstain from the vote only when he feels he does not have enough information on the matter to support or reject the action.

- 4. Meeting minutes and NJPC action on AIC recommendations will be posted on the NJPC website within a week of the NJPC action.

C. Membership Roster and Calendar Information

- 1. Appendix A contains a current membership list of the AIC with contact information.
- 2. Appendix B presents a current calendar for the AIC.

II. Changes to Academic Programs Requiring Academic Issues Committee Review and Action

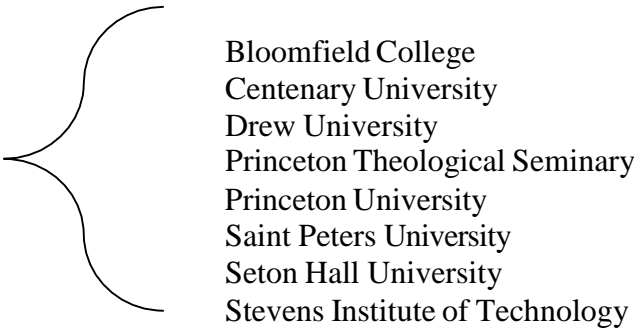
A. Initiating a New Academic Degree Program

- 1. Steps in the Process

All degree granting institutions, including the eleven independent institutions that do not receive direct state aid but excluding those institutions that are explicitly identified as "exempt" owing to the date of their charters (prior to April 1, 1887), will prepare a Program Announcement (PA) for every new degree program under consideration.

The PA will solicit comments from other institutions of higher education and facilitate the work of the NJPC. A list of the information required for inclusion in the PA is provided in Section II.A.3a (page 4).

Charter Institutions:



The institution is responsible for distributing the PA to all of the presidents of New Jersey higher education institutions. Institutions are provided the opportunity to comment on issues related to program duplication, cost, mission, and related matters.

Objections must be communicated to the proposing institutions within thirty days of receipt. They must be substantive and relate to matters of program duplication, available resources, and programmatic mission.

If objections are raised within the designated period, the proposing and objecting institutions should make every effort to resolve their differences informally in furtherance of the stated objective of interinstitutional cooperation. If the differences cannot be resolved in this manner, the documentation with respect to objections will become part of the material forwarded to the NJPC for review.

The institution is then charged with engaging an independent external consultant to conduct a site visit, review the proposed program and prepare a written report following the guidelines provided in Appendix D. The selected consultant should have no past or present professional relationship with the institution proposing a new program that might imply a (perceived or real) conflict of interest. Criteria for the selection of an external consultant are outlined in Table 1. The consultant's report must be structured according to the guidelines in Appendix D.

The institution's governing board must pass a resolution approving the new program. The resolution must be dated.

The institution then forwards the complete file, as an electronic document, to the Chair of the AIC. The file should contain the PA (including Appendix F, *Program Announcement Cover Sheet*), the governing board's resolution, the consultant's report, the institution's response to the consultant, and the new program checklist. If objections were raised, comments from the objecting institutions, responses from the proposing institutions, and information regarding any efforts at reconciliation should be included.

TABLE 1 – AIC Consultant Selection Criteria

The following criteria should be considered in the selection of an external consultant:

1. Conflict of Interest:

There must be no conflict of interest or appearance of a conflict of interest with the institution under review. There is a conflict of interest when the potential consultant:

- a. is a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to, the institution that is seeking program approval;
- b. is a spouse, parent, child, or sibling of an individual or persons listed in (a) above;
- c. is seeking or being sought for employment or other relationship with the institution under review;
- d. has a personal or professional relationship with the institution under review that might compromise objectivity; and/or
- e. has a competitive relationship with the institution that might compromise objectivity.

There must be a five-year period between the end of the relationship and any engagement with the institution to serve as a consultant. (The only exception to this restriction is that the institution can hire the consultant to review additional programs within the five-year period.)

- 2. Appropriate terminal degree in relevant field from an accredited institution.
- 3. Academic or appropriate professional experience (administration and/or teaching) in the field.
- 4. Research experience (where appropriate):
 - a. Publications such as books and articles in refereed journals.
 - b. Recipient of research grants from external funding sources such as government agencies and foundations.
- 5. Appropriate professional experience in relevant field(s) if program to be reviewed has professional orientation (e.g., engineering, social work, law).
- 6. Knowledge of the state of the art of the field.
- 7. Familiarity with standards for academic programs developed by professional accrediting agencies.
- 8. Familiarity with existing programs.
- 9. Awareness of employment possibilities of graduates.
- 10. Knowledge of budgeting and financial matters - of critical importance if program to be reviewed would be expensive or represent a major shift in an institution's educational mission.
- 11. Experience in evaluating academic programs.
- 12. Except in circumstances where specialized expertise is required, out-of-state consultants should be selected.

2. Possible Outcomes

- a. If the AIC determines that there are outstanding issues and/or questions remaining in regard to the proposal, the proposal will be returned to the institution for modification and/or correction before resubmission. The AIC must provide specific reasons for the return of the proposal. In its resubmission, the institution should provide responses to the issues raised by the AIC and include a copy of the original proposal. The institution may choose not to resubmit.
- b. If the AIC determines that there are no outstanding issues and/or questions remaining in regard to the proposal, it will make a favorable recommendation to the NJPC. If the NJPC concurs, the result of a favorable review will be conveyed to the proposing institution within fifteen days and the program may be implemented.

Notification of the favorable review of all new degree programs will be sent by the NJPC to the higher education community for information and to the OSHE and to the New Jersey State Department of Military and Veterans Affairs for record-keeping purposes. A current inventory of authorized degree programs is available on the OSHE website at: http://www.nj.gov/highereducation/Program_Inventory/PI_Search.htm

The address and phone number for the Department of Military and Veterans Affairs is: State Approving Agency, Eggert Crossing Road, P.O. Box 340, Trenton, NJ 08625; (609) 530-6849.

- c. If the AIC identifies a concern with respect to a proposed program exceeding an institution's programmatic mission, it will make a recommendation to the NJPC which, in turn, will make a recommendation to the Secretary of Higher Education who is responsible for final administrative decisions in this area. A list of institutions by authorized program mission level can be found in Appendix C.
- d. If the AIC identifies a concern with respect to a proposed program being unduly expensive or duplicative but not exceeding an institution's programmatic mission, it will review and comment on the program, and may seek to resolve the differences through informal mediation or more formal steps, e.g., a hearing with appropriate notice.

The AIC will make a recommendation to the NJPC. If the NJPC determines that the program is unduly costly or duplicative, it will be referred to the Secretary of Higher Education for review. If the Secretary does not disapprove of the program within sixty days, the program will be deemed approved.

3. Required Documents

- a. Program Announcement. The PA which must be circulated to all licensed New Jersey higher education institutions shall include the consultant's curriculum vitae (criteria for the selection of an external consultant are outlined in Table 1), and must contain a cover page (Appendix F) and narrative/descriptive information on the following:

1) Objectives. Briefly summarize the program and indicate its objectives, e.g., the nature and focus of the program, the knowledge and skills students will acquire, any cooperative arrangements with other institutions or external agencies in offering the program.

- State whether the proposed program exceeds the programmatic mission of the institution as listed in Appendix C.

2) Evaluation and Learning Outcomes Assessment Plan for the program. Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Present a concrete plan for evaluating the program in terms of curricular design, student achievement, program success, and stakeholder satisfaction. Describe who is responsible for oversight of the assessment and evaluation, including collection, analysis, and use of results to improve the curriculum. In the case of accredited programs, an explanation of how accreditation standards and processes inform the assessment plan should be provided.

Elements of the evaluation and assessment plan may include the following:

- Program goals or objectives (broad statements of the purpose of the program in terms of what students will be prepared to do with the credential)
- Student learning goals (more specific statements of how the program is designed to deliver the program goals and what students will learn)
- Student learning outcomes (specific statements of how students will demonstrate their achievement of the student learning goals)
- Map of the curriculum identifying courses and other learning experiences designed to deliver the intended student learning outcomes
- Student learning outcomes assessment methods or tools (direct measures of student learning such as exams, term papers, projects, practicums, standardized assessments, benchmarks, portfolios, etc.; indirect measures such as reflections, surveys)
- Program evaluation methods or tools (surveys, focus groups, job placement data, etc. that will measure student and employer satisfaction; program success data, including enrollment and completion rates, admission to graduate programs, job placement data, student participation in conferences, etc.)
- Mechanisms to support the sustainability of assessment and evaluation

processes (oversight and cycles for reporting, including department or college processes; institutional reporting requirements; and accreditation if applicable)

The learning outcomes plan should be shown in the form of a table. Examples of evaluation and learning outcomes plans are shown in Appendix K.

- 3) Relationship of the program to institutional strategic plan and its effect on other programs at the same institution.
- 4) Need. Provide justification of the need for this program.
 - a) If the program falls within the liberal arts and sciences and does not specifically prepare students for a career, provide evidence of student demand and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education).
 - b) If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market need as appropriate on local, regional, and national bases. Specify job titles and entry-level positions for program graduates, and/or indicate opportunities for graduates to pursue additional studies.
 - c) Describe the relationship of the program to institutional master plans and priorities.
 - d) List similar programs within the state and in neighboring states and compare this program with those currently being offered.
 - e) For doctoral programs only, supply a select list of distinguished programs nationally in this discipline.
- 5) Students. Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.
- 6) Program Resources. Briefly describe the additional resources needed to implement and operate the program during the program's first five years, e.g., the number of full-time faculty, number of adjunct faculty, computer equipment, print and non-print material.
- b. Degree Requirements. Provide an outline of the curriculum, including a list of the proposed courses and credits per course. Indicate the total number of credits in the degree program and, for undergraduate programs, the number of general education credits.
- c. Consultant Report. The written report must be a thoughtful and thorough analysis of the quality of the program, not merely a detailing of the specifics of the proposed program. The report must include the following sections and answers the questions posed. The narrative of the report should cover the following areas: objectives, need for the program, educational programs, students, faculty, support personnel,

finances, physical facilities, library, computer facilities, administration, and evaluation. For more detailed instructions refer to Appendix D, *Consultant Report Guidelines*.

- d. Institutional Response to Consultant Report. The institutional response should be a thorough and thoughtful reply to each concern/recommendation raised by the consultant report.
- e. New Program Checklist. Institutions must complete a New Program Checklist to confirm that all the items have been submitted to the AIC. (Appendix G, *New Program Checklist*)

B. Converting an Option or Concentration to Full Program Status

When an institution proposes the establishment of a new degree program, whether or not the program existed previously as an option, the institution must follow the New Degree Program Review Process adopted in December 1994. However, when converting an existing option or concentration to full program status an institution may request a waiver from the full process. In a waiver from the full process, review of the converted option/concentration by an external consultant is optional. The AIC will review requests for waivers on a case-by-case basis.

Under a waiver from the full process, the institution requesting the conversion of an existing option or concentration to full program status must send a Program Announcement (PA) to all other New Jersey institutions of higher education.

- The PA must follow the same format and contain the same basic information as the PA for new academic degree programs, including Appendix F, *Program Announcement Cover Sheet*, and a listing of the courses with the required credits.
- The institution then submits a packet to the AIC which includes the PA; a statement of “no objections” or documentation concerning objections, response and reconciliation; and Appendix H, *Converting Options/Concentrations Waiver*, which describes the extent of the change proposed, including a history of the option/program, enrollment patterns, courses offered, and faculty needs.

If an institution’s approval process for the conversion of an option or concentration to full program status requires a governing board resolution, then a copy of the dated resolution must be included in the AIC packet. If an institution’s approval process for the conversion of an option or concentration to full program status does not require a governing board resolution, then as applicable either a copy of other dated approval document, or a statement of the date of governing board acknowledgement must be included in the AIC packet.

C. Changing a Degree Designation

An institution seeking a change in degree designation (e.g., B.A. to B.S.) must submit the following material to the AIC: a letter indicating why the modification of degree designation is desired and why it does not fundamentally change the purpose of the program; a record of any significant changes in the current degree designation during the previous five years; and the proposed changes in the courses required for the degree.

The AIC will evaluate the material provided and assess whether the following two conditions exist:

- There is a fundamental change in the purpose of the program. (e.g., a B.A. in Music that has a liberal arts orientation cannot be changed to a B.S. in Music with an applied music orientation. However, a B.A. in Graphic Design might be changed to a B.S. in Graphic Design because the field required the addition of technical courses.)
- More than 25 percent of the courses required in the major with the new degree designation will differ from those in the major with the old degree designation. General education and free elective courses are excluded from consideration. Fractions of courses are rounded up. Requests for changes in degree designations for doctoral programs will be evaluated on a case-by-case basis.

If the AIC determines that there is a change in the fundamental purpose of the program and/or more than 25 percent of the courses in the major will change with the new degree designation, the institution must follow the New Degree Program Review Process adopted in December 1994. All steps specified in Section II.A. must be followed, including sending a PA to all other New Jersey institutions of higher education.

If the AIC determines that neither condition is met, the AIC will accept the change as an informational item and forward it to the OSHE as the repository of information about program status.

D. Locating an Existing Degree Program at an Approved Branch Campus

Institutions are required to inform one another about off-campus programs, particularly in the county or region most likely to be impacted, and to address on an informal basis any concerns raised.

The institution is also expected to inform the NJPC and, for recordkeeping purposes, the OSHE. The institution must provide relevant background information on the move to the AIC, including evidence that the institution has the resources necessary to offer the program at the new site. The AIC will review the information submitted by the institution with respect to issues related to program duplication, resources and mission, and make a recommendation to the NJPC.

- E. Offering a Joint Degree Program Originally Approved to Be Offered by Only One Institution The institutions will inform the higher education community and provide information on the change in program status to the AIC, including evidence that the institution new to the program has the capacity (e.g., faculty, equipment) to offer the degree. The institution offering the new program will also submit a copy of the governing body's resolution to the AIC.

In instances where the degree represents a significant change for the second institution, a consultant review of the proposed affiliation may be appropriate. The AIC will review the information submitted by the institution with respect to issues related to program duplication, resources, and mission and make a recommendation to the NJPC.

- F. Offering Independently a Degree Program Originally Approved as a Joint Degree Program The institutions will inform the higher education community and address any concerns raised on an informal basis. It will provide information on the change in program status to the AIC, including evidence that the institution has the capacity (e.g., faculty, enrollment history, courses, equipment) to offer the degree on a stand-alone basis. The AIC will review the information submitted by the institution with respect to issues related to program duplication, resources, and mission and make a recommendation to the NJPC.
- G. Adding a New Partner Institution to an Existing Associate /Baccalaureate Degree Joint Professional Program with Rutgers University

Rutgers University and its existing partners will enter into discussions with the potential new partner and ascertain the (1) need within the program that the new partnership will fill, (2) whether the program is within the mission of the proposed new partner, (3) the ability of the new partner to offer the required general education courses, (4) general issues of faculty and student services, and (5) the impact, if any, on the new partner. The governing body of the new partner must review and approve the collaboration by resolution.

Rutgers University will circulate a notification about the proposed new partnership to all institutions of higher education in the state. The notification should include:

- a description of the current program and partnerships involved
- the reason for the new partnership
- the role of each institution in delivering the program and
- the approximate number of students expected to enroll through the new partnership. Comments are to be requested concerning duplication, cost and mission. If any objections are raised, Rutgers University will make every effort to resolve the issues.

Rutgers University will submit the following required information to the AIC:

- a copy of the new partner governing body's resolution
- a copy of notification to all institutions of higher education and all comments received in response
- documentation of objections, if any, from other institutions, Rutgers University's response and the outcome

The AIC will review the submitted information with respect to issues related to program duplication, resources, and mission and make a recommendation to the NJPC.

III. Changes to Academic Degree and Certificate Offerings Requiring Academic Issues Committee Notification

A. Intent to Terminate a Program

In order to inform the higher education community, increase our understanding of trends in academic offerings, and enhance advisement to prospective students, institutions send a notice of intent to terminate a program to all of the presidents of New Jersey higher education institutions, the AIC, and the Secretary of Higher Education at the time the college ends the admission of new students to the program. The college is not required to take formal action to terminate the program when it circulates the notice of intent.

B. Termination of a Program (see Chart in Appendix J-1)

1. If an institution decides to terminate a program, that action will be formally accomplished by a resolution of the governing board.
2. A copy of the resolution will be sent to the AIC for its information.

C. Change in Nomenclature (see Chart in Appendix J-2)

1. A change in nomenclature involves no alteration in the degree designation (e.g., B.A. to B.S.) or in the curriculum, admission, or graduation standards. It is simply a change in the name of the major to better reflect the program's purpose and content.
2. If an institution decides to change the nomenclature of a program, that action will be formally accomplished at the college or university level.
3. Nomenclature changes must be sent to the AIC for its information.

D. Initiation of a Program Option (see Chart in Appendix J-3)

1. If an institution decides to introduce a new program option, that action will be formally accomplished pursuant to the process in place at the institution for the approval of options. In its submission of materials to the AIC, the institution should include a copy of the resolution of its governing board.

[NOTE TO COMMUNITY COLLEGES: Options to associate degree

programs shall not differ by more than 18 credits from the base program. Normally, options should differ from the base program by at least 12 credits, but an option that differs by 9 credits may be acceptable if it demonstrates a clear change in program emphasis.]

When submitting new program options to the AIC, the institution should include a copy of the base/main curriculum with the courses and credits listed and also include a copy of the curriculum with the courses and credits listed for the new option. The institution should highlight or note the courses that differ from the base program and list the total number of credit difference.

2. Notice of the new option should be sent by the institution to the AIC for its information and to the New Jersey State Department of Military and Veterans Affairs.

The address and phone number for the Department of Military and Veterans Affairs is: State Approving Agency, Eggert Crossing Road, P.O. Box 340, Trenton, NJ 08625; (609) 530-6849.

E. Certificate Offerings: Initiation, Change in Nomenclature, or Termination (see Chart in Appendix J-4)

1. If an institution decides to initiate a new certificate offering, change the nomenclature or terminate an existing certificate program, those actions will be formally accomplished by a resolution of the governing board.

[NOTE TO COMMUNITY COLLEGES: Certificate programs shall consist of 30-36 credits, including 6 credits of general education. While community colleges may offer certificates of less than 30 credits, it is recommended that the colleges consider giving these course clusters a name that differentiates them from a certificate; for example, some community colleges refer to clusters of courses as Certificates of Achievement.]

2. A copy of the resolution and a cover letter with the CIP code of the certificate offering will be sent to the AIC for its information. All Certificates will be included in the OSHE program inventory.
3. Community college credit certificates over the 36 credit limit: A PA should be sent to the college presidents as required for new programs. In its submission to the AIC, the college should include a detailed cover letter with the PA explaining the necessity for the number of credits required. Outside agency requirements and licensure requirements should be explained. The PA should include the resolution of the governing board and a list of the curriculum courses with the number of credits for each. Colleges will not be required to submit a consultant's report. All of the information should be sent to the AIC for review.

IV. Other Review in Which Academic Issues Committee Participates

A. Licensure/Re-licensure

1. Authority and Procedures
 - a. Authority for licensure is by statute vested in the Secretary of Higher Education (N.J.S.A. 18A:3B-14(b)). No entity may offer credit-bearing courses or degree programs in the state until it has obtained a license from the Secretary (N.J.S.A. 18A:68-3). The New Jersey Administrative Code (N.J.A.C.) Title 9A, *Higher Education*, Chapter 1 contains the Licensure Rules (see Appendix I).
 - b. For in-State institutions that are accredited by an institutional accrediting body recognized by the U.S. Secretary of Education, the Secretary accepts the granting or reaffirmation of accreditation as sufficient for continued licensure provided that the institution meets conditions specified in Licensure Rules. OSHE staff have the option to participate in such accreditation visits.
 - c. In the following cases, the Secretary conducts separate licensure reviews:
 - 1) Licensure for new in-State institutions or in-State institutions that are not accredited by an institutional accrediting body recognized by the U.S. Secretary of Education.
 - 2) Licensure for any out-of-State institution.
2. Steps in the Process (**For additional information about the licensure process, please contact the Office of Licensure at the OSHE.**)
 - a. Institutions interested in obtaining licensure submit a licensure petition electronically to OSHE that conforms to the Licensure Rules and Guidelines for Preparing a Licensure Petition.
 - b. OSHE staff conduct a preliminary review of the licensure petition and may request additional information.
 - c. Upon receipt of a complete licensure petition from an out-of-State institution or an in-State institution, OSHE staff sends a brief summary of the petition, as well as information on how to obtain the petition from the OSHE website, to all New Jersey higher education institutions. Institutions have 30 days to submit comments on the petition to OSHE.
 - d. OSHE staff review the petition and any comments submitted by in-State institutions, usually with the assistance of an external consultant or team of consultants that is mutually acceptable to the institution and staff. Appropriate consultants from comparable institutions in states other than New Jersey or the out-of-state institution's state are identified and asked to send their resumes to the

petitioning institution and OSHE to ascertain if they are acceptable.

- e. The consultants review the petition and other materials submitted and, accompanied by OSHE staff, conduct a review at either the proposed instructional site in New Jersey and/or the institution's main campus.

Based on the review of the petition and the results of the site visit, the consultants write a report describing whether the petitioning institution's proposed offerings meet State licensure standards in N.J.A.C. 9A:1-1 et seq. *General Standards*; N.J.A.C. 9A:1-2 et seq., *Degree Standards and Programmatic Mission*, and, if applicable, the standards in N.J.A.C. 9A:1-4 et seq., *Proprietary Institutions*, and N.J.A.C. 9A:1-5 et seq., *Out-of-State Institutions*.

The consultants can recommend (1) approval of the petition, (2) approval contingent upon the fulfillment of certain conditions, or (3) non-approval.

- g. The institution receives a copy of the consultant report and is asked to provide a written response to the report. If modifications are recommended, the institution must state how it will address them.
- h. Upon receipt of the institution's response to the consultant report, OSHE staff sends the petition and all pertinent materials to the AIC.
- i. The AIC must review the petition in the context of the licensure standards cited above. The AIC assesses whether, based on the review, the institution satisfies the licensure standards listed above and make a recommendation to the Executive Committee or full NJPC. The AIC can recommend (1) approval of the petition, (2) non-approval, or (3) approval contingent upon the fulfillment of certain conditions, if the following criteria are met:
 - 1) Where agreement to make a contingency recommendation does not violate any substantive rules, requirements or regulations of the State of New Jersey, Office of the Secretary of Higher Education;
 - 2) Where agreement may be in the interest of one of more institutions of higher education in New Jersey without detriment to others;
 - 3) Where agreement may incentivize activities or investments on the part of external third parties or other out of state partners which will result in a benefit to students, faculty or the public in New Jersey;
 - 4) Where OSHE staff have conducted a review of a petition for a

contingent approval and are satisfied that such request would be in the interest of the State of New Jersey;

5) Where the AIC conducts a vote on such contingent approval pursuant to rules and procedures in effect for the committee.

Upon receipt of the AIC recommendation, the NJPC is in turn responsible for making a recommendation to the Secretary of Higher Education concerning the licensure of the institution within 60 days of receiving the information submitted by the OSHE.

Licensure and new program review are two separate processes with different purposes, criteria, and characteristics. New program review involves assessment of cost and duplication because State resources are at stake. But cost and duplication are not licensure standards (and duplication cannot be considered because of the "Commerce Clause" of the United States Constitution) although OSHE staff do carefully examine the issue of "need" in the case of licensure petitions from out-of-State institutions or in-State institutions seeking initial licensure to grant degrees.

- j. After the NJPC's action, the Secretary reviews the recommendation from the NJPC and assesses whether the petitioning institution's proposed offerings meet the State licensure standards cited above.
- k. When a currently licensed out-of-State institution seeks to establish an additional instructional site for its currently approved offerings, the institution shall electronically submit a formal request to the OSHE that shall include a statement justifying the need for the proposed instructional site and a description of the proposed courses/programs to be offered there. The request shall also include evidence that the proposed programs/courses at the proposed instructional site are at least equivalent in quality to comparable programs/courses at the currently licensed instructional site and evidence that the institution has provided for effective monitoring and controls to maintain quality. The request shall include evidence of the dedication of sufficient resources to implement and maintain the proposed instructional site without eroding the quality to ongoing programs and operations in the rest of the institution. The request shall also provide information on the standards in N.J.A.C. 9A:1-1.5 through 1.12, with special attention to evidence indicating that the classroom, laboratory, computing, and library facilities are adequate; the provisions for administration, support staff, and student support services are sufficient; and the qualifications of faculty are appropriate.

Upon receipt of a request for approval of an instructional site, OSHE staff shall provide to all New Jersey institutions of higher education a brief summary of the request, along with information on how to obtain

all materials related to the request from the OSHE website and an invitation to inform the Secretary within 30 days as to how they would be affected by the proposed instructional site. If no concerns are raised about the request during the 30-day comment period, OSHE staff shall forward the request directly to the Secretary for a determination on the request.

If other institutions raise concerns about the proposal, OSHE staff will forward all materials to the NJPC for review and recommendation to the Secretary within 60 days. The AIC assesses whether the institution has met the standards in the Licensure Rules for an additional instructional site and makes a recommendation to the Executive Committee or full NJPC. The NJPC is in turn responsible for making a recommendation to the Secretary of Higher Education concerning the request for an additional instructional site within 60 days of receiving the information submitted by the OSHE.

After the NJPC's action, the Secretary reviews the recommendation from the NJPC and assesses whether the out-of-State institution's proposed instructional site meets the State licensure standards cited above.

B. Establishment of a Branch Campus

1. Authority. The establishment of a branch campus by certain institutions must meet the statutory requirements at N.J.S.A. 18A:3B-65. The New Jersey Administrative Code (N.J.A.C.) Title 9A, *Higher Education*, Chapter 1, Subchapter 6, Section 6.2, contains the regulations governing the establishment of a branch campus (see Appendix I).
2. Definition. A branch campus for a New Jersey institution is "a physical facility for a State college or a State university located out-of-State or out-of-country at a place other than the institution's principal campus offering one or more complete programs leading to a degree." Institutions that seek to establish a branch campus must submit the plan for the branch campus to OSHE for review and recommendations.
3. Steps in the Process
 - a. Standards for branch campuses are specified in N.J.A.C. 9A:1-6.2. **For guidelines about preparing a plan for a branch campus, please contact the Office of Licensure at the OSHE.**
 - b. When the OSHE receives a plan for a branch campus, OSHE staff provide to all New Jersey institutions of higher education a brief summary of the plan, along with information on how to obtain the plan from the OSHE website, and invite them to inform the OSHE within 30 days as to how they would be affected by the proposed

branch campus.

- c. If no concerns are raised about the plan during the 30-day comment period, OSHE staff forward the request directly to the Secretary for review and response. In developing a response to the plan, the Secretary shall consider whether there is a need for the institution to acquire a branch campus and whether the institution has the financial capacity to support the campus.

If other institutions raise concerns about the proposal, OSHE staff will forward all materials to the NJPC for review and recommendation to the Secretary within 60 days. The AIC may assess whether there is a need for the institution to acquire a branch campus, whether the institution has the financial capacity to support the campus, and the effect of the proposed campus on other institutions, as well as consider any other matters in regard to the proposed branch campus that the AIC deems appropriate for consideration, including whether the proposed branch campus will be in compliance with the Licensure Rules at N.J.A.C. 9A:1, and makes a recommendation to the Executive Committee or full NJPC. The NJPC is in turn responsible for making a recommendation to the Secretary of Higher Education concerning the plan for a branch campus within 60 days of receiving the information submitted by the OSHE.

After the NJPC's action, the Secretary reviews the recommendation from the NJPC and will develop a response to the plan for the branch campus. In developing a response to the plan, the Secretary shall consider whether there is a need for the institution to acquire a branch campus and whether the institution has the financial capacity to support the campus.

- d. An institution proposing to offer at a branch campus a degree program not previously offered at the main campus shall submit that program for NJPC review, as required for any new program.

C. Distance Learning

1. Program Review and Approval for New Jersey Institutions

- a. As is currently the practice with traditionally offered programs, if a New Jersey institution wishes to offer a new degree program through distance learning, the program will be subject to the NJPC's new program review process described in Section II of this document.
- b. Distance learning degree programs offered at newly established off-campus sites are subject to the review or approval that is required for all programs at such off-campus sites; see Subchapter 6 of the Licensure Rules.

- c. Approval by the Secretary of Higher Education for distance learning programs offered by New Jersey institutions is required only if the NJPC refers these program for Secretary consideration due to an institution's exceeding its programmatic mission or due to a NJPC determination that the program is unduly costly or duplicative.
- 2. Approval for Out-of-State Institutions
 - a. Out-of-State institutions that wish to offer credit-bearing distance learning with a physical presence in New Jersey must first be licensed by the Secretary with advice from the NJPC. The review process is identical to that described in this document for licensure or re-licensure (Section IV.A., *Licensure/Re-licensure*).
 - b. "'Physical presence,' means that an entity offers credit-bearing courses from or conducts some portion of the learning experience at a location established in New Jersey by the entity, whether established directly or under the auspices of another entity or an institution." (N.J.A.C. 9A:1-1.2, *Definitions*)
 - c. Out-of-State institutions that wish to offer New Jersey residents no other programs, except for distance education programs with no physical presence in New Jersey are not required to seek licensure from the Secretary.
- D. Exceeding/Changing Mission
 - 1. Responsibilities of NJPC and Secretary of Higher Education
 - a. The NJPC has responsibility to "review and make recommendations to the [the Secretary] concerning proposals for new programs that exceed the programmatic mission of an institution or that change the programmatic mission of an institution" (N.J.S.A. 18A:3B-8(b)). The regulations governing programmatic mission are at N.J.A.C. 9A:1-2.9, *Exceeding or changing programmatic mission*.
 - b. The Secretary is responsible for "final administrative decisions over new academic programs that go beyond the programmatic mission of the institution and final administrative decisions over a change in the programmatic mission of an institution." (N.J.A.C. 9A:1-2.9)
 - c. New Jersey Administrative Code defines "programmatic mission" as "all program offerings consistent with the levels of academic degrees or certificates that the institution has been authorized to grant by the State Board of Higher Education prior to July 1, 1994, or approved thereafter by either the [former Commission on Higher Education] or the Secretary [of Higher Education]." A chart in the appendices presents current programmatic mission by institution (see Appendix C).

2. Exceeding Programmatic Mission
 - a. A New Jersey institution proposing a new degree program that exceeds its programmatic mission first submit that program to the NJPC for the new program review process described in Section II of this document. If the AIC determines that the program exceeds the level of academic degrees that the institution is authorized to grant, it so informs NJPC, which must review and make a recommendation to the Secretary on that program.
 - b. OSHE staff, who may determine to obtain the assistance of consultants who are mutually acceptable to the institution and staff, will evaluate an institution's request to exceed its programmatic mission according to the following criteria. **Please contact the Office of Licensure at the Secretary of Higher Education for information about the review process.**
 - 1) The objectives of the proposed program(s);
 - 2) The relationship of the proposed program(s) to the current institutional mission and the statewide plan for higher education, if applicable;
 - 3) Demonstration of need for the program(s), including present and projected student demand for graduates;
 - 4) The effect of the proposed program(s) on existing programs at other institutions;
 - 5) The dedication of sufficient resources to implement and maintain the program(s) without eroding the quality of ongoing programs;
 - 6) Appropriately qualified students, faculty, and administrators;
 - 7) The quality of library holdings, facilities, and equipment; and
 - 8) Evidence of strength compared with similar programs in the region and state. (N.J.A.C. 9A:1-2.9(a))
 - c. OSHE staff provide the Secretary of Higher Education with the PA and the Presidents' Council resolution, as well as a memorandum that summarizes the PA and the external consultants' findings and recommendations. The Secretary will then make a determination on the request to exceed programmatic mission.
3. Changing Programmatic Mission
 - a. Traditional method
 - 1) New Jersey institutions seeking to change their programmatic mission must first petition the Secretary of Higher Education for approval. The institution specifies the scope of the proposed change, including long-range plans for mounting new degree programs that exceed the level of academic degrees currently authorized for the institution.
OSHE staff review the request with the assistance of external

consultants who are mutually acceptable to the institution and Secretary's staff. **For information on the review process, please contact the Office of Licensure at the OSHE.**

- 2) Requests to change an institution's programmatic mission are evaluated based on the following eight criteria:
 - a) The objectives of the proposed mission change;
 - b) The relationship of the proposed mission change to the current institutional mission and the statewide plan for higher education;
 - c) Demonstration of need for the mission change, including present and projected student demand and demand for graduates;
 - d) The effect of the proposed mission change on existing programs at other institutions;
 - e) The dedication of sufficient resources to implement and maintain the proposed mission change without eroding the quality of ongoing programs;
 - f) Appropriately qualified students, faculty, and administrators;
 - g) The quality of library holdings, facilities, and equipment; and
 - h) Evidence of strength compared with similar institutions in the region and state. (N.J.A.C. 9A:1-2.9(c))
 - 3) If, according to the evaluation, the institution satisfies the stated criteria, OSHE staff send the petition and all pertinent materials to the NJPC for review and recommendation to the Secretary. The AIC's recommendation to the Executive Committee or full NJPC is based on its assessment of whether the institution meets the stated criteria for a change in programmatic mission.
 - 4) Pending review of the recommendation from the NJPC and review of petition materials, and the consultants' findings, the Secretary of Higher Education will inform the petitioning institution of whether its request to change its programmatic mission is approved.
- b. Expedited Method. If an institution has received approval to exceed its programmatic mission for a particular degree level at least five times, the Secretary may, at the request of the institution, authorize a change to the institution's programmatic degree level in order to allow the institution to offer new degree programs at the particular degree level for which the five previous exceeding mission approvals have been granted. (N.J.A.C. 9A:1-2.9(b)).
- 1) Upon receipt of the request, OSHE staff will review the request and confirm that the institution has met the requirement to have received approval to exceed its programmatic mission for a particular degree level at least five times, and then forward the request to the NJPC for review

and recommendation to the Secretary. The AIC's recommendation to the Executive Committee or full NJPC is based on its assessment of whether the institution has demonstrated that a change in programmatic mission is merited by virtue of the numerous requests to exceed mission that have been previously approved.

2) Pending review of the recommendation from the NJPC, the Secretary of Higher Education will inform the petitioning institution of whether its request to change its programmatic mission is approved.

E. University Status

1. Authority. The Higher Education Restructuring Act of 1994 charges the Secretary with making "final administrative decisions over university status giving due consideration to the accreditation status of the institution" (N.J.S.A. 18A:3B-14(d)). The regulations governing university status are at N.J.A.C. 9A:1-3 et seq., Criteria for university status.

2. Steps in the Process

a. The petitioning institution submits a fully documented proposal to the Secretary of Higher Education. OSHE staff, with the assistance of consultants who are mutually acceptable to the institution and Secretary, conduct a review of the proposal according to the procedures stipulated and the criteria specified in N.J.A.C. 9A:1-3 et seq.. **For information about the process for seeking university status, please contact the Office of Licensure at the OSHE.**

b. OSHE staff provides the NJPC with all pertinent materials (the proposal, consultants' report and recommendation, institution's response) compiled on behalf of the subject institution, and the NJPC must then make a recommendation to the Secretary within 60 days of receipt of the information.

c. Based on a review of the materials submitted, the AIC assesses whether the institution has satisfied the university status criteria specified in N.J.A.C. 9A:1-3 et seq., and makes a recommendation to the Executive Committee or full NJPC.

d. OSHE staff provide the Secretary of Higher Education with the petition materials and the Presidents' Council resolution, as well as a memorandum that summarizes the petition and the external consultants' findings and recommendations. The Secretary will then make a determination on the petition.

APPENDICES

- A. Academic Issues Committee Membership/Contact List
- B. Academic Issues Committee Meeting Schedule
- C. New Jersey Public and Independent Degree-Granting Institutions by Mission Level
- D. Consultant Report Guidelines
- E. Program Proposal Format
- F. Program Announcement Cover Page
- G. New Program Checklist
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- J. Charts
 - 1. Termination of a Program J-1
 - 2. Nomenclature Changes J-2
 - 3. Initiation of Program Option J-3
 - 4. New Certificates J-4

ACADEMIC ISSUES COMMITTEE MEMBERSHIP/CONTACT LIST [2018-19]

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NJ Presidents' Council Academic Issues Committee

Meeting Schedule 2019-20

All AIC meetings will begin at 10:00 am. The AIC will meet in person at New Jersey City University (Directions will be provided ahead of the meetings) on Friday, September 6, 2019 and Friday, May 8, 2020.

All other AIC meetings will be via teleconference.

Materials should be submitted to aic@njcu.edu

Please ZIP files over 20mb, all requests will receive acknowledgement by email by the material submission deadline

NJ Presidents' Council Meeting Dates	Academic Issues Committee Meeting Dates	Deadlines for Material Submissions
Monday, September 23, 2019 (Executive)	Friday, September 6, 2019 New Jersey City University	Friday, August 23, 2019
Monday, October 21, 2019 (Full)	Friday, October 4, 2019	Friday, September 20, 2019
Monday, November 18, 2019 (Executive)	Friday, November 1, 2019	Friday, October 18, 2019
Monday, December 9, 2019 (Executive)	Friday, November 22, 2019	Friday, November 8, 2019
Monday, January 27, 2020 (Full)	Friday, January 10, 2020	Friday, December 27, 2019
Monday, March 9, 2020 (Executive)	Friday, February 21, 2020	Friday, February 7, 2020
Monday, April 6, 2020 (Executive)	Friday, March 20, 2020	Friday, March 6, 2020
Monday, June 1, 2020 (Full)	Friday, May 8, 2020 New Jersey City University	Wednesday, April 22, 2020

NEW JERSEY PUBLIC & INDEPENDENT DEGREE-GRANTING INSTITUTIONS BY MISSION/DEGREE LEVEL							
	MISSION LEVEL:						
SECTOR/INSTITUTION:	Associate	Bachelor's	Master's	Post-Master's	1 st -Professional	Doctoral	NOTES:
COMMUNITY COLLEGES:							
Atlantic Cape Community College	X						
Bergen Community College	X						
Brookdale Community College	X						
Camden County College	X						
Cumberland County College	X						
Essex County College	X						
Hudson County Community College	X						
Mercer County Community College	X						
Middlesex County College	X						
Morris, County College of	X						
Ocean County College	X						
Passaic County Community College	X						
Raritan Valley Community College	X						
Rowan College at Burlington County	X						
Rowan College at Gloucester County	X						
Salem Community College	X						
Sussex County Community College	X						
Union County College	X						
Warren County Community College	X						

State law (N.J.S.A. 18A:64A-1) restricts community colleges to programs of instruction that extend not more than two years beyond high school.

STATE COLLEGES AND UNIVERSITIES:							
College of New Jersey, The				X			
Kean University						X	Authorized to change mission – 12/17
New Jersey City University				X			Authorized to exceed mission to offer: D.Sc. / Civil Security Leadership, Management and Policy - 4/12 Ed.D/ Educational Technology Leadership – 11/12 Ed.D / Community College Leadership – 4/17
Ramapo College of New Jersey			X				Authorized to change mission – 10/14
Stockton University			X				Authorized to change mission – 11/97 Authorized to exceed mission to offer: D.P.T./ physical therapy – 4/06 Ed.D./ organizational leadership – 3/15 D.N.P./ nursing – 03/18 Name change to “University” approved 2/13/15

	MISSION LEVEL:						
SECTOR/INSTITUTION:	Associate	Bachelor's	Master's	Post-Master's	1 st -Professional	Doctoral	NOTES:
STATE COLLEGES: continued							
Thomas Edison State University			X				Authorized to exceed mission to offer: D.N.P./ nursing – 07/15 Name change to “University” approved 12/21/15

William Paterson University of New Jersey			X				Authorized to exceed mission to offer: D.N.P. / nursing – 07/10 Psy.D. / clinical psychology – 10/13
PUBLIC RESEARCH UNIVERSITIES:							
New Jersey Institute of Technology						X	
Montclair State University						X	
Rowan University						X	
Rutgers University						X	

INDEPENDENT COLLEGES AND UNIVERSITIES:							
Bloomfield College *			X				
Caldwell University			X				Authorized to exceed mission to offer: Ph.D./applied behavior analysis – 7/09 Ph.D./ educational leadership – 4/14 Ed.D./ educational leadership – 4/14 Name change to “University” approved 12/6/13
Centenary University *			X				Name change to “University” approved 4/28/16
Drew University *						X	
Fairleigh Dickinson University						X	
Felician University			X				Authorization to change mission – 4/95 Authorized to exceed mission to offer: D.N.P./ nursing – 11/11 D.B.A. – 4/14 Name change to “University” approved 9/24/15
Florence Academy of Art		X					
Georgian Court University			X				Authorized to exceed mission to offer: Psy.D./ school psychology – 1/19
Monmouth University			X				Authorized to exceed mission to offer: D.N.P./ nursing – 04/11 Ed.D./ educational leadership – 5/07
Pillar College (formerly Somerset Christian College)		X					Authorization to change mission – 10/14 Authorized to exceed mission to offer: M.A. / counseling – 12/16 M.A. / ministry leadership – 8/18
Princeton University *						X	

Rider University			X			Authorized to exceed mission to offer: Ed.S. / school psychology – 10/97 Ed.S. / counseling services – 11/97 Ed.D. / educational leadership – 3/17
Saint Elizabeth, College of			X			Authorized to exceed mission to offer: Ed.D./ educational leadership – 5/07 Psy.D. / Counseling Psychology – 1/13
Saint Peter's University *			X			Name change to “University” approved 11/23/11
Seton Hall University *					X	
Stevens Institute of Technology *					X	

	MISSION LEVEL:						
SECTOR/INSTITUTION:	Associate	Bachelor's	Master's	Post-Master's	1 st -Professional	Doctoral	NOTES:
RELIGIOUS INSTITUTIONS:							
Assumption College for Sisters	X						
Bais Medrash Toras Chesed		X					
Beth Medrash Govoha					X		
Bais Medrash Mayan Hatorah		X					
Bais Medrash Zichron Meir		X					
Keser Torah-Mayan Hatalmud		X					
Manara Institute			X				
New Brunswick Theological Seminary					X		Authorized to exceed mission to offer: D.Min. / metro-urban ministry – 2/98
Princeton Theological Seminary *						X	
Rabbi Jacob Joseph School		X					
Rabbinical College of America		X					Authorized to exceed mission to offer: M.Rel.Ed. / religious education
Rabbinical Seminary M'kor Chaim		X					
St. Sophia Ukrainian Orthodox Theological Seminary			X				
Seminary Bnos Chaim	X						
Talmudical Academy		X					
Yeshiva Bais Aharon		X					
Yeshivas Be'er Yitzchok		X					
Yeshiva Chayei Olam		X					
Yeshivas Chemdat Hatorah		X					
Yeshivas Emek Hatorah		X					
Yeshiva Gedolah Keren Hatorah		X					
Yeshiva Gedolah of Cliffwood		X					
Yeshiva Gedolah Shaarei Shmuel		X					
Yeshiva Gedolah Tiferes Boruch		X					
Yeshiva Gedola Tiferes Yaakov Yitzchok		X					
Yeshiva Gedolah Tiferes Yerachmiel		X					
Yeshiva Gedola Zichron Leyma		X					
Yeshiva Ohr Simcha of Englewood		X					
Yeshiva Ohr Zechariah		X					
Yeshivas Toras Chaim		X					
Yeshiva Yesodei Hatorah		X					

	MISSION LEVEL:						
SECTOR/INSTITUTION:	Associate	Bachelor's	Master's	Post-Master's	1 st -Professional	Doctoral	NOTES:
DEGREE-GRANTING PROPRIETARY SCHOOLS[†]:							
Berkeley College		X					Authorized to exceed mission to offer: M.B.A. / management - 11/14
Best Care College	X						
CTOR Academy						X	Authorized to offer a post-doctoral certificate in Orthodontics and Dentofacial Orthopedics
Eastern International College	X						Authorized to exceed mission to offer: B.S. / diagnostic medical sonography – 4/13 B.S. / dental hygiene – 7/17 B.S. / health leadership – 1/19
Eastern School of Acupuncture and Traditional Medicine			X				
Eastwick College	X						Authorized to exceed mission to offer: B.S./ cardiovascular technology – 10/14 B.S./ diagnostic medical sonography – 10/14 B.S./ diagnostic cardiovascular sonography – 10/14
Jersey College (formerly Center for Allied Health and Nursing Education)	X						
Sollers			X				

* These institutions (by virtue of their pre-1887 charters) are not required to receive Office of the Secretary of Higher

Education approval for their programs (N.J.S.A. 18A:68-6); mission level shown represents highest current offering.

[†] Bard College (licensed to offer an associate in arts degree), Boston Graduate School of Psychoanalysis (licensed to offer a M.A. in Mental Health Counseling; M.A. in Psychoanalysis; and post-MA Certificate in Mental Health Counseling), Cabrini University (licensed to offer B.A. in Leadership), Case Western Reserve University (licensed to offer a M.A. in Financial Integrity), Chamberlain College of Nursing (licensed to offer a B.S.N. degree), Concordia College (licensed to offer B.A. in Social Sciences; B.S. in Business Administration; B.S. in Social Work; M.S. in General/Special Childhood Education; and M.S. in Accounting), Daemen College (licensed to offer M.S. in Elementary School Teachers in Grades k-6 and Students with Disabilities; M.S. in Preschool through Grade 3 (P-3) and Students with Disabilities), DeVry University (licensed to offer associate, bachelor, and master's degrees), Georgia Central University (licensed to offer B.A. in Theological Studies; M.Div.; and MBA), Immaculata University (licensed to offer BSN and MSN degrees), National American University (licensed to offer an Ed.D. in Community College Leadership), Nova Southeastern University (licensed to offer an Ed.D. degree), Relay Graduate School of Education (licensed to offer a M.A. in Teaching), Strayer University (licensed to offer bachelor and master's degrees), Syracuse University (licensed to offer college credit-bearing courses), Temple University (licensed to offer a Certificate in Applied Behavioral Analysis), Thomas Jefferson University (licensed to offer a M.S. in Physician Assistant Studies), University of Phoenix (licensed to offer bachelor degrees), Virginia University of Integrative Medicine (licensed to offer M.S. in Acupuncture and M.S. in Oriental Medicine Program) and Wilmington University (licensed to offer bachelor and master's degrees) are not included in the list because they are out-of-state institutions. Any new degrees offered at these institutions are subject to review and approval by the OSHE.

CONSULTANT REPORT GUIDELINES

The consultant should submit a written evaluation of the program and include a specific recommendation to the Institution. The consultant may recommend:

- Approval.
- Approval upon minor modification by the institution.
- Non-approval unless major modifications are implemented.
- Non-approval for stated reasons.

The written report must be a thoughtful and thorough analysis of the quality of the program, not merely a detailing of the specifics of the proposed program. The report must include the following sections and answers the questions posed:

A. Objectives

1. Describe whether or not the objectives and underlying principles of the program are sound and clearly stated.
2. Discuss whether or not the program is consistent with the institution's programmatic mission and educational goals.

B. Need for the Program

1. Analyze the need for this program (e.g., student demand), and indicate why it is likely or unlikely that students will be able to secure employment and/or continue advanced study upon graduation.
2. In the case of career programs:
 - a. Do the results of market surveys indicate a sufficient level of student demand to justify the creation of the proposed program? [Please explain.]
 - b. Do employment projections indicate a sufficient number of job opportunities in the region and the State to justify the creation of the program? [Please explain.]

C. Educational Programs

1. Is the learning outcomes plan adequate?
2. Does the program fit well into the institutional strategic plan and has the institution considered any impact the new program might have on existing programs at the institution?
2. Discuss the distribution and nature of required courses, electives, and research (if appropriate) in terms of meeting the objectives of the program. Compare and contrast the proposed curriculum with recognized programs of quality at other institutions, if appropriate.
4. Are the instructional modes and credit distribution consistent with the objectives of the curriculum? [Please explain.]
5. Does the curriculum represent a suitable approach to professional study in the particular field, if appropriate? [Please explain.]
6. Does the curriculum meet certification and/or accreditation standards, if appropriate? [Please explain.]
7. Are the requirements for admission to the program clearly defined and appropriate to ensure a student body capable of meeting the objectives of the program, without such requirements being artificially strict, rigid, or discriminatory? [Please explain.]
8. Discuss whether or not standards for completion of the program are clearly defined and consistent with the objectives of the program.

9. Discuss whether or not an appropriate mechanism for transfer of students to enter the program exists and comment upon the suitability of any articulation arrangements between this and other existing programs.
 10. If other academic units within the institution are to provide educational services to the program, describe whether or not their commitment to participate is consistent with offering a program of quality in this field.
 11. If a program has a clinical component, discuss the adequacy of facilities and the arrangements to support the objectives of the program.
- D. Students
1. Is the enrollment plan realistic?
 2. Is the percentage of part-time students projected for the program consistent with the goals of the program? [Please explain.]
 3. Comment upon the adequacy of provisions made to ensure successful target population (e.g., minorities and women) participation in the program.
 4. Comment upon the adequacy of counseling and advisement to be provided to students enrolled in the program.
- E. Faculty
1. Describe whether or not the faculty possess the appropriate (terminal) degrees and other academic credentials to provide a program of high quality.
 2. Comment on the faculty's involvement in research, teaching, scholarship, creative activity, and community service and whether or not it is appropriate to the discipline and to the proposed program.
 3. Discuss whether or not the number of faculty and the amount of time to be devoted by each to the program are compatible with the goal of offering a program of quality.
- F. Support Personnel. Discuss the adequacy of support personnel to be associated with the program, e.g., secretaries, administrative assistants, bookkeepers, technicians, as appropriate.
- G. Finances
1. Discuss the institution's commitment to provide the resources necessary to guarantee a program of high quality (e.g., faculty, equipment, library support staff for the program, below-the-line support for faculty travel, research).
 2. Discuss the possible need for significant additional financial support from the State of New Jersey.
- H. Physical Facilities
1. Discuss the adequacy of laboratory, special facilities, and equipment intended to support the program and indicate if they are consistent with offering a program of high quality.
 2. Comment upon the adequacy of classroom facilities.
 3. Comment upon any evidence to suggest that an existing program at the institution will be adversely affected in terms of resources by the implementation of them program under review.
 4. Comment upon the accessibility to program facilities by the handicapped.
- I. Library. Discuss the adequacy of library holdings and other library resources available to support the program and indicate if they are consistent with offering a program of high

quality.

- J. Computer Facilities. Discuss the adequacy of computer facilities and other information technology resources available to support the program and indicate if they are consistent with offering a program of quality.
- K. Administration.
 - 1. Comment on the administrative structure of the program and indicate if it is sufficiently defined and reasonable.
 - 2. If interinstitutional or intrainstitutional cooperation is involved, describe whether or not the administrative and budgetary responsibilities for the program are clearly defined and adequate.
- L. Evaluation. In what way has an appropriate mechanism been developed to evaluate the success or failure of the program

PROGRAM PROPOSAL FORMAT

All program proposals should follow the following format:

- A. The proposal must be paginated throughout
- B. There must be a table of contents
- C. The order of the table should be in the following order:
 - 1. New Program Checklist
 - 2. Program Announcement Cover Page
 - 3. Narrative Proposal
 - a. Program Objectives
 - b. Evaluation and Learning Outcomes Assessment Plan
 - c. Relationship to Institutional Strategic Plan and Impact on its own Offerings
 - d. Need
 - e. Students
 - f. Program Resources
 - 4. Degree Requirements
 - 5. Consultant's curriculum vitae
 - 6. Consultant's report
 - 7. Institutional Response to the Consultant's Report
 - 8. Board of Trustees' Resolution
 - 9. Institutional Responses
 - * Statement of "no objections"
 - * Objections
 - * Objecting institutions
 - * Response to objections
 - * Information about reconciliation efforts

PROGRAM ANNOUNCEMENT COVER PAGE

Date: _____

Institution:	
New Program Title:	
Degree Designation:	
Programmatic Mission Level for the Institution	
Degree Abbreviation:	
CIP Code and Nomenclature (<i>if possible</i>): <i>If outside the classification indicate Not</i>	
Campus(es) where the program will be offered:	
Date when program will begin (month and year):	
List the institutions with which articulation agreements will be arranged:	

Is licensure required of program graduates to gain employment? ☒ Yes ☒ NoWill the institution seek accreditation for this program? ☒ Yes ☒ No

‡ If yes, list the accrediting organization:

Program Announcement Narrative

‡ Objectives

page(s): _____

‡ Need

page(s): _____

‡ Student enrollments

page(s): _____

‡ Program resources

page(s): _____

NEW PROGRAM CHECKLIST

Institution: _____

Program Title: _____

Degree: _____

REMINDER: The complete program package of materials should be submitted as an electronic file to the Chair of the Academic Issues Committee.

DESCRIPTION	Check to Confirm
1. Program Announcement Narrative Proposal Degree Requirements	<input type="checkbox"/>
2. Consultant's Curriculum Vitae	<input type="checkbox"/>
3. Consultant Report	
* Submission date: _____	<input type="checkbox"/>
* On site visit? If yes, date(s): _____	<input type="checkbox"/>
* Consultant's curriculum vitae	<input type="checkbox"/>
4. Response(s) to Consultant's Report	<input type="checkbox"/>
5. Board of Trustees' Resolution	<input type="checkbox"/>
* Date of resolution: _____	<input type="checkbox"/>
6. Institutional Responses	<input type="checkbox"/>
* Statement of "no objections"	<input type="checkbox"/>
* Objections	<input type="checkbox"/>
* Objecting institutions: _____ _____	<input type="checkbox"/>
* Response to objections	<input type="checkbox"/>
* Information about reconciliation efforts	<input type="checkbox"/>
*Copies of letters of support from responding colleges and universities	<input type="checkbox"/>

Name: _____

Title: _____

Phone / Fax: _____

Email: _____

Signature

Date

CONVERTING OPTIONS/CONCENTRATIONS WAIVER

Institutions requesting a waiver to the New Degree Program Review Process when converting an existing option or concentration into full program must answer the following questions:

1. Is the program degree level within the mission designation of the college?
2. What is the need/impetus for the requested change?
 - external review?
 - accreditation review?
 - other? (please explain below)
3. How long has the option/concentration been offered?
4. What is the enrollment history?
5. Will the new program have sufficient content depth to justify classification as a major?
 - Will the new program have sufficient credits to justify being a major?
 - How is the new program different from the existing degree program?
6. Will the college continue to offer the existing major?
 - In establishing the new major, what will be the impact on the existing major?
7. Would students currently enrolled in the option/concentration be "grandfathered" as to their degree title?
 - Can students choose either the title of the existing degree program or the title of the degree program created from the option/concentration as their graduation major?
 - Will current students receive the new degree designation?
8. Are sufficient resources available to support the new program in the following areas:
 - Personnel such as faculty and support staff?
 - Facilities?
 - Operating expenses -- equipment, library resources, etc.?
9. Since the proposed option/concentration is part of an approved ongoing program, will the proposed conversion create any additional duplication with ongoing programs at other colleges in New Jersey?

NEW JERSEY ADMINISTRATIVE CODE
TITLE 9A - HIGHER EDUCATION
New Jersey Secretary of Higher Education
CHAPTER 1. LICENSURE RULES
(amendments effective 10/17/16)

SUBCHAPTER 1. GENERAL STANDARDS

9A:1-1.1 Authority

N.J.S.A. 18A:68-3 stipulates that no corporation may offer academic degree programs and/or college credit-bearing courses in New Jersey until it files with the Commission on Higher Education a certified copy of its incorporation and obtains from the Commission a license to offer such degree programs or courses under the rules prescribed by the Commission. Pursuant to Reorganization Plan No. 005-2011, issued by Governor Chris Christie on June 29, 2011, all functions, powers, duties, and personnel of the Commission were transferred to the Secretary of Higher Education, pursuant to the State Agency Transfer Act, P.L. 1971, c. 375 (N.J.S.A. 52:14D-1 et seq.).

9A:1-1.2 Definitions

The following words and terms, as used in this chapter, shall have the following meanings unless the context clearly indicates otherwise:

"Academic degree" means any associate degree, baccalaureate degree, master's degree, or doctoral degree regardless of the specific discipline in which it was awarded.

"Academic degree completion program" means a baccalaureate degree program consisting of at least 120 semester credit hours offered by a baccalaureate degree-granting institution for students who have earned transferable credit hours from another institution of higher education that are applicable to the baccalaureate degree program. In an academic degree completion program, the baccalaureate degree-granting institution shall offer course work totaling 26 percent or more of the credits required for the baccalaureate degree.

"Academic department" means a subdivision of an institution of higher education designated as such that is responsible for instruction and/or research in a specific discipline or disciplines.

"Academic disciplines" means the major areas of study identified in the Classification of Instructional Programs (CIP), that is, the first two digits of the CIP code, developed by the National Center for Education Statistics, 2010, incorporated herein by reference, as amended and supplemented. The CIP may be obtained from the National Center for Education Statistics website at <http://nces.ed.gov/ipeds/cipcode>.

"Accreditation" and "accredited" both mean a status attained by an institution through voluntarily meeting standards for academic degree programs and/or college credit-bearing courses set by a nongovernmental entity recognized by the U.S. Secretary of Education.

"Adequate, appropriate, equivalent, significant, suitable, and sufficient" mean adequate, appropriate,

equivalent, significant, suitable, and sufficient in the judgment of the Secretary in consultation with the Presidents' Council.

"Adjunct faculty" means one who is employed to teach on a course-by-course or credit basis.

"Blended (or hybrid) learning" means a formal educational process in which a part of the instruction occurs when the learner and the instructor are physically located in the same place at the same time, but a part of the instruction occurs by distance learning.

"Branch campus" means a physical facility for a State college or a State university located out of-State or out-of-country at a place other than the institution's principal campus offering one or more complete programs leading to a degree.

"Changing the programmatic mission" means changing the level of academic degrees authorized for the institution.

"College credit-bearing course" means an instructional activity upon a student's successful completion of which an institution of higher education awards recognition applicable to meeting the requirements for a degree or other formal academic award.

"College credit-bearing distance learning" means a distance learning activity upon a student's successful completion of which an institution of higher education awards recognition applicable to meeting the requirements for a degree or other formal academic award.

"College," "institution," or "institution of higher education" means a postsecondary educational institution that provides instruction beyond the 12th grade level in programs that satisfy the requirements for a degree at the associate, baccalaureate, or graduate level, and which, with the exception of institutions that have a specialty mission, offers a range of degree programs. A college has an independent board of trustees. It has a faculty whose duties may include the instruction of students, involvement in scholarship and research, or some combination of both the instruction of students and involvement in scholarship and research. A college has policies and procedures that encourage the academic officers and the faculty to exercise their full responsibility for the academic direction of the institution. A community college or county college is an institution of higher education that offers the associate degree only. A senior college offers degrees up to the baccalaureate level and/or offers graduate and professional degrees. Unless the context clearly indicates otherwise, the term "college" as used in this chapter refers to higher education institutions generally.

"Commission" means the New Jersey Commission on Higher Education, which was the State-level planning and coordinating agency for higher education in New Jersey until June 29, 2011, when all functions, powers, duties, and personnel of the Commission were transferred to the Secretary of Higher Education, pursuant to Reorganization Plan No. 005-2011.

"Distance learning" means a formal educational process in which instruction occurs when the learner and the instructor are not physically located in the same place at the same time.

"Educational delivery mode" means a formal educational process involving either blended (or hybrid) learning, distance learning, or traditional face-to-face learning.

"Educational program" means a group of related courses, organized for the purpose of attaining specified educational objectives.

"Exceeding the programmatic mission" means offering an academic degree beyond the authorized level for the institution.

"Full-time faculty member" is one who is appointed as such and who occupies a full-time faculty position with academic rank or other equivalent title whose primary employment is directly related to teaching, research, other aspects of the educational programs of institutions, or some combination thereof.

"Full-time student" means one who, in a semester, carries at least 12 semester credit hours as an undergraduate or nine semester credit hours as a graduate student or the equivalent in quarter hours, courses, or other methods of measurement used by the institution.

"General education" means instruction that presents forms of expression, fields of knowledge, and methods of inquiry fundamental to intellectual growth and to a mature understanding of the world and the human condition, as distinguished from "specialized education," which prepares individuals for particular occupations or specific professional responsibilities.

"Information literacy" means a set of abilities requiring individuals to recognize when information is needed, have the ability to locate, evaluate, and use effectively the needed information, and observe laws, regulations, and institutional policies related to the access and use of information.

"Letters" means the designated abbreviations used to refer to an academic degree.

"Library" means a physical space conducive to learning and research, providing patrons with efficient physical and/or electronic access to books, journals, databases, and other resource materials in support of the curriculum, and offering the assistance of qualified library professional(s), librarians, and support staff.

"OSHE" means the New Jersey Office of the Secretary of Higher Education.

"Out-of-State institution" means an institution that is located within the United States or its possessions and is not incorporated in the State of New Jersey and whose accreditation status in New Jersey is based upon a location outside the State, as well as an institution located outside of the U.S. or its possessions that is recognized by the appropriate body in the particular country if the institution's requirements for awarding degrees are generally equivalent to those accepted in the U.S. by an accrediting body recognized by the U.S. Secretary of Education.

"Part-time faculty member" means one whose employment is related to teaching, research, and/or other aspects of the educational programs of the institution but whose assigned responsibilities do not constitute full-time work.

"Physical presence" means that an entity offers college credit-bearing courses from, or conducts some portion of the learning experience at, a physical location established in New Jersey by the entity, whether established directly or under the auspices of another entity or an institution, except in an instance where an interstate agreement that New Jersey is a party to delineates any particular activity as not constituting a physical presence in the State and the offering entity is both licensed in a signatory state to that delineating agreement and authorized by the signatory state to operate pursuant to that delineating agreement.

"Presidents' Council" means the New Jersey Presidents' Council, a statutory body established pursuant to N.J.S.A. 18:3B-7.

"Programmatic mission" means all program offerings consistent with the levels of academic degrees or certificates that the institution has been authorized to grant by the State Board of Higher Education prior to July 1, 1994, or approved thereafter by either the Commission or the Secretary.

"Proprietary institution" means a postsecondary institution that is operated for profit.

"Qualified library professional" means an individual who has earned a master of library science degree from an American Library Association accredited program.

"School" ordinarily means a major subdivision of a college or university that is organized to carry out instruction and/or research in related academic and/or professional fields.

"Secretary" means the New Jersey Secretary of Higher Education.

"Seeking accreditation" means that an institution has achieved candidacy status or the equivalent standing as evidenced by meeting standards for academic degree programs and/or college credit-bearing courses set by a nongovernmental entity recognized by the U.S. Secretary of Education.

"Semester credit hour" means 150 minutes of academic work each week for 15 weeks in one semester, which is typically accomplished by 50 minutes of face-to-face class activity each week complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) but may also be accomplished through an equivalent amount of academic work as established by an institution, which may include additional class time, laboratory work, internships, practical studio work, and other forms of academic work.

"Specialty mission" means an institutional mission that is primarily focused on a single academic area.

"Traditional face-to-face learning," means a formal educational process in which all of the instruction takes place in the classroom or in out-of-class instruction under the direct supervision of the instructor.

"University" means an institution of higher education that provides undergraduate studies leading to the baccalaureate degree in a broad range of academic disciplines, as well as graduate studies leading to advanced degrees in at least three academic and/or professional fields.

9A:1-1.3 Licensure

(a) An institution seeking to offer academic degree programs and/or college credit-bearing courses with a physical presence in New Jersey shall first provide evidence of incorporation and petition the Secretary for licensure. No institution shall offer or advertise the availability of college credit-bearing course(s) or academic degree program(s) with a physical presence in New Jersey before receiving formal approval of its petition. Licensure shall require the institution to meet all the standards set forth in this chapter.

(b) A New Jersey institution seeking licensure shall submit a licensure petition in an electronic format to OSHE preferably at least one year before the requested date of implementation. The petition shall contain:

1. The accreditation status of the institution;
2. A mission statement that defines the scope, purpose, and basic tenets of the institution;

3. Information equivalent to the annual summary sheet required by the regional and/or national institutional accrediting association for the institution, if applicable;

4. The institution's financial statements and management letter(s) (if issued) (prepared by independent auditors) for each of the last three years, if applicable;

5. Information on the qualifications of prospective faculty for the proposed New Jersey offering(s);

6. A description of the selection and review process for faculty teaching in New Jersey;

7. A catalog and other data that the institution recognizes as appropriate; and

8. Other information that the Secretary specifically requests.

(c) The following procedures apply to petitions from New Jersey institutions:

1. Upon receipt of the petition, OSHE staff shall provide to all New Jersey institutions a brief summary of the petition's contents, along with information on how to obtain the petition from the OSHE website and an invitation to the institutions to submit their comments within 30 days after the notification regarding the request.

2. OSHE staff shall review the petition and any comments submitted by in-State institutions, usually with the assistance of an external consultant team that is mutually acceptable to the institution and the Secretary. As part of the review of the petition, OSHE staff may also conduct a site visit at the campus of the institution, usually with the assistance of the external consultant team.

3. With respect to both initial and continuing licensure, OSHE staff shall provide the institution's petition and the findings of a licensure evaluation to the Presidents' Council for review and recommendation to the Secretary.

4. The Secretary shall consider the recommendation of the Presidents' Council when making a determination on the petition.

(d) To ensure that licensed institutions continue to maintain the standards set forth below, the Secretary shall periodically evaluate licensed institutions to determine whether or not they should continue to be licensed.

(e) In the case of a currently licensed New Jersey institution accredited as a discrete entity (that is, not an out-of-State institution) by an institutional accrediting body recognized by the U.S. Secretary of Education, the Secretary shall accept the granting or reaffirmation of accreditation as sufficient for continued licensure provided that:

1. The appropriately recognized accrediting body's standards are similar to and encompass the State's criteria for licensure in the judgment of the Secretary;

2. The appropriately recognized accrediting body is an institutional accrediting body recognized by the U.S. Secretary of Education to accredit the kinds of academic programs for which licensure was previously granted;

3. The institution provides the OSHE with a copy of its self-study document at the same time it provides it to the accrediting body;

4. If the Secretary sends a representative to accompany and work with the accreditation team on the site visit, the representative shall have the option to participate fully in the accreditation visit, with the sole exception of voting on recommendations related to accreditation status; and

5. The institution submits to the OSHE a copy of the letter from the recognized accrediting body informing the institution of its accreditation status.

(f) With respect to an unaccredited New Jersey institution, that is, one that is not accredited as a discrete entity by an institutional accrediting body recognized by the U.S. Secretary of Education, the Secretary shall grant licensure for a specified period not to exceed three years in the first instance or more than five years in subsequent instances. Under such conditions, the institution, if it wished to continue to offer academic degree programs and/or college credit-bearing courses in New Jersey, would be required to petition the Secretary for relicensure at least eight months before the expiration of the current license. Licensed unaccredited institutions shall seek accreditation by an institutional accrediting body recognized by the U.S. Secretary of Education to accredit the kinds of academic programs for which initial licensure was granted within three years of initial licensure. Accredited institutions that cease affiliation with an institutional accrediting body while in good standing may petition the Secretary for licensure to offer college credit-bearing courses or academic degree programs in New Jersey.

(g) As a condition of licensure, institutions of higher education that receive direct state support and/or participate in state student assistance grant and scholarship programs shall participate in the Secretary's Student Unit Record Enrollment (SURE) data system within one year of initial licensure. The Secretary shall enter into a memorandum of understanding with institutions participating in the SURE system with regard to the uses of data and protections of student privacy.

(h) The process for out-of-State institutions to seek licensure to offer academic degree programs and/or college credit-bearing courses with a physical presence in New Jersey is detailed at N.J.A.C. 9A:1-5.

(i) The Secretary may direct the OSHE to reevaluate the licensure status of any institution, regardless of its accreditation status.

(j) Before the Secretary revokes or suspends an institution's license, the institution shall have the opportunity for a contested case hearing pursuant to the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and 52:14F-1 et seq., and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1. The institution shall submit its request for a hearing to the Secretary within 15 days of receiving notice of the Secretary's proposed action to revoke or suspend the licensee.

(k) An institution that decides to voluntarily cease operations or whose licensure has been revoked shall inform the Secretary immediately of the following:

1. The planned date of termination of operations;

2. The planned date and location for the transfer of student records;

3. The name and address of the organization to receive and manage the student records and the name and contact information of the office or official who is designated to manage transcript requests;

4. Arrangements for the continued education of currently enrolled students via teach-out agreement or other practical solution; and

5. Evidence of communication with the New Jersey Higher Education Student Assistance Authority and the U.S. Department of Education regarding the appropriate actions concerning state grant and scholarships, state loans, Federal grants and scholarships, and Federal loans as applicable.

(l) All licensed institutions shall comply with State and Federal statutes, rules, and regulations. Licensed institutions shall report findings of noncompliance by State or Federal agencies to the Secretary.

(m) In the event that a licensed institution changes the institution's name, notice of the change shall be provided by the institution to the Secretary no later than 30 days from the date of the change. A licensed New Jersey institution that seeks to include "university" in the institution's name shall follow the procedures at N.J.A.C. 9A:1-3.

(n) In the event that a licensed New Jersey institution changes the institution's main campus location or establishes an additional campus location that is not a "branch campus," notice of the change shall be provided by the institution to the Secretary no later than 30 days from the date of the change or establishment of the additional campus location.

9A:1-1.4 Application of standards

The standards in N.J.A.C. 9A:1-1.5 through 1.12 and, where applicable, in N.J.A.C. 9A:1-2, shall apply to all institutions seeking to be licensed or relicensed by the Secretary.

9A:1-1.5 Long-range plan

An institution seeking a license shall develop a long-range plan to attain its goals. Appropriate resources (physical, human, and financial) should undergird the elements of the plan. The plan shall be made available to the Secretary upon the Secretary's request.

9A:1-1.6 Organization and administration

(a) The institution shall be organized to provide sufficient administrative, program, and resource support to attain its mission. The roles and responsibilities of administrators, faculty, and staff should be appropriate to its mission and described in writing.

(b) From an organizational perspective, effective use of an institution's human, physical, and financial resources requires a critical mass of students in order to demonstrate a need for the institution and to provide the learning environment described in its mission statement.

(c) Consistent with the institution's mission, the institution's governing board shall oversee all legal aspects of its operations, set institutional policy, plan for the institution, monitor progress toward fulfilling the mission, and ensure continuous institutional assessment and planning. In addition, the board should develop and maintain policies (by-laws) that specify its own duties, responsibilities, and procedures, as well as its membership, manner of appointment, and terms of office. The board is responsible for selecting the institution's chief executive officer, who leads its administration.

(d) Reporting to the governing board, the chief executive officer is responsible for the following:

1. Administering the governing board's policies;
2. Providing general educational leadership and promote educational effectiveness;
3. Maintaining appropriate administrative records;
4. Establishing academic/administrative regulations and procedures dealing with:
 - i. Organizational structure;
 - ii. Personnel appointments, reappointments, tenure, and promotions;
 - iii. Salary schedules;
 - iv. Budgets;
 - v. Planning, development, and management of facilities;
 - vi. Educational programs, academic policies, and research;
 - vii. Granting of degrees; and
 - viii. Community service;

5. Preparing and submitting such reports as the governing board, the Presidents' Council, or the Secretary may request; and

6. Providing official publications, such as student and faculty handbooks, a catalog, and other related documents or publications, to interested persons at intervals sufficient to ensure current information.

(e) Each institutional constituency directly concerned with the educational process including, but not limited to, the administration, faculty, staff, and students should have a voice in institutional governance with respect to those issues with which it is appropriately concerned. Such participation should be defined in writing.

(f) Statements of institutional principles, policies, and procedures governing topics such as academic integrity and academic freedom should be developed and disseminated widely among the institutional community. These statements should be reviewed periodically, and proper measures should be established to see that they are enforced.

9A:1-1.7 Finances

(a) An institution shall continuously ascertain its financial requirements, determine its sources of revenue, plan for current and future needs, and budget its resources accordingly.

(b) To qualify for and retain a license, an institution shall demonstrate that it:

1. Possesses financial resources sufficient to realize its mission over an extended period of time;

2. Has a long-range financial plan that includes a program for securing gifts, grants, and other appropriate income;

3. Plans its expenditures by budgeting available resources for specific institutional purposes; and

4. Maintains adequate financial records that are audited annually by an independent certified public accountant in accordance with generally accepted auditing standards promulgated by the American Institute of Certified Public Accountants for colleges and universities.

(c) Each licensed New Jersey institution shall furnish annually to the Secretary a copy of its audited financial statement and management letter(s) (if issued) on or before December 31 of each year. An out-of-State institution licensed to offer college credit-bearing courses or academic degree programs in the State shall furnish to the Secretary a copy of its audited financial statement and management letter(s) upon request of the Secretary.

(d) Each licensed institution also shall carry insurance or provide for self-insurance to maintain the solvency of the institution in case of loss by fire or other causes, to protect the institution in instances of personal and public liability, and to ensure the continuity of the institution.

9A:1-1.8 Faculty

(a) The institution shall document and maintain appropriate records attesting to faculty qualifications, performance, and achievements. It should define clearly and disseminate the criteria and the process for promotion.

(b) The majority of all full-time faculty, part-time faculty, and adjunct faculty at an institution offering only the associate degree shall have at least a master's degree in the field in which they are appointed, if such a qualification exists (recognizing that some technical/occupational specialties offer no such degree), or an equivalent qualification in the field in which they are appointed.

(c) The majority of all full-time faculty, part-time faculty, and adjunct faculty who are teaching in baccalaureate degree programs shall have the doctorate or an equivalent qualification in the field in which they are appointed.

(d) Full-time and part-time faculty teaching in graduate programs shall have earned the doctorate or an equivalent qualification in the field in which they are appointed. They shall engage in an active pattern of professional productivity including, but not limited to, instruction, advisement, research, peer-reviewed publication, authorship, editorial services, creative work, artistic production, patents, applied research, service to professional associations and organizations, program design, and/or the scholarship of instruction.

(e) Adjunct faculty shall possess the same qualifications as full-time and part-time faculty. Adjunct faculty shall be academically qualified to teach all courses to which they are assigned. When appropriate in the judgment of the institution, compensating preparation or experience may be taken into account in judging whether an adjunct instructor is academically qualified to teach a particular course.

(f) Regardless of the specific nature of an academic appointment, be it initial, multi-year, temporary, or permanent, the principle of academic freedom shall apply to all faculty, including

adjunct faculty, for it is only through academic freedom that ideas and data can be explored without prejudice. An institution shall promulgate a statement concerning the academic freedom of faculty members that should include a statement supporting the following principles:

1. Freedom in research and publication where these activities do not interfere with adequate performance of academic duties;
2. Freedom in the classroom to discuss controversial issues pertinent to the discipline; and
3. Retention of all rights as a citizen to free speech and publication. Such rights are not, as such, subject to institutional censorship or discipline.

9A:1-1.9 Library

(a) Qualified library professionals, librarians, and support personnel in numbers sufficient to serve the needs of students and faculty shall staff the institution's library. Every institution, regardless of enrollment or number of academic offerings, shall provide access to at least one qualified library professional with the exception of institutions with a specialty mission. Institutions with a specialty mission shall provide access to a qualified library professional, a librarian, or an individual qualified by way of disciplinary expertise (for example, an earned doctorate, extensive study in the discipline, demonstrated scholarly production, etc.).

(b) An institution shall demonstrate the development and maintenance of a collection that reflects and supports the curriculum.

(c) There shall be a program for continuous acquisition of materials including books, journals, databases, and other instructional materials.

(d) An institution shall catalog and maintain all library holdings appropriately, including providing a protective environment for its physical library material that adequately protects the collection from deterioration and damage.

(e) An institution shall provide clear and consistent access to electronic resources.

(f) An institution shall document the existence of a plan to assess and document effective use of library resources by students and faculty.

(g) An institution should utilize library representatives in the curriculum development process to inform the administration of the library's ability to offer adequate support for materials and library education.

(h) An institution may enter into contract with another library or libraries for the provision of collections and services, physical or virtual. Institutions shall demonstrate that the collections are appropriate for the curriculum of the institution, that students have convenient access to contracted library services, that there is adequate library instruction provided to students to use effectively the services of the contracted library, and that there are qualified library professionals or librarians available to assist students. The institution shall retain full responsibility for adequacy of resources available to students. Institutions are encouraged to participate in appropriate consortia that allow them to expand and more effectively deliver information resources and services.

(i) An institution shall have in place a plan that articulates how students will obtain information

literacy skills as they progress through the curriculum. The plan shall identify outcomes for information literacy skill development, and how those outcomes are measured and assessed.

9A:1-1.10 Students and student services

(a) An institution shall have a clearly defined admissions policy appropriate to its mission and shall admit students whose educational interests and abilities qualify them to pursue a program offered by the institution.

(b) An institution shall provide adequate student support, financial aid services, and facilities to help students succeed and shall maintain accurate records of each student's academic progress.

(c) An institution shall maintain transcripts for all students and shall provide to all students who request them, transcripts showing dates of attendance and academic performance.

9A:1-1.11 Physical facilities

(a) Physical facilities shall be adequate for an institution to fulfill its mission. The institution's facilities provide the context in which teaching and learning take place; it is, therefore, critical that this setting be maximally conducive to fostering productive scholarship. Such facilities generally include, but are not limited to, instructional buildings, laboratories, residence halls, student activity centers, recreational/athletic centers, administrative offices, library/learning resource centers, computing centers, and support service centers.

(b) The institution shall ensure that the physical facilities are safely maintained and are sufficient in quality, size, and number to accommodate students, faculty, and staff; it shall provide adequately equipped laboratories as required for effective instruction and learning.

9A:1-1.12 Official publications

(a) All information released by an institution shall be true and accurate.

(b) An institution's official catalog sets forth the responsibilities of both the student and the institution. As the nature of these responsibilities is subject to frequent change, official catalogs shall be printed or electronically updated at intervals sufficient to ensure currency of information and in quantities sufficient to supply interested persons.

(c) An institution shall either include the following information in its official catalogs or provide a current web address in its official catalogs for where the information is located on the institution's website:

1. A statement of institutional mission;
2. Statements of institutional and programmatic accreditation;
3. Lists of faculty and administrative officers, including their earned degrees;
4. Complete curricular information, including course descriptions and the grading system;
5. Requirements for admission, transfer, and graduation;

6. Policies for awarding degree credit and policies on academic progress, academic standing, and withdrawal;

7. Descriptions of facilities and of available student support services;

8. Student costs, including an itemized listing of all mandatory fees charged to students, as well as refund and financial aid policies;

9. An academic calendar;

10. A list of members of the governing board; and

11. A description of rules and regulations regarding students if not described in other publications available to students.

SUBCHAPTER 2. DEGREE STANDARDS AND PROGRAMMATIC MISSION

9A:1-2.1 General program standards

(a) An institution's overall curriculum shall reflect and support the mission of the institution.

(b) The academic year shall be determined by the institution's governing board.

(c) A semester credit hour shall not be counted on an hour-for-hour basis for library, independent-study, laboratory, or physical education activities. A semester credit hour is not required to be counted on an hour-for-hour basis for distance learning or blended (or hybrid) learning.

(d) Credit courses offered by a college in conjunction with or under contract with a noncollegiate organization shall meet the same requirements the college applies to its own courses with respect to quality, course content, class attendance and participation, student evaluation, etc. The standards presented at N.J.A.C. 9A:1-6.3, dealing with off-campus sites at which credit courses are offered by a college in conjunction with or under contract with a noncollegiate organization, shall apply to such courses offered at the principal campus.

(e) The rigor of all college credit-bearing courses shall be substantially the same, regardless of the type of educational delivery mode, as demonstrated by the institution through various forms of evidence. Such evidence shall include, but not be limited to, at least two of the following: syllabi, documented faculty interaction with students, learning outcomes, documented units of curricular material, and other documentation which objectively demonstrates the amount of time and/or the level of rigor necessary to complete the coursework.

9A:1-2.2 Undergraduate education

At the undergraduate level, educational programs should impart critical thinking and analytical skills and expose students to both general education and more technical concepts.

9A:1-2.3 Associate degree programs

(a) Each educational program leading to an associate degree shall consist of college courses totaling at least 60 but not more than 66 semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the institution. The 66-credit-hour maximum may be exceeded when required for licensure or accreditation by a recognized agency or for student transfer to full junior status.

(b) The associate in arts (A.A.) degree nomenclature is appropriate for programs in the liberal arts, humanities, or fine and performing arts; such programs are transfer- oriented. For A.A. degrees, general education courses should total no fewer than 45 semester credit hours or the equivalent.

(c) The associate in science (A.S.) degree nomenclature is appropriate for programs in mathematics, the sciences, business, or in allied health fields if the program is intended as prebaccalaureate work; such programs are transfer-oriented. General education courses for the A.S. degree should total no fewer than 30 semester credit hours or the equivalent.

(d) The associate in applied science (A.A.S.) degree nomenclature is appropriate for programs that emphasize career preparation in the applied arts and sciences, typically at the technical or semiprofessional level. Such programs are designed to prepare students for job entry at completion of the program, notwithstanding any articulation agreements with four-year programs that may be in effect for a particular A.A.S. program. General education courses shall total no fewer than 20 semester credit hours or the equivalent.

(e) Specialized associate degree programs, such as Associate in Fine Arts (A.F.A) and A.S. in Nursing, shall normally require no fewer than 20 semester credit hours or the equivalent in general education courses.

9A:1-2.4 Baccalaureate degree programs

(a) Each educational program leading to a baccalaureate degree shall consist of college courses totaling at least 120 semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the institution.

(b) Approximately half of the required minimum of 120 credits shall be in general education, and the other half shall be in the major and/or in courses necessary to fulfill requirements for the degree.

(c) In specialized programs, such as Bachelor of Business Administration (B.B.A), Bachelor of Fine Arts (B.F.A.), and Bachelor of Music (B.Mus.), and in programs in the regulated professions, major courses may exceed half of the total required for the degree.

9A:1-2.5 Graduate education

(a) The scope of an institution's graduate curriculum shall closely reflect and support its mission. Graduate education presupposes advanced study beyond the undergraduate curriculum in terms of rigor, expectations of scholarship, curricular depth, and exercise of independent thought.

(b) To fulfill such expectations, an institution's governing board shall demonstrate a continuing commitment of institutional funds for its graduate programs, particularly for the associated faculty and student research activity. Support for graduate programs should be derived from the general applicable resources of the institution, as well as from tuition and fees paid by students in the programs.

(c) Beyond the needs of the undergraduate college, a graduate school shall have, for each program, a variety and depth of specialized materials available either on the campus or through electronic means, or through some combination of both on-campus and electronic access. A library that supports a graduate program shall provide an adequate and current base for research activities. A library in support of a graduate program also shall provide access to a qualified library professional to provide consultation, research expertise, and support for faculty in curriculum matters.

(d) Existing graduate programs shall be reviewed periodically by the institutions themselves and, insofar as possible, cooperatively with regional and professional accrediting agencies.

(e) The objectives of every graduate or graduate professional program shall be clearly defined and stated. The work in such programs shall be beyond the baccalaureate level in intellectual demand, and a substantial part of it shall be in courses designed explicitly for graduate students, although exceptionally well-qualified undergraduates occasionally may be admitted.

9A:1-2.6 Master's degree programs

(a) A master's degree requires at least 30 credits of graduate study or its equivalent.

(b) Master's degree programs should be distinguishable by their primary objectives as belonging to one of two general types: disciplinary or professional. The degree awarded to students completing disciplinary programs should be master of arts or master of science, with the discipline named (for example, master of arts in English literature, master of science in engineering). In professional programs, the degree should be appropriately specific (for example, master of library science, master of business administration, master of education, master of social work). The determining criterion is the objective that the program is designed to serve. The two types are further distinguished as follows:

1. Disciplinary type: A disciplinary master's degree entails advanced study and exploration in a particular academic discipline (for example, history, physics, engineering science, or musicology). The primary objective is increased knowledge of the subject, rather than its application to professional use. The majority of the degree credit awarded in programs of this type shall be at the advanced level in the principal field. Credit toward this type of master's degree shall not be given for introductory or elementary courses in the field.

2. Professional type: A master's degree program of the professional type consists of advanced study to extend and apply previous study to practice in such fields as engineering, law, applied music, pastoral ministry, or teaching; some such subjects may lend themselves also to disciplinary programs. Professional master's programs should be complete in themselves, although they may in some circumstances also be adaptable to preparation for a research or professional doctorate. A limited amount of introductory work in the field may have an appropriate place, especially in first-level professional programs.

9A:1-2.7 Specialist programs

(a) Institutions may organize programs of graduate work beyond the master's level that lead not to doctorates but to specialist degrees (such as the Ed.S.) or to comparable certificates. Such programs shall be composed of more advanced coursework than is required for the master's, shall perform definable functions, and shall not be merely continuations of courses beyond the master's. They shall possess a definite philosophy, purpose, design, and sequence and be self-contained and terminal in nature. A comprehensive examination should be required.

(b) Students admitted to specialist programs in education shall have master's degrees in the same field as that of the certificate. Students with master's degrees in unrelated fields shall complete preliminary coursework or demonstrate equivalent knowledge acquired through work experience.

9A:1-2.8 Doctoral degree programs

(a) Programs leading to doctoral degrees shall represent three or more years of full-time study and research beyond the baccalaureate or the equivalent thereof in part-time work.

(b) Programs leading to a doctor of philosophy degree shall be oriented toward original research.

(c) Professional doctorates usually are oriented toward increased professional competence. The requirements for a professional degree should include either a research thesis or a project involving the solution of a substantial problem of professional interest.

(d) For each doctoral program, an institution shall demonstrate that:

1. The program has clear educational objectives and its requirements are appropriate for the nature of the doctorate;

2. It is supported by related studies and research in ancillary fields;

3. Its faculty or other academic professionals are recognized beyond the bounds of the institution as possessing professional qualifications and research or scholarly achievements sufficient to support the program;

4. It possesses adequate library holdings, laboratory space, research facilities, and other necessary resources; and

5. It has committed the necessary resources for instruction, advisement, thesis supervision, and research guidance.

9A:1-2.9 Exceeding or changing programmatic mission

(a) Licensed New Jersey institutions wishing to exceed their programmatic mission must receive approval from the Secretary to offer each program that exceeds the level of academic degrees that the institution is authorized to grant. Requests to exceed an institution's programmatic mission shall be evaluated based on the following criteria:

1. The objectives of the proposed program(s);

2. The relationship of the proposed program(s) to the current institutional mission and the Statewide plan for higher education, if applicable;

3. Demonstration of need for the program(s), including present and projected student demand and demand for graduates;

4. The effect of the proposed program(s) on existing programs at other institutions;

5. The dedication of sufficient resources to implement and maintain the program(s) without eroding the quality of ongoing programs;

6. Appropriately qualified students, faculty, and administrators;
7. The quality of library holdings, facilities, and equipment; and
8. Evidence of strength compared with similar programs in the region and State.

(b) If an institution has received approval to exceed its programmatic mission for a particular degree level at least five times, the Secretary may, at the request of the institution, authorize a change to the institution's programmatic degree level in order to allow the institution to offer new degree programs at the particular degree level for which the five previous exceeding mission approvals have been granted. Institutions wishing to change their programmatic mission prior to having received such specific program approvals shall follow the procedure set forth in (c) below.

(c) Licensed New Jersey institutions wishing to change their programmatic mission shall specify the scope of the proposed change, including long-range plans for mounting new degree programs that exceed the level of academic degrees currently authorized for the institution. Requests to the Secretary made pursuant to this subsection to change an institution's programmatic mission shall be evaluated based on the following criteria:

1. The objectives of the proposed mission change;
2. The relationship of the proposed mission change to the current institutional mission and the Statewide plan for higher education, if applicable;
3. Demonstration of need for the mission change, including present and projected student demand and demand for graduates;
4. The effect of the proposed mission change on existing programs at other institutions;
5. The dedication of sufficient resources to implement and maintain the proposed mission change without eroding the quality of ongoing programs;
6. Appropriately qualified students, faculty, and administrators;
7. The quality of library holdings, facilities, and equipment; and
8. Evidence of strength compared with similar institutions in the region and State.

SUBCHAPTER 3. CRITERIA FOR UNIVERSITY STATUS

9A:1-3.1 Programs

In an atmosphere of freedom of inquiry and expression, a university shall provide undergraduate studies leading to the baccalaureate in a broad range of academic disciplines, as well as graduate studies leading to advanced degrees in at least three academic and/or professional fields. A university may also offer an array of graduate studies related to the fields in which it offers advanced degrees. Such offerings provide students elective opportunities and a selection of support studies that may be useful although not prescribed for a particular graduate degree program.

9A:1-3.2 Organization

(a) A university shall clearly identify graduate studies and programs as distinct elements in its organization.

(b) A university shall provide an appropriate and adequate staff whose primary responsibility is the administration of graduate and professional programs.

9A:1-3.3 Resources

A university shall possess the financial ability to support graduate and professional programs, and its facilities and equipment reflect the level of work required in both.

9A:1-3.4 Accreditation

A university shall be accredited by the Middle States Commission on Higher Education.

9A:1-3.5 Eligibility for university status and use of “university” as part of an institution’s name

(a) Educational institutions that are incorporated and located in New Jersey; licensed by the Secretary; and listed as "research universities," "doctoral universities," or "master's universities and colleges" in the Carnegie Foundation for the Advancement of Teaching's Classification of Institutions of Higher Education and that believe they meet all of the requirements stipulated in this subchapter are, with the concurrence of their governing boards, eligible to apply to the Secretary for university status. Educational institutions dedicated primarily to the education or training of ministers, priests, rabbis, or other professional persons in the field of religion are not eligible to apply for university status.

(b) When an institution's governing body decides to seek university status, it shall file with the Secretary a petition-of-intent seeking authority to do so. The petitioning institution shall develop a fully documented proposal and, with the concurrence of the Secretary, select two consultants to review the proposal. The two consultants shall be totally independent of all higher education institutions in New Jersey and shall be recognized authorities on graduate education. The consultants shall prepare a written report of their findings, which the college shall submit to the Secretary. The Secretary shall consider both the report and the proposal in deciding on the college's application for university status.

(c) The proposal required under (b) above shall demonstrate the institution's eligibility for designation as a university and shall include a history of having met the criteria defined in this subchapter for a period of at least five years. Alternatively, the petitioning institution may indicate, through a combination of retrospective and prospective data, intent to meet the criteria for a total period of five years. The Secretary shall consider such institutions to be in a period of candidacy for university designation. In no case shall formal university designation be granted until an institution has met the minimum criteria for at least five years.

(d) University status and the initial use of the term "university" in the institution's title require approval by the Secretary.

SUBCHAPTER 4. PROPRIETARY INSTITUTIONS

9A:1-4.1 General provisions

(a) Proprietary institutions of higher education shall apply for licensure to offer academic degree programs and/or college credit-bearing courses, subject to conformance with the rules and standards

for such licensure as contained in this chapter.

(b) The rules in this subchapter are designed to recognize the distinctive character of proprietary institutions and for these institutions take precedence over any rules and standards with which they may be in conflict.

9A:1-4.2 Reassessment of licensure status

In the event of a change in the ownership of a proprietary institution, the institution shall provide notice of the change to the Secretary within 30 days of the change. The Secretary may determine to reassess the institution's licensure status within one year of the change.

9A:1-4.3 Duration of license

(a) Any license to operate shall be for a specific period, not to exceed five years, as the Secretary determines, unless a New Jersey institution is currently licensed and accredited as a discrete entity by an institutional accrediting body that is recognized by the U.S. Secretary of Education to accredit the kinds of academic programs for which licensure was previously granted to the institution.

(b) At least eight months before the expiration of the license, the institution shall petition the Secretary for relicensure, unless a New Jersey institution is accredited as a discrete entity by an institutional accrediting body that is recognized by the U.S. Secretary of Education to accredit the kinds of academic programs for which licensure was previously granted to the institution.

9A:1-4.4 Minimum library requirements

(a) A proprietary institution offering a degree shall have a library collection of sufficient size and composition to meet program objectives and to support high-quality instruction and, where appropriate, research.

(b) The library collection shall be kept up to date.

(c) The library shall have qualified library professional(s), librarian(s), and support personnel in numbers sufficient to serve the needs of students and faculty.

(d) Proprietary institutions are held to the standards in N.J.A.C. 9A:1-1.9 (a)-(i).

9A:1-4.5 Governing board

(a) The governing board shall have a portion of its membership drawn from the general public and/or the academic community and be of sufficient size to provide for appropriate committee membership.

(b) As is the case in nonprofit institutions of higher education, public members should be appointed for specified terms of office.

9A:1-4.6 Faculty

(a) Undergraduate faculty shall normally have teaching loads not to exceed the equivalent of 15 semester credit hours; graduate faculty shall normally have teaching loads not to exceed the equivalent of nine semester credit hours.

(b) Workload credit shall normally be granted to faculty involved in heavy administrative,

advisory, or committee assignments.

(c) The institution shall promulgate a statement concerning the academic freedom of faculty members that should include statements supporting the following principles:

1. Freedom in research and publication where these activities do not interfere with adequate performance of academic duties;
2. Freedom in the classroom to discuss controversial issues pertinent to the discipline; and
3. Retention of all rights as a citizen to free speech and publication. Such rights are not, as such, subject to institutional censorship or discipline.

SUBCHAPTER 5. OUT-OF-STATE INSTITUTIONS

9A:1-5.1 Licensure required

(a) Out-of-State institutions wishing to offer college credit-bearing courses, academic degree completion programs, or complete academic degree programs with a physical presence in New Jersey shall petition the Secretary for licensure. No out-of-State institution shall offer or advertise the availability of college credit-bearing course(s) or academic degree program(s) with a physical presence in New Jersey before receiving formal approval of its petition. Licensure shall require the institution to meet all the standards set forth in this chapter.

(b) An out-of-State institution's petition to offer an academic degree completion program shall provide evidence that the degree-granting institution is authorized to offer the full degree program in the state in which the institution is incorporated.

(c) The Secretary shall review all such licensure petitions from out-of-State institutions. The Secretary shall license only those institutions whose proposed offerings meet State standards of quality (see N.J.A.C. 9A:1-1 and 2), are fiscally viable, serve a demonstrable need, and are in accordance with the Statewide plan for higher education, if applicable.

(d) Out-of-State institutions may be licensed for periods of one to five years. Initial licensure shall not exceed three years.

(e) Licensure by the Secretary of an out-of-State institution shall not preclude an in-State institution from providing coursework or programs similar to that of the out-of-State institution.

(f) An out-of-State proprietary institution shall also be subject to N.J.A.C. 9A:1-4.

9A:1-5.2 Petitions from institutions

(a) Out-of-State institutions seeking licensure shall submit licensure petitions in an electronic format to OSHE preferably at least one year before the requested date of implementation.

(b) The petition shall contain:

1. The accreditation status of the institution;
2. A mission statement that defines the scope, purpose, and basic tenets of the institution;

3. Information equivalent to the annual summary sheet required by the regional and/or national institutional accrediting association for the institution;

4. The institution's financial statements and management letter(s) (if issued) (prepared by independent auditors) for each of the last three years;

5. Information on the qualifications of prospective faculty for the proposed New Jersey offering(s);

6. A description of the selection and review process for faculty teaching in New Jersey;

7. A catalog and other data that the institution recognizes as appropriate; and

8. Other information that the Secretary specifically requests.

9A:1-5.3 Review processes

(a) The following procedures apply to petitions from out-of-State institutions:

1. Upon receipt of the petition, OSHE staff shall provide to all New Jersey institutions a brief summary of the petition's content, along with information on how to obtain the petition from the OSHE website and an invitation to the institutions to submit their comments within 30 days after the notification regarding the out-of-State request.

2. OSHE staff shall review the petition and any comments submitted by in-State institutions, usually with the assistance of an external consultant team that is mutually acceptable to the institution and the Secretary. As part of the review of the petition, OSHE staff may also conduct a site visit at the campus or proposed instructional site of the institution, usually with the assistance of the external consultant team.

3. OSHE staff shall send the petition and all pertinent materials to the Presidents' Council for review and recommendation to the Secretary.

4. The Secretary shall consider the recommendation of the Presidents' Council when making a determination on the petition.

9A:1-5.4 Annual report

(a) An out-of-State institution shall submit a report containing an update of the information required pursuant to N.J.A.C. 9A:1-5.2(b) to the Secretary on an annual basis by a date determined by the Secretary.

(b) If it appears from a review of the annual report that there has been a significant change in the offerings, the necessary resources, or the status of the institution, OSHE staff shall submit the matter to the Presidents' Council for review and recommendation to the Secretary for any appropriate action to be taken, including the revocation of licensure.

9A:1-5.5 Additional instructional sites

(a) A currently licensed out-of-State institution seeking to establish an additional instructional site

for its currently licensed academic degree programs and/or college credit-bearing courses shall, before operating the additional instructional site, submit to the Secretary a formal request that shall include a statement justifying the need for the proposed instructional site and a description of the proposed courses/programs to be offered there.

(b) The request under (a) above shall also include evidence that the proposed programs/courses at the proposed instructional site are at least equivalent in quality to comparable programs/courses at the currently licensed instructional site and evidence that the institution has provided for effective monitoring and controls to maintain quality. The request shall include evidence of the dedication of sufficient resources to implement and maintain the proposed instructional site without eroding the quality to ongoing programs and operations in the rest of the institution.

(c) The request under (a) above shall provide information on the standards in N.J.A.C. 9A:1-1.5 through 1.12, with special attention to evidence indicating that the classroom, laboratory, computing, and library facilities are adequate; the provisions for administration, support staff, and student support services are sufficient; and the qualifications of faculty are appropriate.

(d) Upon receipt of a request for approval of an instructional site, OSHE staff shall provide to all New Jersey institutions of higher education a brief summary of the request, along with information on how to obtain all materials related to the request from the OSHE website and an invitation to inform the Secretary within 30 days as to how they would be affected by the proposed instructional site.

1. If no concerns are raised about the proposal, OSHE staff shall forward the request directly to the Secretary for action.

2. If concerns are raised, OSHE staff shall send all materials to the Presidents' Council for review and recommendation within 60 days.

3. The Secretary shall consider the recommendation of the Presidents' Council when making a determination on the request for approval of an instructional site.

SUBCHAPTER 6. OFF-CAMPUS OFFERINGS

9A:1-6.1 Purpose and general requirements

(a) The institution shall consider off-campus offerings part of its total program and shall judge them by the same criteria as the sessions and courses on its main campus.

(b) All institutions shall submit at the request of the Secretary reports on all off-campus offerings.

9A:1-6.2 Branch campuses

(a) When the governing board of a State college or State university, after study and investigation, determines that it is advisable for the institution to establish a branch campus out-of-State or out-of-country that will serve at least 500 students of the institution, the board shall submit the plan for the branch campus in an electronic format to the Secretary for review and recommendations.

(b) The plan shall include: a description of the higher educational needs of the country or region in which the branch campus shall be located; a description of the proposed branch campus and its proposed programs and curriculum; an estimate of the cost of establishing and maintaining the branch campus including the cost of any planned acquisition or construction of facilities; and any other

information or data deemed necessary by the Secretary. The request shall include evidence of the dedication of sufficient resources to implement and maintain the branch campus without eroding the quality of ongoing programs and operations in the rest of the institution.

(c) The plan shall provide information on the standards in N.J.A.C. 9A:1-1.5 through 1.12, with special attention to evidence indicating that the classroom, laboratory, computing, and library facilities are adequate; the provisions for administration, support staff, and counseling are sufficient; and the qualifications of faculty are appropriate.

(d) Upon receipt of a plan for a branch campus, OSHE staff shall provide to all New Jersey institutions of higher education a brief summary of the plan's content, along with information on how to obtain the plan from the OSHE website and an invitation to inform the Secretary within 30 days as to how they would be affected by the proposed branch campus.

1. If no concerns are raised about the proposal, OSHE staff shall forward the plan directly to the Secretary for review and response. In developing a response to the plan, the Secretary shall consider whether there is a need for the institution to acquire a branch campus and whether the institution has the financial capacity to support the campus.

2. If concerns are raised about the proposal, OSHE staff shall send all materials to the Presidents' Council for review and recommendation within 60 days.

3. Upon the receipt by the Secretary of the Presidents' Council recommendation, the Secretary will develop a response to the plan pursuant to (d)1 above.

(e) An institution proposing to offer at a particular branch campus an approved degree program not previously offered there shall inform the Secretary of that offering.

(f) An institution proposing to offer at a branch campus a degree program not previously offered at the main campus shall submit that program for Presidents' Council review, as required for any new program.

(g) An institution closing a branch campus shall inform the Secretary before the closure.

9A:1-6.3 Noncollegiate organizations

(a) Off-campus sites at which an institution offers college credit-bearing courses in conjunction with or under contract with a noncollegiate organization shall first be approved by the institution's governing board or its designee. The institution shall adhere to the following standards:

1. The college may grant credit only at the level and only in those areas for which it has degree programs. For example, a college may not award graduate credit if it does not award graduate degrees, nor may it offer graduate courses in a field (for example, psychology) if such offerings are not acceptable in an authorized graduate degree program at that college;

2. The credentials of instructors used by the contracting agency shall be reviewed and approved by the appropriate faculty of the college;

3. The courses shall be clearly and publicly identified as belonging to the college; that is, both parties shall take appropriate steps to ensure that the public understands that the college assumes responsibility for the courses; and

4. No more than 25 percent of an academic degree program shall be satisfied through such courses, except in the case of arrangements between colleges and hospital-based programs in the health professions in which the clinical component of the program is provided by the hospital school. All course requirements, with respect to student attendance, amount of class time, amount of outside work, standards for performance, and prerequisites, shall be the same as for courses offered on campus.

SUBCHAPTER 7. DISTANCE LEARNING

9A:1-7.1 Standards for New Jersey institutions

(a) An institution's distance learning offerings shall be clearly defined and related to the institution's mission and shall be consistent with the goals and objectives of the institution.

(b) The institution's policies and objectives associated with distance learning and blended (or hybrid) learning offerings shall be consistent with those established for other educational delivery modes and shall comply with the standards set forth in N.J.A.C. 9A:1-2.

(c) The institution's catalog and promotional materials shall indicate the maximum time permitted for the completion of each course and program offered through distance learning. Any difference between on-campus and distance learning tuition and fee charges shall be clearly indicated.

(d) The institution shall provide students with complete and timely information regarding course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.

(e) Faculty and academic professionals involved in distance learning and blended (or hybrid) learning shall have an understanding of distance education, its special characteristics, and the needs of distance learners.

(f) Each institution shall address issues related to ownership and intellectual property derived from the creation and production of software, telecourses, or other electronically offered programs.

(g) Individuals outside the traditional campus community who act in capacities such as tutors or proctor for students enrolled in distance learning and blended (or hybrid) learning shall be approved by the institution offering the course/program.

9A:1-7.2 Granting degrees for programs provided collaboratively

In the case of collaborative distance learning and blended (or hybrid) learning degree programs, it is the responsibility of the institutions offering the programs to determine which institution(s) will grant the degree.

9A:1-7.3 Counting students enrolled in multiple institutions

Students who are taking coursework at more than one institution shall be counted by each institution based on a full-time equivalent standard unless a consortial agreement exists either between or among the institutions regarding which will count the students for enrollment purposes.

9A:1-7.4 Program review and approval for New Jersey institutions

(a) As is currently the practice with traditionally offered programs, if a licensed New Jersey institution wishes to offer a new academic degree program through distance learning, the program shall be subject to review by the Presidents' Council.

(b) Distance learning degree programs offered at newly established off-campus sites shall be subject to any review or approval that is required for all programs at such off-campus sites; see N.J.A.C. 9A:1-6.

(c) Approval by the Secretary for distance learning programs offered by licensed New Jersey institutions shall be required only if programs are referred to the Secretary by the Presidents' Council for consideration due to an institution's changing or exceeding its programmatic mission or due to excessive program cost or unnecessary duplication.

9A:1-7.5 Approval for out-of-State institutions

(a) Out-of-State institutions (see N.J.A.C. 9A:1-5) that wish to offer college credit-bearing distance learning with a physical presence in New Jersey must first be licensed by the Secretary, with advice from the Presidents' Council, to offer specific courses or degree programs.

(b) Out-of-State institutions that wish to offer New Jersey residents no other programs, except for college credit-bearing distance learning with no physical presence in New Jersey, are not required to seek licensure from the Secretary.

(c) If a degree program offered by an out-of-State institution requires a supervised component, such as an internship, fellowship, or apprenticeship, for a certain degree, such a component, if conducted in New Jersey, will not be considered to constitute a physical presence, so long as the following two criteria are met:

1. The student-supervisor relationship is conducted on a one-to-one basis (for example, no group review sessions or other gatherings); and

2. The supervisor is not a permanent employee of the out-of-State institution.

SUBCHAPTER 8. FRAUDULENT ACADEMIC DEGREES

9A:1-8.1 Protected degree designations for earned degrees

(a) No person shall use or append to his or her name any academic degree designation, letters, derivatives thereof, or other designations as evidence of having earned an academic degree unless a duly authorized institution of higher education as defined in Section 3 of P.L.1986, c.87 (N.J.S.A. 18A:3-15.3) conferred the degree.

1. In states without a licensing requirement for institutions of higher education, a duly authorized institution of higher education is one that is regionally accredited or accredited by the appropriate accrediting body recognized by the U.S. Secretary of Education or one that is seeking such accreditation.

2. Regarding institutions located outside of the U.S. or its possessions, a duly authorized institution of higher education is one that is recognized by the appropriate body in the particular country provided that the institution's requirements for awarding degrees are generally equivalent to those accepted in the U.S. by an accrediting body recognized by the U.S. Secretary of Education.

9A:1-8.2 Honorary degrees

Any person who has received an honorary degree shall follow the academic degree or the letters used to abbreviate such a degree with the word “Honorary” or “Hon.” in parenthesis when representing himself or herself as having received such a degree or credential.

AIC REQUIRED DOCUMENTS CHART**TERMINATION OF A PROGRAM****ALL PROGRAMS INCLUDING CERTIFICATES****(Information Item)**

DOCUMENTS	Check to Confirm
Intent to Terminate a Program must be sent to all NJ College President's – see language in AIC Manual III. A. page 16.	
Copy of Board Resolution to Academic Issues Committee Chair.	

AIC REQUIRED DOCUMENTS CHART**NOMENCLATURE CHANGES****ALL PROGRAMS INCLUDING CERTIFICATES****(Information Item)**

DOCUMENTS	Check to Confirm
Copy of Board Resolution or official approval document sent to Academic Issues Committee Chair.	

AIC REQUIRED DOCUMENTS CHART

INITIATION OF A PROGRAM OPTION

(Information Item)

DOCUMENTS	Check to Confirm
Copy of Board Resolution or official approval document:	
Copy To Chair of Academic Issues Committee (Include CIP Code)	
Copy to NJ State Department of Military & Veterans Affairs (Send to them directly)	
Copy of the list of courses in the base program	
Copy of the list of courses in the new Option – HIGHLIGHT or MARK THE COURSES THAT ARE DIFFERENT IN THE OPTION	
Note the number of credit difference. (See attached sample)	
*Note to Community Colleges	
A.A.S programs shall not differ by more than 18 credits from the base program	
Options normally differ from the base program by at least 12 credits	
If an option differs by 9 credits but demonstrates a clear change in program emphasis, it may be acceptable	

Main/Base Program **Liberal
Arts and Science** Degree:
Associate in Science College
Code: **LAS.AS**

Code	Course	Credits
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First Year/First Semester

Choose **two** of the following Laboratory Sciences:

BIO-111	Biology I - Science or	
	CHM-111 Chemistry I - Science or	
	PHY-101 Physics I	8
MTH-125	College Algebra & Trigonometry or	
	MTH-140 Calculus I	4
ENG-101	English Composition I	3
HIS-111	Western Civilization I or	
	HIS-101 World Civilization I	3
HPE.....	Health & Exercise Science Elective	1
		19

First Year/Second Semester

Choose **two** of the following Laboratory Sciences:

BIO-112	Biology II - Science or	
	CHM-112 Chemistry II - Science or	
	PHY-102 Physics II	8
MTH-140	Calculus I or	
	MTH-150 Calculus II	4
ENG-102	English Composition II	3
HIS-112	Western Civilization II or	
	HIS-113 Western Civilization III or	
	HIS-102 World Civilization II or	
	HIS-103 World Civilization III	3
HPE.....	Health & Exercise Science Elective	1
		19

Second Year/First Semester

MTH-145	Linear Algebra or	
	..... Laboratory Science Elective	4
MTH-150	Calculus II or	
	MTH-210 Calculus III or	
	..... Laboratory Science Elective	4
ENG.....	Literature Elective	3
.....	Social Science Elective	3
		14

Second Year /Second Semester

MTH-220	Differential Equations or	
	..... Laboratory Science Elective	4
MTH-111	Elements of Statistics or	
	..... Laboratory Science Elective	3/4
BIO-250	Co-op I: Science or	
	..... Literature Elective	3
.....	Social Science Elective	3
		13/14

Total Minimum Credits 65

Proposed New Option

LAS: Biotechnology Option
Associate in Science BIT.AS

Code	Course	Credits	
<i>First Year/First Semester</i>			
BIO-111	Biology I: Science	4	
CHM-111	Chemistry I: Science	4	
MTH-140	Calculus I	4	
ENG-101	English Composition I	3	
BIT-101	Biotechnology Seminar	2	*differs from LAS.AS
		17	
<i>First Year/Second Semester</i>			
BIO-221	Microbiology I	4	
CHM-112	Chemistry II: Science	4	
ENG-102	English Composition II	3	
HIS-111	Western Civilization I or		
	HIS-101 World Civilization I	3	
.....	Social Science Elective	3	
		17	
<i>Second Year/First Semester</i>			
BIT-202	Instrumental Analysis	4	*differs from LAS.AS
CHM-221	Organic Chemistry I	4	*differs from LAS.AS
BIO-240	Genetics	4	
HIS-112	Western Civilization II or		
	HIS-113 Western Civilization III or		
	HIS-102 World Civilization II or		
	HIS-103 World Civilization III	3	
		15	
<i>Second Year/Second Semester</i>			
CHM-210	Fundamentals of Biochemistry	4	
CHM-222	Organic Chemistry II	4	
BIT-201	Applications in Biotechnology	4	*differs from LAS.AS
.....	Social Science Elective	3	
		15	

Total Minimum Credits 64

*** 14 credits different from base**

AIC REQUIRED DOCUMENTS CHART

NEW CERTIFICATES

(Information Item)

DOCUMENTS	Check to Confirm
Copy of Board Resolution sent to Academic Issues Committee Chair. (If certificates are not approved by college board, approval document may be substituted).	
Cover letter including CIP Code for New Certificates.	
*Note to Community Colleges	
Certificate Programs shall consist of 30-36 credits	
6 credits of General Education – highlight or note Gen Ed courses in curriculum listing	
(If certificates have fewer total credits it is recommended that they be called something to reflect this difference in credits, for example, Certificate of Achievement)	
Community College Credit Certificates Over the 36 Credit Limit:	

A Program Announcement (PA) should be sent to the college presidents as required for new programs.

In addition, a detailed cover letter should accompany the PA explaining the necessity of the credits required. Outside agency requirements and licensures should be mentioned.

The PA will include the resolution of the governing board and a list of the curriculum with the number of credits for each course.

Colleges will not be required to submit a consultant's report. All of the information will be sent to the AIC for review.

* See AIC Manual Page 16

EXAMPLES OF EVALUATION AND LEARNING OUTCOMES ASSESSMENT PLANS

The Academic Issues Committee has selected four examples of Evaluation and Learning Outcomes Assessment Plans from approved program proposals. The examples were chosen to reflect diverse degree program levels, disciplines, and institutions as well as diverse ways of organizing evaluation and assessment processes. The examples are intended to model best practices, provide sample formats, demonstrate the ways in which student learning outcomes can be mapped to frameworks such as institutional goals and accreditation standards, and promote robust curriculum design. The examples are not meant to be prescriptive but instead should be adapted to best reflect institutional priorities.

The AIC thanks Hudson County Community College, The College of New Jersey, Kean University, and the New Jersey Institute of Technology for agreeing to share their work.

Example 1
Hudson County Community College
Associate in Science in Criminal Justice

II. Evaluation and Learning Outcomes Assessment Plan

Program Assessment Plan

HCCC Institutional Goals	Program Learning Outcomes	How Learning Outcomes are Assessed
<ul style="list-style-type: none"> ➤ To provide liberal arts and science courses and associate degree programs that will prepare students to transfer to four-year colleges and universities 	<p>Upon successful completion of the program graduates will be able to transfer seamlessly to a senior institution or participate in the work force at entry-level.</p>	<p>Retention/Graduate/Transfer rates Analysis (Cohort Study)</p> <p>Surveys of Recent Graduates, 3-Year Graduate Follow Up surveys</p> <p>Survey of Employers (1 year after graduate cohort)</p> <p>Analysis of Transfer Student Performance with Native Peers at Senior Institutions</p> <p>Assessment of student learning outcomes at courses and program level</p>
<ul style="list-style-type: none"> ➤ To provide courses, certificates and associate degree programs that will prepare students for immediate employment or provide for career enhancement. 	<p>Graduates of AS Criminal Justice will be able to:</p> <p>Explain the interdependent operations of the major components of the criminal justice system (Police, Courts, Corrections)</p> <p>Describe the history, nature and purpose of the Juvenile Courts, Processing, and Adjudication of Juvenile Offenders in the Juvenile Justice System.</p> <p>Demonstrate knowledge of the major criminological theories.</p> <p>Analyze the major historical and contemporary issues affecting society with respect to diversity.</p> <p>Evaluate the nature, extent, causation, and prevention of crime.</p>	<p>Performance/Proficiency - Assessment of student learning outcomes at courses and program level through comprehensive exams and written research assignments.</p> <p>Performance Analysis – Performance Surveys collected from employers/supervisors at Service Learning Site Placement.</p> <p>Performance Analysis will be presented to Criminal Justice Advisory Board annually for feedback to improve Programmatic Planning</p>
<ul style="list-style-type: none"> ➤ To provide general education course to ensure that students can think critically and analytically, communicate effectively, solve mathematical problems, participate as informed citizens, appreciate cultural diversity and global interdependence, and are information and computer literate. 	<p>Demonstrate knowledge and competencies that reflect entry level professional readiness.</p> <p>Analyze the major historical and contemporary issues affecting society with respect to diversity.</p>	<p>Part of on-going assessment of General Education courses - replicate the GE course assessment with cohort of AS-Criminal Justice</p> <p>Surveys of Employers/Service Learning Site Placement Supervisors will be reviewed by the Criminal Justice Advisory Board for on-going curriculum revision in GE courses.</p>

Assessment of Student Learning Outcomes at Course/Program Level

Upon successful completion of this program graduates will be able to:

1. Explain the inter-dependent operations of the major components of the criminal justice system (Police, Courts and Corrections)
2. Describe the history, nature and purpose of the Juvenile Courts, Processing, and Adjudication of Juvenile Offenders in the Juvenile Justice System.
3. Demonstrate knowledge of the major criminological theories.
4. Analyze the major historical and contemporary issues affecting society with respect to diversity
5. Evaluate the nature, extent, causation, and prevention of crime.

These program student learning outcomes will be met through coursework and experiential learning. Formative and summative assessment will be conducted throughout the course of studies to ensure students meet standards and competencies specified for the courses and program.

- Common/Department written exams (essay or case studies) and/or research projects in selected major courses are used to ensure the standard mastery of knowledge and analytical skills across sections of the program.
- These Common/Departmental assignments are graded using uniform rubrics and account for 25-30% of course grade.
- Students are encouraged to create an electronic portfolio to collect their written reports, position analysis papers and research projects. Selected completed portfolios will be presented to the Criminal Justice Advisory Board for review and feedback on annual basis.

The table below illustrates how program learning outcomes will be assessed.

Program Learning Outcomes	How Program Learning Outcomes are Assessed	
	Course	Method
1. Explain the interdependent operations of the major components of the Criminal Justice system.	CRJ 111 Intro to Criminal Justice	Weekly written assignments based on class discussions, reading sources and analyses of case studies.
Student Learning Outcomes	CRJ 120 Intro to Criminal Law	Final Written projects: <ul style="list-style-type: none"> ➤ Describe the student's understanding of the topic and legal issues, ➤ Include a complete analysis of the issue, the history of the issue in the administration of justice, ➤ Critically analyze the significance and importance of the issues in the criminal justice system.
1.1: Delineate between the three major components of the criminal justices system Police, Courts, and Corrections.	SOC 101 Principles of Sociology	
1.2: Define the concept of Criminal Justice		
2. Describe the history, nature and purpose of the Juvenile Courts, Processing, and Adjudication of Juvenile Offenders in the Juvenile Justice System.	CRJ 111 Intro to Criminal Justice	Class presentation/Role-Play of selected contemporary case studies.
Student Learning Outcomes:	CRJ 120 Intro to Criminal Law	Final written Project on issues of criminal law, which will involve researching the issue using journals, texts and the internet, and analyzing the importance and relevance of the issue.
2.1: Demonstrate an understanding the various components of the juvenile intake system.	CRJ 215 The Juvenile Justice System	Research paper on a topic in the juvenile justice system. Students will be required to 1) describe the student's understanding of the topic, 2) include a complete analysis of the issue and the history of the issue in the administration of juvenile justice and 3) critically analyze the significance and importance of the issue in the juvenile justice system. Students will present their papers to the class.
2.2: Describe the nature and extent of delinquency	CRJ 220 General Police Organization & Administration	
3. Demonstrate knowledge of the major criminological theories.	CRJ 214 Corrections	Weekly journals (3-4 pages) summarizing the subject matter of each class in order to demonstrate their understanding of the topics covered.
Student Learning Outcomes		
3.1: Identify and explain various law enforcement reforms and innovations and their effects on policing.	CRJ 220 General Police Organization & Administration	Essays of 3 to 5 pages describing, analyzing and evaluating three (3) different programs of community policing employed in the United States. Self-Assessment weekly reports – Service Learning site
3.2: Examine and Analyze the history of policing in America and the relationship that law enforcement has had with the public.	CRJ 290 Service Learning in Criminal Justice	
4. Analyze the major historical and contemporary issues affecting society with respect to diversity.	CRJ 220 General Police Organization and Administration	Analyses of selected court cases Essays of 3 to 5 pages pertaining to contemporary issues confronting police administrators.
Student Learning Outcomes		
4.1: Demonstrate an understanding of police ethics and situations leading to deviance.	CRJ 230 Ethics & Justice	Final term paper of 10 to 15 pages applying and evaluating an existing or proposed policy in criminal justice in the context of traditional ethical theories or approaches. Self-Assessment weekly reports – Service Learning.
4.2: Evaluate the critical nature of expanding diversity in law enforcement and criminal justice administration as a whole.	CRJ 290 Service Learning in Criminal Justice	Competency Checklist assessed by Employer/Service Learning Site Supervisor

Program Learning Outcomes	How Program Learning Outcomes are Assessed	
5. Evaluate the nature, extent, causation, and prevention of crime	CRJ 214 Corrections	Departmental comprehensive exam – Analyses of selected case studies evaluated by using a uniform rubric (25-30%) of course grade.
Student Learning Outcomes 5.1: Demonstrate an understanding of sentencing and criminal sanctions.	CRJ 230 Ethics & Justice	Essays (3 to 5 pages) relating to topics in the field of criminal investigations and crime prevention.
5.2: Examine the history of corrections in America.	CRJ 290 Service Learning in Criminal Justice	Self-assessment weekly reports including analyses Competency Checklist assessed by Employer/Service Learning Site Supervisor
5.3 Employ appropriate investigative techniques in the handling of certain offenses, including homicide, white collar crime and organized crime.		

Curriculum Map

	List of Major Requirements & Electives									
	CRJ 111	CRJ 120	SOC 101	CRJ 200	CRJ 214	CRJ 215	CRJ 220	CRJ 221	CRJ 230	CRJ 290
Program Goal 1	üüü	üüü	ü	üü	üü	üü	üü	üü	üü	üü
Program Goal 2	üü	üüü	ü	üü	ü	üüü	üüü	üü	üü	ü
Program Goal 3	üü	üü	ü	üüü	üüü	ü	üüü	ü	üü	ü
Program Goal 4	üü	ü	üü	üüü	ü	ü	ü	ü	üüü	ü
Program Goal 5	üü	üüü	ü	üü	üüü	üü	üüü	üü	üüü	üü

Note: ü = Extent to which course helps students achieve program goals: ü= somewhat; üü=yes; üüü= very much

Example 2
The College of New Jersey
Bachelor of Arts in African American Studies

II. Evaluation and Learning Outcomes Assessment Plan

All major academic programs in the School of Humanities and Social Sciences (HSS) participate in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and reflection on assessment data. The HSS Learning Outcomes Assessment Committee, assisted by the associate provost for institutional effectiveness, reviews, approves, and publishes assessment plans and annual reports. A self-study and external review of the African American Studies program were completed in 2013. The development of the proposed Bachelor of Arts program is in response to the self-study and review where a significant gap in TCNJ's departmental offerings of majors was noted. Both studies concluded that developing a Bachelor of Arts program in African American Studies at TCNJ will not only respond to a need among students, but it will also align us with the nation's finest liberal arts institutions and with many of our regional competitors. A strategic plan for the department of African American Studies was developed and approved in Spring 2015. The implementation of parts of this plan has already begun.

School and Department Learning Goals:

In accordance with the *learning goals of the School of Humanities and Social Sciences*, students who complete the African American Studies major will:

- Develop information literacy
- Learn how to read and think analytically
- Solve problems creatively
- Develop a cosmopolitan outlook premised upon an awareness of the interplay between their country and culture, and the broader world
- Work with diverse partners
- Communicate effectively in speech and writing
- Use technology wisely.

Additionally, and in accordance with the *learning goals of the Department of African American Studies*, students who complete the African American Studies major at TCNJ will have learned to use multidisciplinary perspectives to:

- Articulate how the construct of race has been developed and used in historical and contemporary contexts to define human beings and establish hierarchical relationships between them
- Explain global constructions of race
- Describe and critique theoretical and applied models for analyzing and dismantling racialized hierarchies
- Develop research-based analyses and/or initiatives that address problems resulting from these racialized hierarchies
- Demonstrate knowledge of the strengths and weakness of theoretical models related to African Diaspora courses, scholarship, and issues

- Articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world
- Demonstrate an understanding of the diversity of Africa and its Diaspora
- Identify women and men central to the history, religious practices, literary traditions, artistic production, intellectual movements, institutional developments, and study of people of African descent.

The assessment plan of the department of African American Studies consists of direct and indirect measures of student achievement in relation to the major's learning outcomes.

Direct measures: These include the following: 1) course-based learning assessments based on graded course assignments for selected courses and 2) senior capstone assessments based on the extent to which the essays exemplify the kinds of knowledge and skills expected of African American Studies majors.

Indirect measures: This includes the following: 1) alumni surveys designed to determine the extent to which our graduates believe that their undergraduate major in African American Studies has helped to prepare them to pursue their career objectives.

Assessing the Program Learning Outcomes:

The bulk of assessment will occur at the beginning and end of a student's journey through the African American Studies major. Based on our Department Course Map, each student will pass through three steps in the major: **Step One**, Foundation Courses; **Step Two**, Elective courses; and **Step Three**, Seminar and Capstone courses. Because ALL students are required to take the Foundation courses at the beginning (Step One), and to take the Seminar and Capstone courses at the end (Step Three), we will assess these courses as opposed to the varied electives that students take in Step Two.

Step One: Foundation Courses (Student must complete all three)	Step Two: General Electives (Student can select five from this list)	Step Three: Co-requisite Methods and Capstone Courses (Student must complete both)
1) AAS 179/HIS 179: African American History to 1865 2) AAS 180/HIS 180: African American History 1865 to the 1950's and 1960's 3) AAS 378/LIT 378: African American Literature 1920-1980	Select from the list of 40 courses (dependent upon the course offerings) one course (1) must be on Africa and one course (1) must be in the Social Sciences. Students can double count three (3) courses that might be used in another major, two (2) courses in an interdisciplinary concentration, and one (1) course in the minor	1) Co-Requisite Methods/Statistics course 2) AAS 495 Senior Capstone-Independent Research Study

The matrix below includes four general sections: (1) **Learning Outcome(s)**, the learning outcome(s) which will be measured; (2) **Assessment Method(s)**, how each learning outcome will be measured, indicated as direct (D) or indirect (I); (3) **Where Assessed**, in what course/s each learning outcome will be measured; and (4) **Academic Cycle**, the academic cycle in which each learning outcome will be measured. The Learning Outcomes listed above have been collated into five categories: Critical Thinking; Concepts and Paradigms; Application; Communication; and Information Literacy.

Learning Outcomes	Assessment Methods	Assessed in	Cycle
<p>Critical Thinking: Students will be able to abstract general propositions from textual, observational, and quantitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence.</p>	<p>*Team/group projects and presentations (D)</p> <p>*Course embedded assessments (i.e. response papers, final paper, tests, etc.) (D)</p> <p>*Portfolio analysis of research papers in AAS 303 & 495/6 (D)</p> <p>* Syllabus review in 179 (I)</p> <p>*Department and Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	Step One and Step Three
<p>Concepts and Paradigms: Students will be able to articulate how the construct of race has been developed and used in historical and contemporary contexts to define human beings and establish hierarchical relationships between them. They will also be able to explain global constructions of race.</p>	<p>*Portfolio analysis of conceptual assignment in AAS 179, 303 & 495/6 (D)</p> <p>Department and Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	Step One and Step Three
<p>Application: Students will also be able to describe and critique theoretical and applied models for analyzing and dismantling racialized hierarchies.</p> <p>They will also be able to develop research-based analyses and/or initiatives that address problems resulting from these racialized hierarchies (especially in AAS 303 & 495/6)</p> <p>Students will be able to demonstrate knowledge of the strengths and weakness of theoretical models related to African Diaspora courses, scholarship, and issues (especially in AAS 303 & 495/6)</p>	<p>*Course embedded assessments (i.e. response papers, final paper, tests, etc.) (D)</p> <p>*Portfolio analysis of application assignments in AAS 179, 303 & 495/6 (D)</p> <p>*Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	Step One and Step Three

<p><u>Communication:</u> Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large and small groups, to listen to others and respond constructively and to demonstrate leadership skills and collaboration skills. They will be able to articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world. Students will also be able to work with diverse partners and use technology wisely.</p>	<p>*Capstone—major project/paper/portfolio (D)</p> <p>*Oral Presentation—Individual and group presentations (D)</p> <p>*Portfolio evaluation (D)</p> <p>*Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 303 (Intermediate/Seminar)</p> <p>AAS 495/6 (Capstone)</p>	<p>Step One and Step Three</p>
<p><u>Information Literacy:</u> Students will be able to demonstrate an understanding of the diversity of Africa and its Diaspora. They will also be able to identify women and men central to the history, religious practices, literary traditions, artistic production, intellectual movements, institutional developments, and study of people of African descent.</p>	<p>*Course embedded assessments (i.e. response papers, final paper, tests, etc.) (D)</p> <p>*Alumni Surveys (I)</p> <p>*ongoing discussion with regard to the rubric development and revision for each level during planned year of assessment</p>	<p>AAS 179/HIS 179 (Introductory level/Foundation course)</p> <p>AAS 495/6 (Capstone)</p>	<p>Step One and Step Three</p>

Example 3
Kean University
Master of Arts in Hindi and Urdu Language Pedagogy

II. Evaluation and Learning Outcomes Assessment Plan

The M.A. Program in Hindi and Urdu Language Pedagogy aligns the seven program outcomes with course-embedded learning outcomes and assessment measures. Learning outcomes are congruent with the 2013 *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* (Initial Level- Undergraduate and Graduate) and the 2013 *InTASC Model Core Teaching Standards and Learning Progressions*. They are also aligned with Kean University's Learning Outcomes (KU1. Think critically, creatively and globally; KU2. Adapt to changing social, economic, and technological environments; KU3. Serve as active and contributing members of their communities; and KU4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas).

Alignment of Program Learning Outcomes to Course-Embedded Learning Outcomes Requirements and Assessments/Evidence of Learning

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
<p>Outcome 1: Exhibit language proficiency in Hindi/Urdu at the <i>Superior</i> proficiency level or above in the interpersonal, interpretive and presentational modes of communication.</p> <p>Aligns with Language Proficiency (ACTFL 1): Content (CAEP B); and Content Knowledge and Application of Content (InTASC 4, 5)</p> <p>Aligns with KU2, 3 and 4.</p>	<p>HIND 5820</p> <ul style="list-style-type: none"> - Apply understanding of foundational concepts in linguistics to the phonology, lexicon, word formation and word forms, morphology, syntax and semantics of Hindi/Urdu. <p>HIND 5800</p> <ul style="list-style-type: none"> - Recognize and analyze distinctive cultural viewpoints in Hindi/Urdu texts, films, artworks, and documents from a range of disciplines. <p>HIND 5830/URDU 5840</p> <ul style="list-style-type: none"> - Interpret and synthesize ideas and critical issues contained in historical and contemporary literary and other cultural texts representing a broad range of authors and a variety of forms and media taking into account multiple perspectives. <p>GLOB 5920</p> <ul style="list-style-type: none"> - Demonstrate understanding of proficiency as the organizing principle of standards-based language instruction. <p>GLOB 5945</p> <ul style="list-style-type: none"> - Use Hindi/Urdu as the language of instruction in the classroom 90% of the time, provide meaningful language input and employ strategies to assist students in understanding input. - Be able to guide learners on how to negotiate meaning and take risks with language in order to express meaningful thoughts and ideas orally and in writing in a variety of communicative interactions. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings to assist in 	<ul style="list-style-type: none"> ✓ ACTFL Oral Proficiency Interview and ACTFL Writing Proficiency Test scores ✓ Analyses of videotaped or audio taped oral presentations ✓ Syntheses of interpretive tasks demonstrating figurative or symbolic comprehension of texts ✓ Performances demonstrating knowledge of various elements of linguistics ✓ Papers discussing language comparisons in the three modes of communication ✓ Microteaching segments demonstrating ability to conduct classes in Hindi/Urdu with the requisite degree of fluency and spontaneity to respond to student questions, provide explanations, and negotiate meaning on cultural and interdisciplinary content ✓ Microteaching segments demonstrating application of proficiency-oriented language learning strategies ✓ Evidence of a plan for continuous language and cultural growth leading to the Superior level or beyond

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context.	
<p>Outcome 2: Analyze the interrelatedness of the Hindi/Urdu language and culture and how language and culture shape the development of perspectives, products and practices of Hindi/Urdu language-speaking communities.</p> <p>Aligns with Cultures, Linguistics, Literatures, and Concepts from Other Disciplines (ACTFL 2); Content (CAEP B); Content Knowledge and Application of Content (InTASC 4, 5)</p> <p>Aligns with KU2, 3 and 4.</p>	<p>HIND 5800</p> <ul style="list-style-type: none"> - Demonstrate understanding of the development and evolution of language and the multiple content areas that comprise the field of Hindi-Urdu language studies. - Demonstrate understanding of the interrelatedness of perspectives, products and practices in South Asian Cultures. - Recognize and analyze distinctive cultural viewpoints in Hindi/Urdu texts, films, artworks, and documents from a range of disciplines. <p>HIND 5860</p> <ul style="list-style-type: none"> - Explain the importance of the study of the Hindi/Urdu languages in their social context and the relationship to communicative competence. <p>HIND 5820</p> <ul style="list-style-type: none"> - Apply understanding of foundational concepts in linguistics to the phonology, lexicon, word formation and word forms, morphology, syntax and semantics of Hindi/Urdu. <p>HIND 5830/URDU 5840</p> <ul style="list-style-type: none"> - Identify contributions of major Hindi writers, thinkers, artists and cultural icons in an historical and cultural context from the pre-modern period to A.D 2000 and compare literary traditions and methods of literary criticism. - Demonstrate understanding of the origin of the Urdu language and the development of Urdu literature in an historical and cultural context. - Analyze orally and in writing defining [Hindi and Urdu] cultural works in a variety of genres and show how they represent shifts in cultural perspectives over time. - Interpret and synthesize ideas and critical issues contained in historical and contemporary [Hindi and Urdu] literary and other cultural texts representing a broad range of authors and a variety of forms and media taking into account multiple perspectives. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings to assist in identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context. 	<ul style="list-style-type: none"> ✓ Projects, technology-enhanced presentations on literary or cultural topics ✓ Performance on examinations demonstrating understanding of the cultural framework (interrelationship between perspectives, products and practices) ✓ Literary interpretations of a variety of texts ✓ Journal entries illustrating knowledge and understanding of the culture acquired through the study of Hindi/Urdu texts, films, artworks and documents from a range of disciplines ✓ Annotated list of websites that serve as sources for cultural, subject matter content and global issues ✓ Philosophy of teaching statement that addresses the role of culture, literature and cross disciplinary content ✓ Observations from clinical practice describing student acquisition of culture knowledge and perspectives ✓ Creation of communicative tasks that provide students opportunities for to engage in cultural observation and analysis ✓ Lesson plans demonstrating the use of cultural products and practices to contextualize language tasks ✓ Microteaching segments that utilize a variety of authentic resources to provide varying cultural perspectives to engage learners in critical thinking and collaborative problem-solving related to authentic local/global issues ✓ Student work samples illustrating acquisition of cultural perspectives and other learning related to culture ✓ Capstone action research project addressing a topic related to the teaching of culture and integration of cross-disciplinary content
<p>Outcome 3: Apply the key principles of language acquisition and child/adolescent development to create linguistically, culturally-rich and</p>	<p>GLOB 5945</p> <ul style="list-style-type: none"> - Demonstrate understanding of the key principles of language acquisition and how language acquisition occurs 	<ul style="list-style-type: none"> ✓ Performance on examinations demonstrating understanding of language acquisition theories

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
<p>supportive learning environments to meet the needs of diverse learners.</p> <p>Aligns with Language Acquisition Theories and Knowledge of Students and Their Needs (ACTFL 3); The Learner and Learning and Instructional Practice (CAEP A, C); Learner Development, Learner Differences, Learning Environment and Instructional Strategies (INTASC 1, 2, 3,8)</p> <p>Aligns with KU2, 3 and 4</p>	<p>at various developmental levels within and outside of the formal classroom setting.</p> <ul style="list-style-type: none"> - Use Hindi/Urdu as the language of instruction in the classroom 90% of the time, provide meaningful language input and employ strategies to assist students in understanding input. - Be able to guide learners on how to negotiate meaning and take risks with language in order to express meaningful thoughts and ideas orally and in writing in a variety of communicative interactions. - Demonstrate understanding of the interrelationship between language acquisition theories and learners' physical, cognitive, emotional and social development on instructional planning, practice and assessment in order to address multiple ways of learning. <p>GLOB 5920</p> <ul style="list-style-type: none"> - Demonstrate understanding of Second Language Acquisition Theory and the relationship between SLA research and instructional best practices. <p>GLOB 5905</p> <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings in order to analyze the relationship between theory and learner-centered instructional/assessment practices and student outcomes. <p>HIND 5820</p> <ul style="list-style-type: none"> - Explain the challenges associated with teaching different types of Hindi/Urdu language learners and determine which instructional methods are most suited for each and why. - Recognize the types of language learners and explain how grammar shapes varying learner's ability to communicate for understanding orally and in writing. <p>HIND 5850</p> <ul style="list-style-type: none"> - Demonstrate understanding of the linguistic and cultural backgrounds of Hindi, Urdu and other South Asian language speakers and the relationship between teaching/assessing Hindi/Urdu as a heritage language or as a foreign language based on language background. - Design lessons with appropriate modifications that reflect understanding of child and adolescent development, heritage learners with a variety of linguistic backgrounds and mixed classes of heritage and non-heritage learners to meet individual learner needs. 	<p>and the relationship between theory and practice</p> <ul style="list-style-type: none"> ✓ Reflections/journals/papers on classroom observations and/or case studies that include discussion of the relationship between theory and practice ✓ Reflections on lesson plans illustrating the use of teaching strategies based on language acquisition theories ✓ Microteaching that effectively employs language learning strategies based on language acquisition theories ✓ Creation of language learning scenarios in which the candidate describes expected outcomes of micro teaching segments, instructional decisions made prior to and during lessons and an assessment of student learning and teaching performance ✓ Lesson plans illustrating modifications to meet specific learner needs and addressing multiple ways of learning ✓ Written synthesis of professional journal articles that address current research and/or teaching practices including a reflection on information gained ✓ Investigation and written analysis of language backgrounds, learning goals, characteristics and needs of individual students/groups of students ✓ Written analysis of formative and summative assessments in which the candidate describes expected outcomes and explains differentiated assessment options that address these outcomes ✓ Self evaluations/reflections on videotaped lessons in which candidates annotate their willingness to differentiate instruction in order to support a learner-centered classroom ✓ Analysis of teaching performance over time that addresses progress made in providing students with language input using negotiation of meaning, engaging students in interactions, serving as learning facilitator, providing feedback that focuses on meaning and accuracy and taking risks in using the language

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	HIND 5860 <ul style="list-style-type: none"> - Demonstrate understanding of issues related to bilingualism, multilingualism and diglossia specific to the South Asian context. GLOB 5910 <ul style="list-style-type: none"> - Conduct field-based observations of Hindi/Urdu language learners in classroom settings to assist in identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context. 	
<p>Outcome 4: Design and implement curriculum and learning experiences that address the goal areas of the <i>World- Readiness Standards for Learning Languages</i>.</p> <p>Outcome 5: Analyze the dimensions of global competence and their relationship to instructional best practices for use in curricular planning.</p> <p>Aligns with Integration of Standards in Planning, Classroom Practice and Use of Instructional Resources (ACTFL 4); The Learner and Learning and Instructional Practice (CAEP A, C) Learning Environment ,Planning for Instruction, Instructional Strategies, Learning Environment (InTASC Standards 3, 7, 8)</p> <p>Aligns with KU1, 3 and 4</p>	GLOB 5920 <ul style="list-style-type: none"> - Use the five goal areas of the <i>World-Readiness Standards for Learning Languages</i> and the modes of communication as the focus for instructional planning and lesson design. - Design lessons that reflect an understanding of child and adolescent development and address learner diversity in order to create a supportive learning environment to meet individual learner needs. - Use the principles contained in the <i>World-Readiness Standards for Learning Languages</i> to evaluate, select, design, and adapt instructional resources including technology to support instruction. GLOB 5905 <ul style="list-style-type: none"> - Demonstrate understanding of the theoretical framework for Project-Based Learning (PBL) and the development of global competencies. - Analyze the extent to which Global PBL addresses the standards goal areas and modes of communication in an authentic cultural context. - Create age, interest and proficiency-level appropriate communicative tasks for micro lessons to be presented to peers for critique/feedback. - Use a range of technologies to facilitate G-PBL tasks and teacher work goals. GLOB 5910 <ul style="list-style-type: none"> - Conduct field-based observations of Hindi /Urdu language learners in classroom settings to assist in identifying action research topics for inquiry related to an issue of teaching/learning Hindi/Urdu in a real world/global context. - Demonstrate an in-depth understanding of the principles for teaching for global competence and how they are inextricably connected to language learning and teaching goals. - Design language learning experiences through standards-driven units/lessons that connect themes/topics of visible global 	<ul style="list-style-type: none"> ✓ Written analysis of the four dimensions of global competence that drive lesson planning and design and how they relate to instructional best practices in standards-based classrooms. ✓ Lesson plans targeting specific goal areas in the <i>World-Readiness Standards for Learning Languages</i> that (a) use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about a meaningful, age- and level- appropriate topic(s) of local and global significance; b) use a variety of international sources, media, and experiences in Hindi and Urdu to assist students in identifying and weighing relevant evidence related to the issue(s) c) use appropriate technology and media to connect students with native speakers in order to present information, concepts or ideas related to the issue(s). ✓ Written rationale accompanying lesson plans for decisions made regarding selection of lesson content, instructional/assessment strategies, instructional modifications and selection of instructional materials and technology ✓ Journal entries describing how the candidate will create a classroom environment that values diversity and global engagement and integrates learning experiences that promote investigation of global issues that facilitate international and intercultural conversations ✓ Written critiques of self and peer microteaching segments clinical settings and relationship to research-based instructional best practices

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	<p>significance with expectations for global competence while taking into account learner proficiency levels, diverse needs and interests.</p> <ul style="list-style-type: none"> - Participate in the microteaching process with colleagues in the STARTALK Student Program in order to gain hands-on experience in facilitating learner-centered instruction within the Global PBL framework - Integrate the use of technology tools to facilitate and inspire student learning and creativity, to design and develop Global PBL collaborative learning experiences and assessments, to model digital age work and leaning and to foster professional growth. <p>GLOB 5930</p> <ul style="list-style-type: none"> - Become familiar with and apply appropriate strategies to assess the three modes of communication. - Use insights gained from assessing students performances to modify and improve instruction. <p>HIND 5820</p> <ul style="list-style-type: none"> - Evaluate, select and/or create instructional materials for the teaching of Hindi/Urdu in context while being mindful of strategies best suited for teaching Hindi/Urdu language structures in standards-based learning environments. <p>HIND 5850</p> <ul style="list-style-type: none"> - Use the five goal areas of the standards and modes of communication as the focus for instructional planning in teaching heritage language learners. - Evaluate, select, design and adapt authentic instructional materials, including technology resources, to support instruction of heritage learners. <p>HIND 5860</p> <ul style="list-style-type: none"> - Evaluate, select and adapt authentic resources representing language variation based on sociolinguistic variables. 	
<p>Outcome 6: Integrate the use of authentic performance assessments into instruction utilizing a variety of assessment tools to analyze and evaluate learner growth along the proficiency continuum.</p> <p>Aligns with Assessment of Languages and Cultures – Impact on Student Learning (ACTFL 5); The Learner and Learning, Instructional Practice (CAEP A, C); and Assessment (InTASC 6)</p> <p>Aligns with KU1 and 4</p>	<p>GLOB 5930</p> <ul style="list-style-type: none"> - Explain the distinction between traditional forms of language testing and <i>standards-driven</i> assessment, evaluation and grading - Explain the role of authentic assessment in language learning and the distinction between assessment <i>of learning, for learning and about learning.</i> - Use the <i>ACTFL Performance Descriptors for Language Learners</i> and the <i>Hindi Proficiency Guidelines</i> to identify the characteristics of language use that will inform the development of assessments based 	<ul style="list-style-type: none"> ✓ Performance on examinations demonstrating knowledge of assessment principles and models ✓ Samples of formative/summative assessment tasks and accompanying rubrics across the communicative modes and cultural framework ✓ Analyses of videotaped student performances on assessment tasks, corresponding rubrics and assessment results ✓ Samples and analyses of integrated performance assessments

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
	<p>on linguistic and culture objectives aligned with the standards goal areas.</p> <ul style="list-style-type: none"> - Become familiar with and apply appropriate strategies to assess the three modes of communication (interpersonal, interpretive, and presentational). - Use existing performance assessment models, such as Integrated Performance Assessments (IPAs). - Design assessment rubrics containing clear descriptive language differentiating the quality of performances, for use with a variety of assessment tools. - Select and use appropriate technology tools and Web 2.0 applications to support and enhance learning and assessment. - Use insights gained from assessing student performances to modify and improve instruction. (K/S/D) - Recognize how teacher reflection (self-reflection, goal setting, and inquiry into practice) impacts the assessment/learning process. <p>GLOB 5910</p> <ul style="list-style-type: none"> - Integrate the use of technology tools to facilitate and inspire student learning and creativity, to design and develop global project-based collaborative learning experiences and assessments, to model digital work and learning and to foster professional growth. <p>HIND 5850</p> <ul style="list-style-type: none"> - Use a variety of assessment tools to evaluate heritage language learner skills for placement purposes and to assess their ongoing growth along the proficiency continuum in all skill areas. 	<ul style="list-style-type: none"> ✓ Samples and analyses of final assessments in Global PBL units, including growth of global competencies using the Global Competency Matrix ✓ Reports on how assessment results were used to modify/improve instruction ✓ Summaries, journal entries, and/or case studies of how student progress is reported ✓ Journal entries on the process of planning for instruction with performance targets in mind, strategies used for ongoing assessment, development of final authentic performances, adjusting instruction and reporting results
<p>Outcome 7: Contribute to the field of research in Hindi/Urdu language pedagogy and engage in language advocacy initiatives in a professional and ethical manner.</p> <p>Aligns with Professional Development and Inquiry, Advocacy, and Ethics (ACTFL 6); Professional Responsibility (CAEP D); and Professional Learning and Ethical Practice (InTASC 9)</p> <p>Aligns with KU1, 3 and 4</p>	<p>GLOB 5995</p> <ul style="list-style-type: none"> - Explore action research literature in the field of foreign language pedagogy through a broad range of readings in areas self-identified as research areas of interest. - Conduct an action research project using appropriate collection and analysis methods in accordance with the ethics of action research. - Participate in a community of practice to enhance understanding of their area of action research through sharing and dialog with peers, experts and the language community-at-large. <p>GLOB 5930</p> <ul style="list-style-type: none"> - Recognize how teacher reflection (self-reflection, goal setting, and inquiry into practice) impacts the assessment/learning process 	<ul style="list-style-type: none"> ✓ Summary report on current trends, research, issues, and innovations in foreign language pedagogy ✓ Selection of potential research topics for inquiry related to an issue of teaching/ learning Hindi and Urdu in a real world context ✓ Journal recording candidate engagement in action research inquiries and results of testing emerging claims with colleagues ✓ Action research project and conclusion ✓ Critiques of action research plans of peers, as well as their own research in progress ✓ Self evaluation of research findings and implications and that of colleagues ✓ Report on rationale for selection of a particular method of

Program Learning Outcomes	Student Performance Criteria Corresponding Course- Embedded Learning Outcomes	Sample Direct Assessment Measures
		<ul style="list-style-type: none"> ✓ disseminating action research and the efficacy of the method ✓ Written reflection on the extent to which the candidate's and colleagues' action research project has raised awareness of specific pedagogical issues related to the teaching of Hindi/Urdu ✓ Online evidence of participation in a Hindi and Urdu community of professional practice ✓ Professional learning plan indicating areas of potential growth ✓ Annotated reference list of key sources of accessing language-specific data and advocacy – oriented resources ✓ Position paper reflecting the candidate's insights regarding the roles, responsibilities and ethical expectations of a professional educator/researcher of Hindi/Urdu

Assessment measures consist of *course* **formative** and **summative assessments** that are specific and measurable requiring students to transfer/apply what they have learned through products and performances and a *program* **summative assessment** consisting of a research project and thesis. Task-specific rubrics will be used throughout the program to target specific knowledge, skills, and/or dispositions, and the program summative assessment will be assessed using a rubric aligned to program learning outcomes.

Data obtained through student learning outcome assessments will be trended and aggregated to determine areas of student strengths and weaknesses in order to inform curricular and pedagogical decisions thereby ensuring a 'Closing of the Loop' process. We will also use **indirect measures** as a secondary support to elucidate data where necessary.

Example 4
New Jersey Institute of Technology
PhD in Business Data Science

II. Evaluation and Learning Outcomes Assessment Plan

The School of Management (SoM) is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and has an extensive Assurance of Learning (AoL) program in place covering all SoM programs. The new PhD program evaluation and learning outcomes assessment plan will be integrated into this existing AoL structure. There are four specific program level learning goals with associated learning outcomes, proposed assessment tools, and timetable for assessment as presented in Table 1.

Indirect measures of the program outcomes include surveys of students, alumni, and employers who hire the graduates of the proposed program. Students are expected to submit their research findings as manuscripts for peer-review in conferences and journals. The reviews provide indirect validation of the quality of research and written communication. Retention rate, job placement, salary levels, and career progression will also be utilized as measurements of the long-term effectiveness and impact of the proposed program.

Table 1. Learning Goals, Outcomes, and Assessment Plan

Student Learning Goals	Student Learning Outcomes	Measure	Timeline
LG 1 Ability to integrate interdisciplinary knowledge, advanced technology, and business principles	LO 1.1: Master data analytics and problem solving skills	Rubric will be developed to assess skills for developing descriptive, predictive, and prescriptive models	Measured in core courses throughout the first two years
	LO 1.2: Apply advanced data science skills for knowledge discovery and complex decision making in business	Qualifying exam, Dissertation research	Measured in qualifying exams by the end of year 2 and in dissertation research thereafter
LG 2 The ability to conduct innovative and independent research	LO 2.1: Understand the-state-of-the-art	Student publications in peer-reviewed conference proceedings and journals, dissertation proposal & dissertation.	Measured throughout the program and in the dissertation proposal by the end of year 3
	LO 2.2: Identify novel problems, propose and implement solutions, and evaluate the outcomes	Dissertation proposal and research	Measured in the dissertation proposal defense by the end of year 3, and in subsequent dissertation research
LG 3 Effective communication skills to collaborate with and disseminate knowledge to an interdisciplinary audience	LO 3.1: Master oral communication skills for effective teaching and presentations	Rubric measuring effectiveness of oral communication	Measured throughout the program in courses, seminars, research requirements, and dissertation requirements
	LO 3.2: Master writing communication skills for effective technical writing	Rubric measuring effectiveness of written communication	Measured in the dissertation proposal by the end of year 3 and final defense
LG 4 Ethical decision making	LO 4.1: Exhibit ethical behavior for conducting research	Embedded exercises in core courses, such as Business Research Methods (I) and (II). Data collection and analysis in dissertation research	Measured in the first year and in the dissertation proposal and defense
	LO 4.2: Exhibit professional behavior		
	LO 4.3: Identify ethical implications of decision making		

In compliance with the accreditation standards and guidelines of the Middle States Commission on Higher Education, NJIT maintains adherence to the following five Institutional Learning Goals:

1. Research-based inquiry: Students employ research methods appropriate to their discipline.
2. Collaboration: Students work effectively in teams, applying multidisciplinary and global perspectives.
3. Ethical conduct: Students demonstrate professional and civic responsibility, including respect for all individuals.
4. Professional readiness: Students exhibit knowledge and skills, and engage in experiences, necessary for professional and personal growth.
5. Creativity: Students use heuristics to evaluate, analyze, and synthesize innovative solutions to existing and emerging problems.

As shown in Table 2, the Program's Learning Goals directly encompass and support all five of NJIT's Institutional Learning Goals.

Table 2. Matrix: Relating PhD Program Learning Goals to Institutional Level Learning Goals

Institutional Learning Goals Program Learning Goals	1: Researched-based Inquiry	2: Collaboration	3: Ethical Conduct	4: Professional Readiness	5: Creativity
1: Ability to integrate interdisciplinary knowledge, advanced technology, and business principles	✓			✓	✓
2: Ability to conduct innovative and independent research	✓			✓	✓
3: Effective communication skills to collaborate with and disseminate knowledge to an interdisciplinary audience		✓		✓	
4: Ethical decision making			✓	✓	

The school has dedicated faculty committees to take responsibility for assurance of learning (AoL), including the committee of AACSB accreditation/Assurance of Quality, Assurance of Learning committee, Academic Programs committee, Graduate Program and Curriculum committee, and academic advisor of the PhD program, with the support from the Dean and Associate Dean. The program is committed to maintaining the academic standards for teaching and research excellence highlighted at NJIT, administered by the NJIT Committee for Graduate Education. Assessment is managed by the aforementioned committees to ensure consistency and sustainability.