



ACADEMIC ISSUES COMMITTEE MANUAL

2022



ACADEMIC ISSUES COMMITTEE MANUAL TABLE OF CONTENTS

I.	Academic Issues Committee Overview	1
A.	Purpose and Statutory Basis	1
B.	AIC Membership and Meeting Processes	2
C.	Membership Roster and Calendar Information	3
II.	Changes to Academic Degree Programs Requiring Academic Issues Committee Review and Action	3
A.	Initiating a New Academic Degree Program.....	3
B.	Changing a Degree Designation.....	6
C.	Initiation of a Degree Program by a County College in Support of a 3+1 Partnership.....	6
III.	Additional Items Requiring Academic Issues Committee Review and Action.....	7
A.	Locating an Existing Degree Program at an Approved Branch Campus	7
B.	Offering a Joint Degree Program Originally Approved to be Offered by Only One Institution.....	7
C.	Offering Independently a Degree Program Originally Approved as a Joint Degree Program	7
D.	Adding a New Partner Institution to an Existing Associate/Baccalaureate Degree Joint Professional Program with Rutgers University.....	8
IV.	Changes to Academic Degree and Certificate Offerings Requiring Academic Issues Committee Notification.....	8
A.	Intent to Terminate a Program	8
B.	Termination of a program	9
C.	Change in Nomenclature.....	9
D.	Initiation of a Program Option	9
E.	Certificate Offerings: Initiation, Change in Nomenclature, or Termination	9
F.	Addition of a Degree Pathway or New Transfer Partner by a County College with an Existing 3+1 Partnership.....	10
V.	Other Review in Which Academic Issues Committee Participates	10
A.	Licensure/Relicensure.....	10
B.	Additional Instructional Sites	12
C.	Establishment of a Branch Campus or Additional Location.....	13
D.	Distance Learning.....	15
E.	Exceeding/Changing Mission.....	16

F. University Status 19

Appendices

Appendix A: NJPC – Academic Issues Committee Membership/Contact List 21
Appendix B: NJPC – Academic Issues Committee Meeting Schedule 24
Appendix C: New Jersey Degree-Granting Institutions by Sector, Mission, and Degree Level 25
Appendix D: New Jersey Administrative Code Title 9A – Higher Education, Chapter 1 31
Appendix E: NJPC – Academic Issues Committee Consultant Selection Criteria 66
Appendix F: Sample Forms and Templates 67



ACADEMIC ISSUES COMMITTEE MANUAL

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 degree programs, institutional licensure, and university status. To effectuate this responsibility, the NJPC created the Academic Issues Committee (AIC).

The AIC reviews and makes recommendations to the NJPC on new academic degree program proposals and changes in academic programs for New Jersey institutions, including new academic degree 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) about 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 academic degree programs that exceed the programmatic mission of an institution and review proposals for new academic degree programs that do not exceed the programmatic mission of the institution or require a change in the programmatic mission for sufficient academic quality, sufficient evidence of labor market demand for the program, duplication with comparable programs of study in the State, and whether the proposed new program will require significant additional State resources.

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

1. Proposals for new academic 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 academic degree programs requiring review of sufficient academic quality, sufficient evidence of labor market demand for the program, duplication with comparable programs of study in the State, and whether the proposed new program will require significant additional State resources 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.)

4. Review of licensure petitions from out-of-state institutions and recommendations to the Secretary of Higher Education. (N.J.A.C. 9A:1-5.3(a)4.)
5. Review of branch campus plans from public research universities or state colleges within or outside the state and recommendations to the Secretary of Higher education if concerns are raised by New Jersey institutions of higher education (N.J.A.C. 9A:1-6.1 et seq.)

For new academic degree 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 academic degree program proposals, does the consultant's report respond to all elements required in the New Academic Degree Program Standards Form and respond adequately to the new academic degree program standards outlined in N.J.A.C. 9A:1-2.10 through 2.14? 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 quality measures included in the consultant evaluation and the new academic degree program proposal to affirm quality and/or evidence provided to address the new academic degree program standards outlined in N.J.A.C. 9A:1-2.10 through 2.14. regarding:

1. Sufficient academic quality.
2. Sufficient evidence of labor market demand for the program.
3. Duplication with comparable programs of study in the State.
4. Whether the proposed new program will require significant additional State resources.

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 and ensuring that the materials meet the requirements for submission. Finally, the readers will present the action item to the AIC for consideration and will summarize the action, highlighting any issues pertaining to compliance with the standards.
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. Members may recuse themselves from voting on the action if prejudice or conflict of interest exists (i.e. the member represents the institution submitting the action). Member should abstain from the vote only when they feel they do 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 Degree Programs Requiring Academic Issues Committee Review and Action

A. Initiating a New Academic Degree Program

Effective March 7, 2022, all new academic degree programs, including programs that existed previously as an option or concentration, require a full program proposal to include all items outlined in the New Academic Degree Program Proposal Checklist and must undergo a formal review by the AIC.

1. Steps in the Process
 - a. Program Announcement

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 academic degree program under consideration.

The Program Announcement must include the following:

- 1) A cover letter using the template provided by the AIC on institution letterhead.
- 2) A completed cover page for the new academic degree program using the fillable form provided by the AIC.
- 3) An approximately two page summary of the new academic degree program, with a maximum of 1500 words, using the template provided by the AIC. The summary must address the following sections:
 - a) Introduction
Describe the institutional profile and context for the proposed program.
 - b) Sufficient academic quality
Provide the program objectives, highlighting alignment with institutional mission and strategic plan, curriculum design, and resources, including human resources, which will support the program.

- c) Sufficient evidence of labor market demand for the program
Describe the evidence that supports the need for the program.
- d) Duplication with comparable programs of study in the State
Explain what distinguishes the program from existing offerings.
- e) Requirement of significant additional State resources
If applicable, describe how the proposed program will ensure fiscal stewardship of State resources, demonstrate return on investment, and/or become self-sustaining.

The institution is responsible for distributing the PA to all the presidents of New Jersey higher education institutions as well as OSHE's Office of Licensure at Academic.Degree.Programs@oshe.nj.gov. Institutions are provided the opportunity to comment on issues related to the standards for new academic degree programs, including program objectives and design, need for the program, relationship to existing offerings, and implications for State resources, as well as alignment to programmatic mission.

Objections or concerns regarding these matters must be communicated to the proposing institutions within thirty days of receipt. 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 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.

b. Consultant Review

The institution is charged with engaging an independent external consultant to conduct a site visit who will review the proposed new academic degree program and prepare a written report following the guidelines provided by the AIC in the Consultant Evaluation of Standards for New Academic Degree Programs form. The selected consultant should have no past or present professional relationship with the institution proposing a new academic degree program that might imply a perceived or real conflict of interest (see Appendix E).

The institution must respond to the consultant report and make appropriate adjustments to its new academic degree program proposal, if applicable.

c. Governing Board Approval

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

d. Institutional Review of New Academic Degree Program Standards

Institutions will complete the Standards for New Academic Degree Programs form provided by the AIC and address the program standards outlined in N.J.A.C. 9A:1-2.10 through 2.14 with regard to sufficient academic quality, sufficient evidence of labor market demand for the program, duplication with comparable programs of study in the State and whether the proposed new program will require significant additional State resources.

e. Submission of New Academic Degree Program Proposal to the AIC

Upon completion of all the items above, the institution will forward the complete new academic degree program proposal as an electronic document to the Chair of the AIC and OSHE's Office of Licensure at Academic.Degree.Programs@oshe.nj.gov. The file should contain the New Academic Degree Program Proposal Checklist, the Standards for New Academic Degree Programs form, the complete Program Announcement, which includes the cover letter, the cover page, the summary and institutional responses, the consultant's CV and report, the institution's response to the consultant, and the governing board's resolution. Exceeding programmatic mission or 3+1 partnership documentation should be provided when applicable. If objections were raised, comments from the objecting institutions, responses from the proposing institutions, and information regarding any efforts at reconciliation should be included.

2. Possible Outcomes

- a. If the AIC determines that there are outstanding issues and/or questions remaining regarding the new academic degree program 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. These reasons must be detailed and clear enough for the institution to remediate the program proposal. Under no circumstances can the committee add concerns related to new issues after the first 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 resubmission does not respond adequately to the committee's concerns, the AIC may return the proposal to the institution for response. Upon receipt of the second resubmission, the AIC will consider the proposal and forward its recommendation to the Presidents' Council. The Presidents' Council, will inform the submitting institution of its action or, in those instances requiring action by the Secretary of Higher Education, of its recommendation to the Secretary of Higher Education.
- c. If the AIC determines that there are no outstanding issues and/or questions remaining regarding 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 academic 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 https://www.nj.gov/highereducation/Program_Inventory/

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.

- d. If the AIC identifies a concern with respect to a proposed new academic degree 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.

B. Changing a Degree Designation

An institution seeking a change in degree designation (e.g., B.A. to B.S.) must submit the Changing a Degree Designation form provided by the AIC containing the following information and materials to the AIC: a letter indicating why the modification of degree designation is desired and why it will 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 then 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 Academic Degree Program regulations outlined in N.J.A.C. 9A:1-2.10 through 2.14 with regard to sufficient academic quality, sufficient evidence of labor market demand for the program, duplication with comparable programs of study in the State and/or whether the proposed new program will require significant additional State resources.

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.

C. Initiation of a Degree Program by a County College in Support of a 3+1 Partnership

Pursuant to N.J.S.A 18A:3B-78, "A four-year institution of higher education and a county college may partner to establish a three-plus-one degree program for a baccalaureate degree in such majors as the institutions of higher education may determine."

Degree programs that are proposed in support of three-plus-one ('3+1') partnerships are "bridge" programs that articulate an existing associate degree with a designated baccalaureate degree at a partner institution by drawing on credits earned toward the existing associate degree and credits earned toward the baccalaureate degree while the student is enrolled in the third year at the county college. These bridge programs may be AA, AS, or AAS degrees. They may articulate with a specific

degree program, or they may be awarded as degrees in general or advanced studies (e.g., a degree in Advanced and Continuous Studies). The program learning outcomes focus on broad knowledge and skills appropriate for the third year of study toward a baccalaureate degree. A bridge program may provide pathways to multiple baccalaureate degree programs and as such the program learning outcomes may be met by diverse options for coursework depending on the destination programs.

Proposals for new 3+1 bridge programs are subject to the same compliance standards and follow the same basic process used for new academic degree programs (see II.A). In light of the unique purpose and structure of these programs, the following considerations apply:

1. In addition to all other documents submitted with the new academic degree program proposal, the community college seeking approval should also submit a letter of support from the intended baccalaureate partner.
2. The qualifications of consultants and the program features evaluation by consultants will vary from those appropriate for other new academic programs (see Appendix E). Restrictions regarding conflicts of interest still apply.
3. For purposes of determining compliance with the regulatory standards, the articulated associate and baccalaureate degree program(s) already approved by the NJPC should be referenced as evidence and/or context as appropriate.

Section III.F outlines the process for adding pathways or institutional partners to approved 3+1 bridge programs.

III. Additional Items Requiring Academic Issues Committee Review and Action

A. 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 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.

B. 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.

C. 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.

D. 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 (1) the 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
- 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

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

A. Intent to Terminate a Program

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 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 institution is not required to take formal action to terminate the program when it circulates the notice of intent.

B. Termination of a program

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

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

1. If an institution decides to introduce a new option within a previously approved degree, 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.]

2. When submitting a new option within a previously approved degree to the AIC, the institution should include a copy of the base/main curriculum with the courses and credits listed and 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.
3. 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.
4. 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

1. If an institution decides to initiate a new certificate offering, change its 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 academic degree 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 the information should be sent to the AIC for review.

F. Addition of a Degree Pathway or New Transfer Partner by a County College with an Existing 3+1 Partnership

If a county college decides to introduce a new 3+1 pathway 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.

When submitting new 3+1 pathway options to the AIC, the institution should include a copy of the board resolution, a list of existing pathways currently offered, and a brief description of the new pathway(s), including the name of the baccalaureate program with which the pathway articulates, the number of credits required for completion of the pathway, a timeline for implementation, and an update on any substantive changes in assessment process or program outcomes.

When submitting a new 3+1 pathway with a new partner baccalaureate institution, the county college must also submit a letter of support from that institution.

V. Other Review in Which Academic Issues Committee Participates

A. Licensure/Relicensure

1. Authority and Procedures

Authority for licensure is by statute vested in the Secretary of Higher Education (N.J.S.A. 18A:3B-14(d)). 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 D).

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 the Licensure Rules. OSHE staff have the option to participate in such accreditation visits.

In the following cases, the Secretary conducts separate licensure reviews:

- a. 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.
- b. 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 home 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.
- f. 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.
- g. 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.
- h. The consultants can recommend (1) approval of the petition, (2) approval contingent upon the fulfillment of certain conditions, or (3) non-approval.
- i. 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.
- j. Upon receipt of the institution's response to the consultant report, OSHE staff sends the petition and all pertinent materials to the AIC.
- k. 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 makes 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 OSHE;
 - 2) Where agreement may be in the interest of one or 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; and
 - 5) Where the AIC conducts a vote on such contingent approval pursuant to rules and procedures in effect for the committee.
- l. 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.
- m. 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 and determines whether the licensure petition is approved.

B. Additional Instructional Sites

1. Steps in the Process pursuant to N.J.A.C. 9A:1-5.5
 - a. 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 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.
 - b. Upon receipt of a request for approval of an instructional site, OSHE staff shall provide to all New Jersey institutions of higher education a 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.

- c. 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 OSHE.
- d. After the NJPC's action, the Secretary considers the recommendation from the NJPC when making a determination on the request for approval of an instructional site.

C. Establishment of a Branch Campus or Additional Location

1. Authority and Definitions

- a. The establishment of a branch campus or additional location 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, contains the regulations governing the establishment of a branch campus (see Appendix D).
- b. Definitions
 - 1) A branch campus in New Jersey institution is "a physical facility located at a place other than the institution's principal campus offering one or more complete programs leading to a degree."
 - 2) An additional location means, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.
 - 3) For independent institutors of higher education in New Jersey, a branch campus or additional location means a branch campus or additional location in the state that will serve at least 100 students.
- c. Institutions seeking to establish a branch campus or additional location in the State must submit the plan for the branch campus to OSHE for review, comment, and determination.

For guidelines about preparing a plan for a branch campus, please contact the Office of Licensure within OSHE.

2. Steps in the Process

- a. Public research universities or state colleges seeking to establish a branch campus or additional location within New Jersey must include in their plans, the plan elements as set forth in 9A:1-6.2(b) 1 to 7.
 - 1) When OSHE receives a plan for a branch campus, OSHE staff provide to all New Jersey institutions of higher education a 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.
- 2) 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 determination. In developing a response to the plan, the Secretary shall consider whether there is a need for the institution to acquire a branch campus or additional location and whether the institution has the financial capacity to support the campus or additional location.
 - 3) 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 shall assess the branch plan based on the requirements of N.J.S.A.18A:3B-65 and N.J.A.C. 9A:1-6.2.(b)(1) through (7). 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 OSHE.
 - 4) After the NJPC's action, the Secretary considers the recommendation from the NJPC and will develop a response and determination on 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.
 - 5) Prior to a determination on the plan by the Secretary, OSHE staff may also conduct a review of the plan utilizing the assistance of an external consultant team that is mutually acceptable to the institution and the Secretary.
- b. Public research institutions or state colleges seeking to establish a branch campus or additional location outside of New Jersey or outside of the United States that will serve at least 100 students of the institution must include in their plans the plan elements as set forth in NJAC 9A:1-6.3(b) 1 to 10.
- 1) When OSHE receives a plan for a branch campus or additional location outside the state of NJ, OSHE staff shall notify and provide to all New Jersey institutions of higher education a summary of the plan, along with information on how to obtain the plan from the OSHE website and invite them to inform OSHE within 30 days by commenting on how they would be affected by the proposed branch campus.
 - 2) If no concerns are raised about the plan during the 30-day comment period, OSHE staff forwards the request directly to the Secretary for review and determination.
 - 3) In developing a response to the plan, the Secretary shall consider whether there is a need for the branch campus or additional location and whether the institution has the financial capacity to support the campus. The Secretary may approve the branch campus if the Secretary determines that the branch campus or additional location:
 - Serves a compelling State interest;
 - Does not impose excessive costs or reputational risk to the State;
 - Does not impose a risk to the security interests of the State or federal government; and
 - Does not conflict with existing State or federal laws or regulations.

- 4) 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, the effect of the proposed campus on other institutions, as well as consider any other matters regarding the proposed branch campus that the AIC deems appropriate for consideration, and whether the proposed branch campus will be in compliance with the Licensure Rules at N.J.A.C. 9A:1-1.5 through 1.12., 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 OSHE.
 - 5) After the NJPC's action, the Secretary considers the recommendation from the NJPC and will develop a response and determination on 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. The Secretary may approve the branch campus if the Secretary determines that the branch campus or additional location:
 - Serves a compelling State interest;
 - Does not impose excessive costs or reputational risk to the State;
 - Does not impose a risk to the security interests of the State or federal government; and
 - Does not conflict with existing State or federal laws or regulations.
 - 6) Prior to a determination on the plan by the Secretary, OSHE staff may also:
 - Conduct a review of the plan utilizing the assistance of an external consultant team that is mutually acceptable to the institution and the Secretary.
 - Solicit comments from additional interested parties including faculty and members of professional staff not holding faculty rank at the institution.
 - Conduct a site visit at the proposed site of the branch campus or additional location.
- c. Independent institutions of higher education seeking to establish a branch campus or additional location that will serve at least 100 students of the institution within New Jersey must submit a plan that includes all plan elements as set forth at NJAC 9A:1-6.2(b) 1 to 7, to the Secretary for review and comment.
- 1) The Secretary provides written comments on the plan to the independent institution within 60 days of the submission of the plan.

D. 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 academic degree program through distance learning, the program will be subject to the NJPC's new academic degree 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 changing or exceeding its programmatic mission or due to a NJPC determination that the new academic degree program may be of insufficient academic quality, may lack sufficient evidence of labor market demand, may be duplicative of comparable programs of study, or may be unduly expensive to the State.
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 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.

E. Exceeding/Changing Mission

1. Responsibilities of the NJPC and the Secretary of Higher Education
- a. The NJPC has responsibility to "review and make recommendations to [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.S.A. 18A:3B-14(f).
 - c. The licensure rules define "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]." (N.J.A.C. 9A:1-1.2) Appendix C presents current programmatic mission by institution.
2. Exceeding Programmatic Mission
- a. A New Jersey institution proposing a new academic degree program that exceeds its programmatic mission must first submit that program to the NJPC for the new academic degree program review process described in Section II of this document and a completed

Exceeds Programmatic Mission form provided by the AIC. The AIC will conduct a review of all documentation and make a recommendation to the NJPC, which must review the AIC's work 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(c)).
- 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.
 - 2) 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.**
 - 3) 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(e).
- 4) 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.
- 5) 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
- 1) 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 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(d)).
 - 2) 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.
 - 3) 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.

F. 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 within 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.....	21
B.	Academic Issues Committee Meeting Schedule.....	24
C.	New Jersey Public and Independent Degree-Granting Institutions by Sector, Mission, and Degree Level	25
D.	New Jersey Administrative Code Title 9A – Higher Education, Chapter 1	31
E.	NJPC - Academic Issues Committee Consultant Selection Criteria.....	66
F.	Sample Forms and Templates.....	67

Appendix A NJPC – Academic Issues Committee Membership/Contact List

2022

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Appendix B
NJPC – Academic Issues Committee Meeting Schedule

2021-2022

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 3, 2021, and Friday, May 20, 2022, unless noted otherwise. All other AIC meetings will be via Zoom.

Materials should be submitted to aic@njcu.edu. Please ZIP files over 20MB. All requests will receive an acknowledgment by email by the material submission deadline.

NJ Presidents' Council Meeting Dates	Academic Issues Committee Meeting Dates	Deadlines for Material Submissions
Monday, September 20, 2021 (Executive)	Friday, September 3, 2021 <i>New Jersey City University</i>	Friday, August 20, 2021
Monday, October 18, 2021 (Full)	Friday, October 1, 2021	Friday, September 17, 2021
Monday, November 22, 2021 (Executive)	Friday, November 5, 2021	Friday, October 22, 2021
Monday, December 13, 2021 (Executive)	Friday, December 3, 2021	Friday, November 19, 2021
Monday, January 31, 2022 (Full)	Friday, January 21, 2022	Friday, January 7, 2022
Monday, March 14, 2022 (Executive)	Friday, February 25, 2022	Friday, February 11, 2022
Monday, April 25, 2022 (Executive)	Friday, April 8, 2022	Friday, March 25, 2022
Monday, June 6, 2022 (Full)	Friday, May 20, 2022 <i>New Jersey City University</i>	Friday, May 6, 2022

Appendix C

New Jersey Degree-Granting Institutions by Sector, Mission, and Degree Level

Sector/Institution	Associate					Notes
	Bachelor's					
	Master's					
	Post-Master's					
	First Professional					
	Doctoral					
Community Colleges	X					
Atlantic Cape 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.
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					

Sector/Institution	Associate					Notes
	Bachelor's					
	Master's					
	Post-Master's					
	First Professional					
	Doctoral					
State Colleges and Universities						
College of New Jersey, The			X			
Kean University					X	Authorized to change mission 02.2017
New Jersey City University			X			Authorized to exceed mission to offer: <ul style="list-style-type: none"> • D.Sc. - Civil Security Leadership, Management, and Policy 04.2012 • Ed.D. – Educational Technology Leadership 11.2012 • Ed.D. – Community College Leadership 04.2017
Ramapo College of New Jersey			X			Authorized to change mission 10.2014
Stockton University			X			Authorized to change mission 11.1997 Authorized to exceed mission to offer: <ul style="list-style-type: none"> • D.P.T. – Physical Therapy 04.2016 • Ed.D. – Organizational Leadership 03.2015 • D.N.P. – Nursing 03.2018 Name change to "University" approved 02.13.2015
Thomas Edison State University			X			Authorized to exceed mission to offer: <ul style="list-style-type: none"> • D.N.P. – Nursing 07.2015 Name change to "University" approved 12.21.2015
William Paterson University of New Jersey			X			Authorized to exceed mission to offer: <ul style="list-style-type: none"> • D.N.P. – Nursing 07.2010 • Psy.D. – Clinical Psychology 10.2013
Public Research Universities						
New Jersey Institute of Technology					X	
Montclair State University					X	Authorized to change mission 03.2016
Rowan University					X	
Rutgers University					X	

Sector/Institution	Associate					Notes
	Bachelor's					
	Master's					
	Post-Master's					
	First Professional					
	Doctoral					
Independent Colleges and Universities						
Bloomfield College ¹			X			
Caldwell University			X			Authorized to exceed mission to offer: <ul style="list-style-type: none"> • Ph.D. – Applied Behavior Analysis 07.2009 • Ph.D. – Educational Leadership 04.2014 • Ed.D. – Educational Leadership 04.2014 Name change to "University" approved 12.06.2013
Centenary University ¹			X			Name change to "University" approved 04.28.2016
Drew University ¹					X	
Fairleigh Dickinson University					X	
Felician University			X			Authorized to change mission 04.1995 Authorized to exceed mission to offer: <ul style="list-style-type: none"> • D.N.P. – Nursing 11.2011 • D.B.A. 04.2014 Name change to "University" approved 09.24.2015
Florence Academy of Art	X					CLOSED 04.2020
Georgian Court University			X			Authorized to exceed mission to offer: <ul style="list-style-type: none"> • Psy.D. – School Psychology 01.2019
Monmouth University			X			Authorized to exceed mission to offer: <ul style="list-style-type: none"> • D.N.P. – Nursing 04.2011 • Ed.D. – Educational Leadership 05.2007 • D.S.W. – Human Rights Leadership 12.2021
Pillar College (formerly Somerset Christian College)		X				Authorized to change mission 10.2014 Authorized to exceed mission to offer: <ul style="list-style-type: none"> • M.A. – Counseling 12.2016 • M.A. – Ministry Leadership 08.2018
Princeton University ¹					X	
Rider University			X			Authorized to exceed mission to offer: <ul style="list-style-type: none"> • Ed.S. – School Psychology 10.1997 • ED.S. – Counseling Services 11.1997 • Ed.D. – Educational Leadership 03.2017

Sector/Institution	Associate					Notes
	Bachelor's					
	Master's					
	Post-Master's					
	First Professional					
	Doctoral					
Saint Elizabeth University		X				Authorized to exceed mission to offer: <ul style="list-style-type: none"> • Ed.D. – Educational Leadership 05.2007 • Psy.D. – Counseling Psychology 01.2013 Name change to "University" approved 07.01.2020
Saint Peter's University ¹		X				Name change to "University" approved 11.23.2011
Seton Hall University ¹					X	
Stevens Institute of Technology ¹					X	
Religious Institutions						
Assumption College for Sisters	X					
Bais Medrash Toras Chessed		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: <ul style="list-style-type: none"> • D.Min. – Metro-Urban Ministry 02.1998
Princeton Theological Seminary ¹					X	
Rabbi Jacob Joseph School		X				
Rabbinical College of America		X				Authorized to exceed mission to offer: <ul style="list-style-type: none"> • M.Rel.Ed – Religious Education 02.12.2018
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				

Sector/Institution	Associate					Notes
	Bachelor's					
	Master's					
	Post-Master's					
	First Professional					
	Doctoral					
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					
Degree-Granting Proprietary Schools						
Berkeley College	X					Authorized to exceed mission to offer: • M.B.A. – Management 11.2014
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 04.2013 • B.S. – Dental Hygiene 07.2017 • B.S. – Health Leadership 01.2019
Eastern School of Acupuncture and Traditional Medicine			X			
Eastwick College	X					Authorized to exceed mission to offer: • B.S. – Cardiovascular Technology 10.2014 • B.S. – Diagnostic Medical Sonography 10.2014 • B.S. – Diagnostic Cardiovascular Sonography 10.2014
Jersey College (formerly Center for Allied Health and Nursing Education)	X					
Sollers			X			

Out-of-State Degree-Granting Institutions Licensed to Offer Degree Programs in New Jersey

Any new degrees offered at these institutions are subject to review and approval by the Office of the Secretary of Higher Education

Institution	Program
Bard College	Associate in Arts Degree
Boston Graduate School of Psychoanalysis	<ul style="list-style-type: none"> • M.A. – Mental Health Counseling • M.A. – Psychoanalysis • Post-M.A. Certificate – Mental Health Counseling
Chamberlain College of Nursing	B.S.N.
Daemen College	<ul style="list-style-type: none"> • M.S. – Elementary School Teachers, Grades K-6 and Students with Disabilities • M.S. – Preschool, Grades P-3, and Students with Disabilities
DeVry University	Associate, bachelor's, and master's degrees
Georgia Central University	<ul style="list-style-type: none"> • B.A. – Theological Studies • M.Div. • M.B.A.
Immaculata University	<ul style="list-style-type: none"> • B.S.N. • M.S.N.
Nova Southeastern University	Ed.D.
Relay Graduate School of Education	M.A. – Teaching
Strayer University	Bachelor's and master's degrees
Syracuse University	College credit-bearing courses
Thomas Jefferson University	M.S. – Physician Assistant Studies
Virginia University of Integrative Medicine	<ul style="list-style-type: none"> • M.S. – Acupuncture • M.S. – Oriental Medicine
Wilmington University	Bachelor's and master's degrees

¹ 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); the mission level shown represents the institution's highest current offering.

Appendix D
NEW JERSEY ADMINISTRATIVE CODE
TITLE 9A – HIGHER EDUCATION
New Jersey Secretary of Higher Education

CHAPTER 1. LICENSURE RULES
(Amendments Effective 03.07.2022)

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.

"Additional location" means a location, other than a branch campus, that is geographically apart from the main campus and at which the institution physically offers at least 50 percent of an educational program.

"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.

"Closure" means the cessation of operations by an institution of higher education, or a proprietary institution licensed to offer academic degrees.

"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.

"Direct State support" means monetary funds or other forms of material support that are provided directly to an institution by an instrumentality of the State. Direct State support includes, but is not limited to, appropriations and bond funds that have been directed to an institution by an instrumentality of the State.

"Disorderly closure" means a closure that does not meet the requirements at P.L. 2021, c. 27.

"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.

"Eligible transfer institution" means an institution of higher education or a proprietary institution licensed to offer academic degrees that has been approved by the Secretary pursuant to P.L. 2021, c. 27.

"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.

"Indirect State support" means monetary funds or other forms of material support that are provided by an instrumentality of the State, but are not directed to the recipient institution by an instrumentality of the State. Indirect State support includes, but is not limited to, State student assistance grant and scholarship programs that have been directed to an institution by a student.

"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.

"Institutional debt" means: (1) the amount outstanding on any credit, including unpaid charges, extended by or on behalf of an institution of higher education or a proprietary institution licensed to offer academic degrees that a student is obligated to repay, whether the amount has been reduced to a judgment or the institution classifies it as a loan; or (2) a non-Federal loan or debt agreement that is issued expressly for postsecondary education expenses and that is guaranteed by an institution of higher education or a proprietary institution, or a private educational lender that is affiliated with an institution of higher education

or proprietary institution.

"Institutional financial aid agreement" means any contract, promissory note, part of an enrollment agreement, or other agreement in which a student agrees to pay an institutional debt.

"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.

"Orderly closure" means a closure that meets the requirements at P.L. 2021, c. 27.

"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.

"Program outcomes" means the broad set of goals identifying the comprehensive integration of skills, abilities, knowledge, or values gained that students should be able to demonstrate upon completion of an academic degree program.

"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.

"Student" means an individual enrolled at an institution of higher education or a proprietary institution licensed to offer academic degrees in New Jersey, or a New Jersey resident enrolled at an institution of higher education or proprietary institution located outside of this State.

"Student learning outcomes" means specific statements describing measurable skills, abilities, knowledge, or values that students should be able to demonstrate in order to show their achievement and mastery, upon the successful completion of a college credit-bearing course.

"Teach-out agreement" means a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides 100 percent of at least one program offered, ceases to operate before all enrolled students have completed their program of study.

"Teach-out plan" means a written plan developed by the institution that provides for the equitable treatment of students if an institution, or an institutional location, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions.

"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) 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.
- (l) 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.
- (m) 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 currently or 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 33 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 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.
- (b) Upon referral of a request to exceed programmatic mission by the Presidents' Council, the Secretary shall review the program proposal and determine whether all the standards for new academic programs at N.J.A.C. 9A:1-2.10(a) have been met. The Secretary shall consider any recommendations submitted with the referral by the Presidents' Council when making the determination on the request to exceed programmatic mission.
- (c) In addition to the review at (b) above, 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.
- (d) 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 at (e) below.

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

9A:1-2.10 Academic program review

- (a) The Presidents' Council shall review proposals for new academic degree programs that do not exceed the programmatic mission of the institution according to the following standards:
1. Sufficient academic quality as set forth at N.J.A.C. 9A:1-2.11;
 2. Sufficient evidence of labor market demand for the program as set forth at N.J.A.C. 9A:1-2.12;
 3. Duplication with comparable programs of study in the State as set forth at N.J.A.C. 9A:1-2.13; or
 4. Whether the proposed new program will require significant additional State resources as set forth at N.J.A.C. 9A:1-2.14.
- (b) If, upon review, the Presidents' Council determines that a program may be of insufficient academic quality, may lack sufficient evidence of labor market demand, may be duplicative of comparable programs of study, or may be unduly expensive, the Presidents' Council shall refer the program to the Secretary for review pursuant to P.L. 2021, c. 27. Any such referral of a program shall:
1. Identify the standard or standards that have not been met;
 2. Identify the specific criteria within each standard that have not been met; and
 3. Provide a written description of the basis of each determination by the Presidents' Council that a standard or criteria has not been met.

9A:1-2.11 Sufficient academic quality

- (a) The Presidents' Council shall evaluate proposals for new academic degree programs for sufficiency of academic quality based on the following criteria:
1. The status of the institution's State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education;
 2. Appropriately qualified faculty, instructors, staff instructors, and/or administrators;

3. A plan for the dedication of sufficient resources, including human resources, to implement and maintain the program;
4. Clearly stated program objectives that are related to the institutional mission, strategic plan, and, where appropriate, to the careers, professions, or practices into which graduates of the program are expected to enter;
5. Appropriate student learning outcomes that incorporate:
 - i. Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum; and
 - ii. A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition;
6. Evidence of program rigor in the curriculum. To demonstrate rigor in the curriculum, institutions shall provide the following in the proposal:
 - i. Program outcomes detailing what students will be able to demonstrate at completion of the curriculum;
 - ii. Planned curriculum with course descriptions, including a plan to provide students access to faculty, instructors, and/or staff; and
 - iii. Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available;
7. Evidence of employer input in the development of the new program, where appropriate, which may include:
 - i. Participation of employers on advisory committees;
 - ii. Letter of support from a chamber of commerce demonstrating the need and desire for the program;
 - iii. Summary of employer or professional association feedback on the new program proposal and institution's response to the feedback;
 - iv. Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program;
 - v. Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal;
 - vi. Plan to ensure continued partnership with employers in the field for the new program proposed; and/or
 - vii. Other documentation of direct employer or industry participation in the design of the program;
8. Evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, which may include:
 - i. A program equity statement for the program/field that is supported by evidence of an institution's demonstrated commitment to and valuing of diversity, equity, and inclusion. Evidence may include, but is not limited to, equitable enrollment and employment outcomes for historically underrepresented groups;

- ii. A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes; and/or
 - iii. A plan to provide student services and accommodations to support equitable program completion outcomes; and
9. A plan for continuous review and improvement of the new academic program. Such plan shall include the following:
- i. The primary activities within the program that are to be reviewed, including how the program will adapt for new technology and developments within the field;
 - ii. Regularly scheduled time periods/intervals for review;
 - iii. Metrics for program monitoring and guidance for how the institution will course correct, if needed; and/or
 - iv. Input by students, field experts, and external reviewers in program review processes.

9A:1-2.12 Sufficient labor market demand

- (a) The Presidents' Council shall evaluate proposals for new academic degree programs for sufficiency of labor market demand based on the following criteria:
1. A program proposal shall be deemed to have shown sufficient labor market demand for the program when the following apply:
 - i. The Classification of Instructional Programs (CIP) number for the program is mapped to a single occupation or set of occupations listed in the Standard Occupational Classification (SOC) as set forth in the 2020 CIP-SOC Crosswalk created by the Bureau of Labor Statistics and the National Center for Education Statistics, which is incorporated herein by reference, as amended and supplemented, and available at nces.ed.gov/ipeds/cipcode/Files/CIP2020_SOC2018_Crosswalk.xlsx; and
 - ii. The proposal contains evidence of substantial labor market demand for the occupation or occupations that are mapped to the program, as supported by documentation of demand from the New Jersey Department of Labor and Workforce Development.
 2. A program proposal that does not meet the criteria at (a)1 above shall provide evidence for one or more of the criteria listed in this paragraph for the Presidents' Council to review and determine whether sufficient labor market demand exists:
 - i. Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - ii. Evidence that the current number of graduates from existing programs at other institutions in the State will not be adequate to meet the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - iii. Evidence that the current profile of graduates from existing programs is not in accordance with the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - iv. Evidence of substantial employer engagement, which may include, but is not limited to,

- program appraisal, program partnerships, and opportunities to review and comment on the program, in the development of program curriculum; or
- v. Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.
- (b) On the basis of evidence presented by the institution, the Presidents' Council may determine that sufficient labor market demand exists for a program proposal that does not meet either set of criteria at (a) above, if the Presidents' Council determines that:
1. There are insufficient data available to assess the program according to the criteria at (a) above;
 2. There is sufficient evidence of preparation for a career, profession, or practice through the program; and
 3. A majority of graduates from the program are reasonably likely to obtain employment, including self-employment, in the careers, professions, or practices indicated in the program proposal within 12 months of:
 - i. Graduation from the program; or
 - ii. The receipt of a terminal degree in a program sequence that includes the proposed program.

9A:1-2.13 Duplication with comparable programs

- (a) A proposal for a new academic degree program that is for an academic degree program that is currently offered by other institutions in the State at the same degree level and in the same academic discipline shall include a listing of all currently offered programs at the same degree level and in the same academic discipline.
- (b) Where a listing pursuant to (a) above is present, the Presidents' Council shall evaluate the proposal for excessive duplication with comparable programs and determine whether the proposal includes:
1. Evidence of a relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus; and
 2. Evidence that a collaborative approach with another institution of higher education that currently offers the program per the listing included with the proposal pursuant to (a) above, including, but not limited to, articulation agreements and joint degree programs, would not be cost effective or a feasible alternative to offering the proposed academic degree program.
- (c) If the Presidents' Council finds that a program proposal meets the requirements at (b) above, the Presidents' Council shall determine whether the program is in the best interests of the State through a determination as to whether one or more of the following have been demonstrated:
1. Evidence of significant instructional differentiation from currently offered programs at other institutions in the State that are at the same degree level and in the same academic discipline;
 2. Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline;

3. Evidence of projected sustainable cost savings for students compared with the cost of currently offered programs at the same degree level and in the same academic discipline; and
4. Evidence of student and community demand at the institution and in the region for the program, including, but not limited to, evidence that shows demand through:
 - i. Surveys or interviews of current students, faculty, and staff at the institution;
 - ii. Surveys or interviews of elected officials or other members of the institution's local community;
 - iii. Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions; and
 - iv. Data on State and/or regional enrollment trends.

(d) A program proposal that does not meet the requirements at (b) or (c) above shall be referred by the Presidents' Council to the Secretary pursuant to N.J.A.C. 9A:1-2.10(b) as a program that may be duplicative of other programs in the State.

9A:1-2.14 Additional state resources

(a) The Presidents' Council shall evaluate proposals for new academic degree programs for whether significant additional State resources are required based on the following information:

1. The total of the projected budget for the proposed academic program that would be supported by either direct State support and/or indirect State support, including, but not limited to, State student assistance grant and scholarship programs;
2. The projected increase in direct State support to the institution due to the proposed academic program;
3. The projected increase in indirect State support to the institution due to the proposed academic program;
4. Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution; and
5. The anticipated length of time that any projected increases in State support would be required for the program.

(b) When the Presidents' Council has determined that a new academic program does require significant additional State resources, the Presidents' Council shall evaluate the proposal to determine whether the significant additional State resources would be unduly expensive to the State, based on the following information:

1. Evidence that the proposed academic program will:
 - i. Offset continued State support for the program through sustained increases to State revenue and any additional economic impact to the State generated by the program; and/or
 - ii. Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program; and
2. The institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.

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) Upon a referral by the Presidents' Council to the Secretary of a proposed academic degree program from an out-of-State institution pursuant to N.J.A.C. 9A:1-2.10, the Secretary shall review the referred program and shall issue a written determination as to whether or not the referred program meets the applicable program standards.
- (e) Out-of-State institutions may be licensed for periods of one to five years. Initial licensure shall not exceed three years.
- (f) 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.
- (g) 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. Except for the exemption detailed at (a)3 below, OSHE staff shall review the petition and any comments submitted by in-State institutions with the assistance of an external consultant team that is mutually acceptable to the petitioning 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 with the assistance of the external consultant team.
3. OSHE may waive the requirement for an external consultant team to review a licensure petition if the following conditions apply:
 - i. The out-of-State institution is currently licensed by the Secretary to offer academic degree programs or college credit-bearing courses in New Jersey;
 - ii. The current licensure period is not an initial licensure period;
 - iii. The current licensure period is for a five-year period;
 - iv. For the current licensure period, the institution has undergone an OSHE-conducted licensure review with an external consultant team that included a site visit at the campus or proposed instructional site in New Jersey;
 - v. The institution is not seeking to renew the current licensure period; and
 - vi. The institution is only seeking licensure for additional college credit-bearing courses.
4. OSHE staff shall send the petition and all pertinent materials to the Presidents' Council for review and recommendation to the Secretary.
5. 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 established by a public research university or state college within New Jersey

- (a) Subject to the approval of the Secretary, the governing board of a public research university or a State college may establish a branch campus within the State.
- (b) The governing board shall submit a plan for the branch campus to the Secretary that shall include the following:
 - 1. A statement that explains the need for the branch campus or additional location;
 - 2. A description of the proposed courses and programs that will be offered at the branch campus;
 - 3. Evidence that the proposed courses or programs at the branch campus are at least equivalent in quality to comparable courses/programs on the main campus;
 - 4. Evidence that the institution has provided for effective monitoring and controls to maintain quality;

5. 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;
 6. Information on the standards at N.J.A.C. 9A:1-1.5 through 1.12, with special attention to evidence that demonstrates 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; and
 7. A statement that the proportion of courses taught by full-time faculty at a branch campus are the same as on the main campus.
- (c) Upon receipt of a plan submitted by the governing board of a public research university or a State college for a branch campus within the State, OSHE staff shall notify all New Jersey institutions of higher education of the receipt of the plan and shall provide each New Jersey institute of higher education with a brief summary of the plans, along with information on how to obtain the plan from the OSHE website. Each New Jersey institution of higher education will have 30 days from the notification date to submit to OSHE their comments. Comments should focus on how the institution would be affected by the proposed branch campus.
- (d) If no concerns are raised about the plan, OSHE staff shall forward the plan directly to the Secretary for review and determination.
- (e) If concerns are raised, OSHE staff shall send the plan and any related materials to the Presidents' Council for review. The Secretary will accept recommendations from the Presidents' Council in regard to the plan if the recommendations are submitted to OSHE within 60 days from the date of receipt by the Presidents' Council of the plan and any related materials.
- (f) The Secretary shall consider the recommendations of the Presidents' Council when making a determination on the plan.
- (g) Prior to a determination on the plan by the Secretary, OSHE staff may also conduct a review of the plan utilizing the assistance of an external consultant team that is mutually acceptable to the institution that submitted the plan and the Secretary.

9A:1-6.3 Branch campus and additional locations established by a public research university or a state college outside of New Jersey or outside of the United States

- (a) The governing board of a public research university or a State college that seeks to establish a branch campus or additional location outside of the State or country that will serve at least 100 students of the institution shall submit a plan for the branch campus or additional location for review and approval by the Secretary.
- (b) The plan for the branch campus or additional location shall include the following:
1. All of the information required pursuant to N.J.A.C. 9A:1-6.2(b)1 through 7;
 2. A description of the higher educational needs of the country or region in which the branch campus or additional location shall be located;

3. A description of the proposed branch campus or additional location and its proposed programs and curriculum;
 4. An estimate of the cost of establishing and maintaining the branch campus or additional location, including the cost of any planned acquisition or construction of facilities;
 5. A statement that the branch campus or additional location will comply with the provisions of the Open Public Records Act, P.L. 1963, c. 73 (N.J.S.A. 47:1A-1 et seq.);
 6. Evidence that the branch campus or additional location serves a compelling State interest;
 7. Evidence that the branch campus or additional location does not impose excessive costs to the State. Such evidence may include, but is not limited to, the following:
 - i. Net cost to the State of the branch campus or additional location, including any long-term expenses;
 - ii. Any financial liabilities to the State that may be incurred as a result of the branch campus or additional location; and
 - iii. Information indicating that the financial sustainability of the branch campus or additional location would allow for it to continue operations year after year;
 8. Evidence that the branch campus or additional location does not impose reputational risk to the State. Such evidence may include, but is not limited to, an attestation that the applicant will continually notify the State of:
 - i. All major financial and governance transactions made between the institution and the out-of-State/out-of-country host;
 - ii. Any agreement(s) made between the institution and the out-of-State/out-of-country host in advance of the institution entering into such agreements;
 - iii. Any additional requirements imposed by the out-of-State/out-of-country host that are not already mandated by the State; and
 - iv. Any gifts received, including any gift that was later returned or any gift for which compensation was paid after receipt;
 9. Evidence that the branch campus or additional location does not impose a risk to the security interests of the State or Federal government. Such evidence may include, but is not limited to:
 - i. Documentation of pre-clearance from the United States Department of Homeland Security, along with a plan to comply with any requirements imposed by the United States Department of Homeland Security as a condition to the receipt of pre-clearance by the institution; and
 - ii. Documentation of pre-clearance from the New Jersey Office of Homeland Security and Preparedness, along with a plan to comply with any requirements imposed by the New Jersey Office of Homeland Security and Preparedness as a condition to the receipt of pre-clearance by the institution; and
 10. Documentation that all faculty and members of the professional staff not holding faculty rank performing services at a branch campus or additional location outside the State or country shall be paid and provided benefits in the same manner as all other employees of that institution within the State.
- (c) Upon receipt of a plan submitted by the governing board of a public research university or a State

college for a branch campus or additional location outside of the State or country, OSHE staff shall notify all New Jersey institutions of higher education of the receipt of the plan and shall provide each New Jersey institute of higher education a brief summary of the plan along with information on how to obtain the plan from the OSHE website. Each New Jersey institution of higher education will have 30 days from the notification date to submit to OSHE their comments. Comments should focus on how the institution would be affected by the proposed branch campus.

1. If no concerns are raised about the plan, OSHE staff shall forward the plan directly to the Secretary for review and determination.
2. If concerns are raised, OSHE staff shall send the plan and any related materials to the Presidents' Council for review. The Secretary will accept recommendations from the Presidents' Council in regard to the plan if the recommendations are submitted to OSHE within 60 days from the date of receipt by the Presidents' Council of the plan and any related materials.
3. The Secretary shall consider the recommendation of the Presidents' Council when making a determination on the plan.
4. Prior to a determination on the plan by the Secretary, OSHE staff shall also:
 - i. Conduct a review of the plan utilizing the assistance of an external consultant team that is mutually acceptable to the institution that submitted the plan and the Secretary;
 - ii. Solicit comments from additional interested parties, including, faculty and members of professional staff not holding faculty rank at the public research university or State college; and
 - iii. Conduct a site visit at the proposed site of the branch campus or additional location.

9A:1-6.4 Branch campuses or additional locations established by an independent institution of higher education within New Jersey

- (a) The governing board of an independent in-State institution of higher education that seeks to establish a branch campus or additional location in the State that will serve at least 100 students of the institution shall submit a plan for the branch campus or additional location for review and comment by the Secretary. The plan for the branch campus shall include all the information required at N.J.A.C. 9A:1-6.2(b)1 through 7.
- (b) The Secretary shall provide written comments on the plan to the independent institution within 60 days of the submission of the plan.

9A:1-6.5 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.

SUBCHAPTER 9. INSTITUTIONAL CLOSURE

9A:1-9.1 General procedures for institutional closure

- (a) An institution that plans to cease operations or whose licensure has been revoked shall submit to the Secretary a plan for institutional closure, which must include the following:
 1. The planned date of termination of operations;
 2. A plan to continually notify relevant stakeholders of pertinent information related to the institution's closure as the information becomes available. Relevant stakeholders include, but are not limited to, the Secretary, enrolled students, admitted students, candidates who have submitted applications where no determination has been made, recent graduates, graduates that maintain institutional debt, faculty, staff, host communities, including the applicable municipal and county government(s), the elected State representative and senator in the legislative district where the institution is located, the chairpersons of the State Senate and Assembly Higher Education Committees, and the New Jersey Commissioner of the Department of Labor and Workforce Development;
 3. A plan for the transfer and long-term maintenance of all essential records, particularly, but not limited to, academic records of current and former students, by a third-party or parties before the licensed institution ceases operations. Such a plan should include, at a minimum, the following:
 - i. The planned date and receiving location for the transfer of student records;
 - ii. The name and address of the third-party organization(s) or eligible transfer institution(s) to receive and manage the student records; and
 - iii. The contact information of the third-party official(s) who is/are designated to manage transcript requests.

4. Arrangements for the continued education of currently enrolled students through a teach-out agreement developed pursuant to N.J.A.C. 9A:1-9.2, 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 grants and scholarships, State loans, Federal grants and scholarships, and Federal loans, as applicable.

9A:1-9.2 Teach-out agreements

- (a) An institution shall enter into a school-to-school teach-out agreement at least 120 days prior to the cessation of institutional operations. This teach-out agreement shall:
 1. Be arranged by the closing institution;
 2. Be agreed to by an eligible transfer institution or institutions, the closing institution, and the Secretary;
 3. Unless waived for good cause by the Secretary, specify that the eligible transfer institution(s) shall:
 - i. Be located within a reasonable distance of the closing institution, if the closing institution has a physical presence in the State;
 - ii. Accept the transfer of all completed credits from students affected by the closure; and
 - iii. Allow a student affected by the closure to complete the student's program with substantially the same number of credit hours as was required by the closing institution; and
 4. Specify that, upon request by a student affected by the closure, the closing institution shall provide a complete academic record and an official transcript to the student at no cost to the student.

9A:1-9.3 Teach-out plan requirements for proprietary institutions

- (b) A proprietary institution shall provide the Secretary a teach-out plan that addresses a potential closure of the institution. The teach-out plan shall be updated, as required by the Secretary, and shall include:
 1. The requirements for a plan for institutional closure pursuant to N.J.A.C. 9A:1-9.1(a);
 2. A statement that the institution shall make all reasonable efforts to ensure that any closure of the institution complies with the requirements at P.L. 2021, c. 27;
 3. A statement that the chief executive officer and the members of the governing body of the institution providing the teach-out plan to the Secretary were not previously in an executive position or a member of a governing body of an institution in which a disorderly closure occurred; and
 4. A statement that any institutional financial aid agreement offered to a student shall contain language stating that, in the event of a disorderly closure, the institutional debt shall be void and shall not be recovered, collected, or enforced.

9A:1-9.4 Contingency plan for closure

- (a) If, pursuant to N.J.A.C. 9A:2-1, the Secretary determines that an institution is required to submit a contingency plan for closure to OSHE, the contingency plan for closure, shall include:
1. The requirements of a plan for institutional closure pursuant to N.J.A.C. 9A:1-9.1(a);
 2. Information about the rights and responsibilities of student loan borrowers;
 3. Information about the institution's financial condition, accreditation status, and any outstanding compliance issues regarding Federal and State student aid programs; and
 4. Confirmation that the institution has obtained either a surety bond or letter of credit to refund student enrollment deposits and to pay the cost to maintain student records by a third-party or parties.

Appendix E

NJPC – Academic Issues Committee

Consultant Selection Criteria

The following criteria apply to the selection of an external consultant for purposes of evaluating a proposed new academic degree program.

1. 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:
 - 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;
 - is a spouse, parent, child, or sibling of an individual or persons listed in (a) above;
 - is seeking or being sought for employment or other relationship with the institution under review;
 - has a personal or professional relationship with the institution or an institutional representative who is directly involved with the program under review that might compromise objectivity; and/or
 - has a competitive relationship with the institution that might compromise objectivity.
2. 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.) Consultants should be from out of state unless specific circumstances require a consultant associated with a state institution or organization.
3. Appropriate terminal degree in relevant field from an accredited institution.
4. Academic or appropriate professional experience (administration and/or teaching) in the field.
5. Research experience (where appropriate):
 - Publications such as books and articles in refereed journals.
 - Recipient of research grants from external funding sources such as government agencies and foundations.
6. Appropriate professional experience in relevant field(s) if program to be reviewed has professional orientation (e.g., engineering, social work, law).
7. Knowledge of the state of the art of the field.
8. Familiarity with accreditation standards for academic programs (where appropriate).
9. Familiarity with existing and/or similar programs.
10. Awareness of employment possibilities of graduates.
11. Knowledge of budgeting and financial matters, particularly if the program to be reviewed would be expensive or represent a major shift in an institution's educational mission.
12. Experience in evaluating academic programs.

Appendix F
Sample Forms and Templates

The fillable forms may be retrieved at <https://www.njpc.org/aic/>

- Program Announcement Cover Letter Template..... 68
- Program Announcement Cover Page Form 69
- Academic Degree Program Summary for Program Announcement Form..... 70
- New Academic Degree Program Proposal Checklist..... 71
- Standards for New Academic Degree Programs Form..... 72
- Exceeds Programmatic Mission Form..... 80
- Changing a Degree Designation Form..... 83
- Consultant Evaluation of Standards for New Academic Degree Program Form..... 85

TEMPLATE FOR PROGRAM ANNOUNCEMENT COVER LETTER

TO: Presidents, New Jersey Colleges and Universities

FROM:

DATE:

SUBJECT: Program Announcement for a New Academic Degree Program

We are pleased to enclose for your review and comment a formal Program Announcement describing NAME OF INSTITUTION proposed new **academic** degree program, NAME OF DEGREE PROGRAM.

Program Announcements are intended to acquaint all colleges and universities in New Jersey with institutional plans to offer new academic programs. In accordance with the regulations outlined in N.J.A.C. 9A:1-2.9 through 2.14 and the new academic degree program review process developed by the New Jersey Presidents' Council, please confine your comments to issues related to the standards for new academic degree programs, including academic quality, labor market demand, program duplication, and/or the need for significant additional State resources, as well as alignment to programmatic mission.

Your response to the attached Program Announcement is requested within 30 days. Please address comments to:

INSTITUTIONAL OFFICIAL OR CONTACT
EMAIL CONTACT

Thank you for your time and consideration of this Program Announcement.

PROGRAM ANNOUNCEMENT COVER PAGE NEW ACADEMIC DEGREE PROGRAM

Date: Click or tap to enter a date.

Institution:	Click or tap here to enter text.
Programmatic mission level:	Click or tap here to enter text.
New program title:	Click or tap here to enter text.
Degree designation:	Click or tap here to enter text.
Degree abbreviation:	Click or tap here to enter text.
6-digit CIP code and nomenclature:	Click or tap here to enter text.
SOC code(s) and nomenclature:	Click or tap here to enter text.
Total Credit Hours:	Click or tap here to enter text.
Campus(es) where the program will be offered:	Click or tap here to enter text.
Institutions with which articulation agreements will be arranged:	Click or tap here to enter text.
Month and year when program will begin:	Click or tap here to enter text.
Initial cohort enrollment headcount:	Click or tap here to enter text.
Total enrollment headcount at steady state:	Click or tap here to enter text.
Licensure requirements:	Click or tap here to enter text.
Intended program accreditation or certification:	Click or tap here to enter text.

**NEW ACADEMIC DEGREE PROGRAM
SUMMARY FOR PROGRAM ANNOUNCEMENT**

Institution	Click or tap here to enter text.
New Academic Degree Program Title	Click or tap here to enter text.
Degree Designation	Click or tap here to enter text.
Degree Abbreviation	Click or tap here to enter text.

Introduction:

Describe the institutional profile and context for the proposed program.

Overview of proposed new academic degree program:

Provide a summary of key program elements relevant to each standard.

Sufficient academic quality

Provide the program objectives, highlighting alignment with institutional mission and strategic plan, curriculum design, and resources, including human resources, that will support the program.

Sufficient evidence of labor market demand for the program

Describe the evidence that supports the need for the program.

Duplication with comparable programs of study in the State

Explain what distinguishes the program from existing offerings.

Requirement of significant additional State resources

If applicable, describe how the proposed program will ensure fiscal stewardship of State resources, demonstrate return on investment, and/or become self-sustaining.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL CHECKLIST

- New Academic Degree Program
 Changing the Degree Designation of an Existing Program

Institution: Click or tap here to enter text.

Programmatic Mission: Click or tap here to enter text.

Program Title: Click or tap here to enter text.

Degree Designation: Click or tap here to enter text.

DESCRIPTION	<i>Check to confirm</i>
1. Standards for New Academic Degree Programs Form	<input type="checkbox"/>
2. Program Announcement (cover letter, cover page, summary)	<input type="checkbox"/>
3. Consultant's Curriculum Vitae	<input type="checkbox"/>
4. Consultant Report	<input type="checkbox"/>
* Site visit	<input type="checkbox"/>
* Date of site visit: Click or tap to enter a date.	
* Submission date: Click or tap to enter a date.	
5. Response to Consultant's Report	<input type="checkbox"/>
6. Governing Board Resolution	<input type="checkbox"/>
* Date of resolution: Click or tap to enter a date.	
7. Exceeds Programmatic Mission Form	<input type="checkbox"/> or NA <input type="checkbox"/>
8. 3+1 Bridge Program letter of support from baccalaureate institution	<input type="checkbox"/> or NA <input type="checkbox"/>
9. Institutional Responses to Program Announcement	<input type="checkbox"/>
* Copies of letters from responding colleges and universities	<input type="checkbox"/>
* Statement of no concerns	<input type="checkbox"/> or NA <input type="checkbox"/>
* Institutions expressing a concern: Click or tap here to enter text.	
* Responses to institutions expressing a concern	<input type="checkbox"/> or NA <input type="checkbox"/>
* Information about reconciliation efforts	<input type="checkbox"/> or NA <input type="checkbox"/>

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Email: Click or tap here to enter text.

Phone/Fax: Click or tap here to enter text.

Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



NEW JERSEY
OFFICE
of the
SECRETARY OF
HIGHER
EDUCATION

ACADEMIC
ISSUES
COMMITTEE
of the
NEW JERSEY
PRESIDENTS'
COUNCIL



STANDARDS FOR NEW ACADEMIC DEGREE PROGRAMS FORM FOR INSTITUTIONS SUBMITTING PROPOSALS

The standards for new academic degree program review are based on the regulations in New Jersey Administrative Code (N.J.A.C.) Title 9A – Higher Education, specifically N.J.A.C. 9A:1-2.10 through 2.14. As appropriate, required and recommended forms of evidence of fulfillment of the standards are described in this document. *Recommended elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals.*

The four standards as defined in the regulations are:

- 1) Sufficient academic quality
- 2) Sufficient evidence of labor market demand for the program
- 3) Duplication with comparable programs of study in the State
- 4) Whether the proposed new program will require significant additional State resources

The purpose of this fillable form is to provide institutions with a clear outline of all items specified in the new academic degree program regulations. All institutions must complete this form, attach any supplemental documents at the end of the form, and submit this information to the Academic Issues Committee (AIC) with the complete proposal.

The following elements of each standard are required and should be clearly presented by the institution to aid in the evaluation by the external consultant and the Academic Issues Committee. Proposals are evaluated on the basis of evidence of meeting each of the standards. *Elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals, and though not required, are highly encouraged.*

Institution	Click or tap here to enter text.
New Academic Degree Program Title	Click or tap here to enter text.
Degree Designation	Click or tap here to enter text.
Degree Abbreviation	Click or tap here to enter text.

STANDARD 1
SUFFICIENT ACADEMIC QUALITY
N.J.A.C. 9A:1-2.11

- 1) Provide the status of the institution's State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education.

- 2) Provide evidence of appropriately qualified faculty, instructors, staff instructors and/or administrators. *Additional evidence may include, as applicable, other academic units within or outside the institution (e.g., clinical sites) to provide educational services to the program and the commitment of those units is consistent with offering a program of quality in the field.*

- 3) Provide a plan for the dedication of sufficient resources, including human resources, to implement and maintain the program. *Such resources may include library holdings and other library resources, technology, specialized facilities and equipment (laboratory or otherwise), and/or other needed resources, as applicable.*

- 4) Provide clearly stated program objectives that are related to the institutional mission, strategic plan, and, where appropriate, to the careers, professions, or practices into which graduates of the program are expected to enter. *Consider including a plan for student enrollment which may include an appropriate recruitment strategy, appropriate admissions requirements, a plan for transfer students, articulation agreements and/or provisions for part-time enrollment, as applicable.*

- 5) Provide appropriate student learning outcomes, in the form of a table, that incorporate:
- a) Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum;
 - AND**
 - b) A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition.

- 6) Provide evidence of program rigor in the curriculum with information that displays:
 - a) Program outcomes detailing what students will be able to demonstrate at completion of the curriculum, *which may include, if applicable, adequate program options and/or other opportunities for students, as well as fulfillment of curriculum certification and/or accreditation standards;*
 - b) Planned curriculum with course descriptions *which can be enhanced with supplementary information that may include credit values including hours per week and how many weeks per term; credit distribution and nature of required, elective, and research courses; mode of instruction; and/or a detailed curriculum that represents a suitable approach to professional study in the field, as applicable;*
 - c) A plan to provide students access to faculty, instructors and/or staff;

AND

 - d) Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available.

- 7) Provide evidence of employer input in the development of the new program, where appropriate, **which may include:**
 - a) Participation of employers on advisory committees;
 - b) Letter of support from a chamber of commerce demonstrating the need and desire for the program;
 - c) Summary of employer or professional association feedback on the new program proposal and institution's response to the feedback;
 - d) Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program;
 - e) Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal;
 - f) A plan to ensure continued partnership with employers in the field for the new program proposed;

AND/OR

 - g) Other documentation of direct employer or industry participation in the design of the program.

- 8) Provide evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, **which may include:**
 - a) A program equity statement for the program/field that is supported by evidence of an institution's demonstrated commitment to and valuing of diversity, equity, and

inclusion. Evidence may include, but is not limited to, equitable enrollment and employment outcomes for historically underrepresented groups;

- b) A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes;

AND/OR

- c) A plan to provide student services and accommodations to support equitable program completion outcomes.

- 9) Provide a plan for continuous review and improvement of the new academic program.

Such plan shall include the following:

- a) The primary activities within the program that are to be reviewed, including how the program will adapt for new technology and developments within the field;
- b) Regularly scheduled time periods/intervals for review;
- c) Metrics for program monitoring and guidance for how the institution will course correct, if needed;

AND/OR

- d) Input by students, field experts, and external reviewers in program review processes.

STANDARD 2

SUFFICIENT LABOR MARKET DEMAND

N.J.A.C. 9A:1-2.12

Part One

- 1) Provide evidence that the Classification of Instructional Programs (CIP) number for the program is mapped to a single occupation or set of occupations listed in the Standard Occupational Classification (SOC) as set forth in the 2020 CIP-SOC Crosswalk created by the Bureau of Labor Statistics and the National Center for Education Statistics, which is incorporated herein by reference, as amended and supplemented, and available at nces.ed.gov/ipeds/cipcode/Files/CIP2020_SOC2018_Crosswalk.xlsx;

AND

- 2) Provide evidence of substantial labor market demand for the occupation or occupations that are mapped to the program, as supported by documentation of demand from the New Jersey Department of Labor and Workforce Development.

If evidence of both items in Part One can be met, proceed to next section, **STANDARD 3**.
If evidence of both items in Part One cannot be met, proceed to Part Two below.

Part Two

- 1) Provide evidence of **one or more** of the following:
 - a) Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - b) Evidence that the current number of graduates from existing programs at other institutions in the State will not be adequate to meet the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - c) Evidence that the current profile of graduates from existing programs is not in accordance with the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - d) Evidence of substantial employer engagement, which may include, but is not limited to, program appraisal, program partnerships, and opportunities to review and comment on the program, in the development of program curriculum;
OR
 - e) Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.

If evidence of any items in Part One or Part Two cannot be met, proceed to Part Three.

Part Three

- 1) Explain why there are insufficient data available to assess the program according to the criteria in Part One and Part Two above;
- 2) Provide sufficient evidence of preparation for a career, profession, or practice through the program;
AND
- 3) Explain how a majority of graduates from the program are reasonably likely to obtain employment, including self-employment, in the careers, professions, or practices indicated in the program proposal within 12 months of:
 - a) Graduation from the program,
OR
 - b) The receipt of a terminal degree in a program sequence that includes the proposed program.

STANDARD 3
DUPLICATION WITH COMPARABLE PROGRAMS
N.J.A.C. 9A:1-2.13

If the new academic degree program is currently offered by other institutions in the State at the same degree level and in the same academic discipline:

- 1) Include a listing of all currently offered programs at the same degree level and in the same academic discipline. Proceed to items 3 and 4 in this section.

OR

If the new academic degree program is not currently offered by other institutions in the state at the same degree level and in the same academic discipline:

- 2) Explain how the institution determined there are no comparable academic degree programs in the State. Proceed to next section, [STANDARD 4](#).

- 3) Provide evidence of the following:

- a) The relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus;

AND

- b) How a collaborative approach with another institution of higher education that currently offers the program per the listing, including, but not limited to, articulation agreements and joint degree programs, would not be cost effective or a feasible alternative to offering the proposed academic degree program.

- 4) Demonstrate one or more of the following:

- a) Evidence of significant instructional differentiation from currently offered programs at other institutions in the State that are at the same degree level and in the same academic discipline;
- b) Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline;
- c) Evidence of projected sustainable cost savings for students compared with the cost of currently offered programs at the same degree level and in the same academic discipline;
- d) Evidence of student and community demand at the institution and in the region for the program, **including, but not limited to**, evidence that shows demand through:
- i) Surveys or interviews of current students, faculty, and staff at the institution;
- ii) Surveys or interviews of elected officials or other members of the institution's local community;
- iii) Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions;

AND

- iv) Data on State and/or regional enrollment trends.

STANDARD 4
ADDITIONAL STATE RESOURCES

N.J.A.C. 9A:1-2.14

- 1) Provide **all** of the following information:
 - a) The total of the projected budget for the proposed academic program that would be supported by either direct State support and/or indirect State support, including, but not limited to, State student assistance grant and scholarship programs;
 - b) The projected increase in direct State support to the institution due to the proposed academic program;
 - c) The projected increase in indirect State support to the institution due to the proposed academic program;
 - d) Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution;
AND
 - e) The anticipated length of time that any projected increases in State support would be required for the program.

- 2) Provide evidence that the proposed new academic degree program will:
 - a) Offset continued State support for the program through sustained increases to State revenue and any additional economic impact to the State generated by the program;
AND/OR
 - b) Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program.

- 3) Provide the institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.

SUPPLEMENTAL DOCUMENTS

RESOURCES

New Jersey Education to Earnings Data System

<https://njeds.org/>

New Jersey State Plan for Higher Education: Where Opportunity Meets Innovation:

<https://www.state.nj.us/highereducation/stateplan.shtml>

Office of the Secretary of Higher Education: Inventory of Program Offerings

https://www.nj.gov/highereducation/Program_Inventory/

State of New Jersey: Department of Labor and Workforce Development, Labor Market Information

https://www.nj.gov/labor/lpa/LMI_index.html

U.S. Bureau of Labor Statistics: Standard Occupational Classification

<https://www.bls.gov/soc/>

U.S. Department of Education Accreditation: Postsecondary Education Institutions

<https://www.ed.gov/accreditation>

https://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html

U.S. Department of Education's National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) and Crosswalk

<https://nces.ed.gov/ipeds/cipcode>

EXCEEDS PROGRAMMATIC MISSION FORM

N.J.A.C. 9A:1-2.9(a)

This fillable form is for institutions submitting a new academic degree program proposal for a program that exceeds the institution's programmatic mission. In addition to the narrative, institutions may include corresponding documentation for each of the eight criteria. If unsure whether to submit information and/or documentation, OSHE encourages institutions to provide evidence available at the time of submission. This form and corresponding documentation, if applicable, should be submitted along with the fillable *Standards for New Academic Degree Programs* form.

Date Submitted	Click or tap to enter a date.
Submitted by	Click or tap here to enter text.
Institution	Click or tap here to enter text.
New Program Title	Click or tap here to enter text.
Degree Designation	Click or tap here to enter text.
Exceeds Programmatic Mission as:	<input type="checkbox"/> Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Specialist Program <input type="checkbox"/> Doctoral

CRITERION 1

Describe the objectives of the proposed program.

CRITERION 2

Describe the relationship of the proposed program to the current institutional mission and the Statewide plan for higher education, if applicable.

CRITERION 3

Demonstrate the need for the program, including present and projected student demand and demand for graduates.

CRITERION 4

Describe the effect of the proposed program on existing programs at other institutions.

CRITERION 5

Describe the dedication of sufficient resources to implement and maintain the program without eroding the quality of ongoing programs.

CRITERION 6

Provide evidence of appropriately qualified students, faculty, and administrators.

--

CRITERION 7

<input type="checkbox"/> Describe the quality of library holdings, facilities, and equipment.

CRITERION 8

<input type="checkbox"/> Provide evidence of strength compared with similar programs in the region and State.



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CHANGING A DEGREE DESIGNATION FORM FOR INSTITUTIONS SUBMITTING REQUESTS

Per the process outlined in the Academic Issues Committee (AIC) Manual, there are two criteria by which requests to change a degree designation shall be evaluated:

- 1) Whether there is a fundamental change in the purpose of the program, and
- 2) Whether more than 25% of the courses required in the major with the new degree designation will differ from those in the major with the current degree designation.

The purpose of this fillable form is to provide institutions with a clear outline of all items requested in the Academic Issues Committee Manual to ensure a successful submission of their request. All institutions must complete this form, attaching any supplemental documents at the end of the form, and submit the information to the AIC for review.

Date Submitted by Institution	Click or tap to enter a date.
Institution	Click or tap here to enter text.
Submitted by	Click or tap here to enter text.
Current Program Title	Click or tap here to enter text.
Current Degree Designation	Click or tap here to enter text.
New Program Title	Click or tap here to enter text.
New Degree Designation	Click or tap here to enter text.

CRITERION 1: CHANGE IN PURPOSE OF THE PROGRAM

Indicate why the modification of degree designation is desired and explain why the change does not fundamentally change the purpose of the existing program.

Comments: Click or tap here to enter text.

Provide a record of significant changes to the existing degree program made during the previous five years.

Comments: Click or tap here to enter text.

CRITERION 2: CHANGES TO COURSES IN THE MAJOR

Present a comparison of the courses in the major for the existing program to the courses in the program with the new degree designation, noting recent changes and proposed new courses.

Comments: Click or tap here to enter text.

GOVERNING BOARD APPROVAL

Include a copy of the resolution of the governing board approving the new degree designation.

Date: Click or tap to enter a date.



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STANDARDS FOR NEW ACADEMIC DEGREE PROGRAMS FORM FOR CONSULTANTS EVALUATING PROPOSALS

The standards for new academic degree program review are based on the regulations in New Jersey Administrative Code (N.J.A.C.) Title 9A – Higher Education, specifically N.J.A.C. 9A:1-2.10 through 2.14. As appropriate, required and recommended forms of evidence of fulfillment of the standards are described in this document. *Recommended elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals.*

The four standards as defined in the regulations are:

- 1) Sufficient academic quality
- 2) Sufficient evidence of labor market demand for the program
- 3) Duplication with comparable programs of study in the State
- 4) Whether the proposed new program will require significant additional State resources

In accordance with the process outlined in the *Academic Issues Committee (AIC) Manual*, institutions are required to engage an external consultant who will evaluate proposed new academic degree programs and provide to the institution a comprehensive analysis with recommendations. Institutions are required to include the consultant's report and their response to the consultant's report with their full program proposal submission to the AIC. The purpose of this fillable form is to provide consultants with a clear outline of all items specified in the new academic degree program regulations in order for the consultant to complete a thorough analysis and evaluation.

The following elements of each standard are required to be addressed and should be clearly presented by the institution to aid in the evaluation by the external consultant. Proposals should be evaluated by the consultant on the basis of evidence meeting each of the standards. Consultants should comment on each item to support and contextualize their evaluation by providing comprehensive feedback, justification, and explanation.

Elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals, however these items are not required and should not be held against an institution if omitted.

Institution	Click or tap here to enter text.
New Academic Degree Program Title	Click or tap here to enter text.
Degree Designation	Click or tap here to enter text.
Degree Abbreviation	Click or tap here to enter text.

STANDARD 1

SUFFICIENT ACADEMIC QUALITY

N.J.A.C. 9A:1-2.11

1) Status of the institution's State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education.

- Sufficient
 Not sufficient

Explanation:

2) Evidence of appropriately qualified faculty, instructors, staff instructors and/or administrators. *Additional evidence may include, as applicable, other academic units within or outside the institution (e.g., clinical sites) to provide educational services to the program and the commitment of those units is consistent with offering a program of quality in the field.*

- Sufficient
 Not sufficient

Explanation:

3) A plan for the dedication of sufficient resources, including human resources, to implement and maintain the program. *Such resources may include library holdings and other library resources, technology, specialized facilities and equipment (laboratory or otherwise), and/or other needed resources, as applicable.*

- Sufficient
 Not sufficient

Explanation:

- 4) Clearly stated program objectives that are related to the institutional mission, strategic plan, and, where appropriate, to the careers, professions, or practices into which graduates of the program are expected to enter. *Consider including a plan for student enrollment which may include an appropriate recruitment strategy, appropriate admissions requirements, a plan for transfer students, articulation agreements and/or provisions for part-time enrollment, as applicable.*

- Sufficient
 Not sufficient

Explanation:

- 5) Appropriate student learning outcomes, in the form of a table, that incorporate:
- a) Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum;
- AND**
- b) A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition.

- Sufficient
 Not sufficient

Explanation:

- 6) Evidence of program rigor in the curriculum with information that displays:
- a) Program outcomes detailing what students will be able to demonstrate at completion of the curriculum, which may include, if applicable, adequate program options and/or other opportunities for students, as well as fulfillment of curriculum certification and/or accreditation standards;
 - b) Planned curriculum with course descriptions *which can be enhanced with supplementary information that may include credit values including hours per week and how many weeks per term; credit distribution and nature of required, elective, and research courses; mode of instruction; and/or a detailed curriculum that represents a suitable approach to professional study in the field, as applicable;*
 - c) A plan to provide students access to faculty, instructors and/or staff;
- AND**
- d) Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available.

- Sufficient
 Not sufficient

Explanation:

- 7) Evidence of employer input in the development of the new program, where appropriate, **which may include:**
- a) Participation of employers on advisory committees;
 - b) Letter of support from a chamber of commerce demonstrating the need and desire for the program;
 - c) Summary of employer or professional association feedback on the new program proposal and institution's response to the feedback;
 - d) Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program;
 - e) Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal;
 - f) A plan to ensure continued partnership with employers in the field for the new program proposed;
- AND/OR**
- g) Other documentation of direct employer or industry participation in the design of the program.

- Sufficient
 Not sufficient

Explanation:

- 8) Evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, **which may include:**
- a) A program equity statement for the program/field that is supported by evidence of an institution's demonstrated commitment to and valuing of diversity, equity, and inclusion. Evidence may include, but is not limited to, equitable enrollment and employment outcomes for historically underrepresented groups;
 - b) A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes;
- AND/OR**
- c) A plan to provide student services and accommodations to support equitable program completion outcomes.

- Sufficient
 Not sufficient

Explanation:

- 9) A plan for continuous review and improvement of the new academic program. Such plan **shall include** the following:

- a) The primary activities within the program that are to be reviewed, including how the program will adapt for new technology and developments within the field;
 - b) Regularly scheduled time periods/intervals for review;
 - c) Metrics for program monitoring and guidance for how the institution will course correct, if needed;
- AND/OR**
- d) Input by students, field experts, and external reviewers in program review processes.

- Sufficient
- Not sufficient

Explanation:

- STANDARD 1 met
- STANDARD 1 not met

STANDARD 2

SUFFICIENT LABOR MARKET DEMAND

N.J.A.C. 9A:1-2.12

Part One

- 1) Evidence that the Classification of Instructional Programs (CIP) number for the program is mapped to a single occupation or set of occupations listed in the Standard Occupational Classification (SOC) as set forth in the 2020 CIP-SOC Crosswalk created by the Bureau of Labor Statistics and the National Center for Education Statistics, which is incorporated herein by reference, as amended and supplemented, and available at nces.ed.gov/ipeds/cipcode/Files/CIP2020_SOC2018_Crosswalk.xlsx;
- AND**
- 2) Evidence of substantial labor market demand for the occupation or occupations that are mapped to the program, as supported by documentation of demand from the New Jersey Department of Labor and Workforce Development.

- Sufficient
- Not sufficient

Explanation:

If evidence of both items in Part One can be met, proceed to next section, **STANDARD 3**.
 If evidence of both items in Part One cannot be met, proceed to Part Two below.

Part Two

- 1) Evidence of **one or more** of the following:
- a) Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - b) Evidence that the current number of graduates from existing programs at other institutions in the State will not be adequate to meet the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - c) Evidence that the current profile of graduates from existing programs is not in accordance with the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - d) Evidence of substantial employer engagement, which may include, but is not limited to, program appraisal, program partnerships, and opportunities to review and comment on the program, in the development of program curriculum;
- OR**
- e) Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.

- Sufficient
 Not sufficient

Explanation:

If evidence of any items in Part One or Part Two cannot be met, proceed to Part Three.

Part Three

- 1) Explanation of why there are insufficient data available to assess the program according to the criteria in Part One and Part Two above;
- 2) Evidence of preparation for a career, profession, or practice through the program;
- AND**
- 3) Evidence that a majority of graduates from the program are reasonably likely to obtain employment, including self-employment, in the careers, professions, or practices indicated in the program proposal within 12 months of:
- a) Graduation from the program,
- OR**
- b) The receipt of a terminal degree in a program sequence that includes the proposed program.

- Sufficient
 Not sufficient

Explanation:

- STANDARD 2 met
- STANDARD 2 not met

STANDARD 3
DUPLICATION WITH COMPARABLE PROGRAMS
 N.J.A.C. 9A:1-2.13

1) Listing of all currently offered programs at the same degree level **and** in the same academic discipline. Proceed to items 3 and 4 in this section.

- Sufficient (Proceed to items 3 and 4 in this section)
- Not sufficient (Standard 3 for duplication is not met)

Explanation:

OR

2) Explanation of the institution's method for determining that there are no comparable academic degree programs in the State.

- Sufficient (Standard 3 is met, there is no duplication. Proceed to Standard 4)
- Not sufficient (Standard 3 for duplication is not met)

Explanation:

3) Justification for necessary duplication of a currently offered program in the State at the same degree level and in the same academic discipline.

- a) Explanation of a relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus:

AND

- b) Explanation of how a collaborative approach with another institution of higher education that currently offers the program per the listing, including, but not limited to, articulation agreements and joint degree programs, would not be cost effective or a feasible alternative to offering the proposed academic degree program.

- Sufficient
- Not sufficient

Explanation:

- 4) Justification for necessary duplication of a currently offered program in the State at the same degree level and in the same academic discipline.

Evidence of **one or more of the following**:

- a) Evidence of significant instructional differentiation from currently offered programs at other institutions in the State that are at the same degree level and in the same academic discipline;
 - b) Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline;
 - c) Evidence of projected sustainable cost savings for students compared with the cost of currently offered programs at the same degree level and in the same academic discipline;
 - d) Evidence of student and community demand at the institution and in the region for the program, **including, but not limited to**, evidence that shows demand through:
 - i) Surveys or interviews of current students, faculty, and staff at the institution;
 - ii) Surveys or interviews of elected officials or other members of the institution's local community;
 - iii) Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions;
- AND**
- iv) Data on State and/or regional enrollment trends.

- Sufficient
 Not sufficient

Explanation:

- STANDARD 3 met
 STANDARD 3 not met

STANDARD 4

ADDITIONAL STATE RESOURCES

N.J.A.C. 9A:1-2.14

- 1) Projections for State support must include all of the following:
- a) The total of the projected budget for the proposed academic program that would be supported by either direct State support and/or indirect State support, including, but not limited to, State student assistance grant and scholarship programs;

- b) The projected increase in direct State support to the institution due to the proposed academic program;
- c) The projected increase in indirect State support to the institution due to the proposed academic program;
- d) Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution;
AND
- e) The anticipated length of time that any projected increases in State support would be required for the program.

- Sufficient
- Not sufficient

Explanation:

- 2) Evidence that the proposed new academic degree program will:
 - a) Offset continued State support for the program through sustained increases to State revenue and any additional economic impact to the State generated by the program;
AND/OR
 - b) Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program.

- Sufficient
- Not sufficient

Explanation:

- 3) Institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.

- Sufficient
- Not sufficient

Explanation:

- STANDARD 4 met**
- STANDARD 4 not met**

Consultant's Recommendation

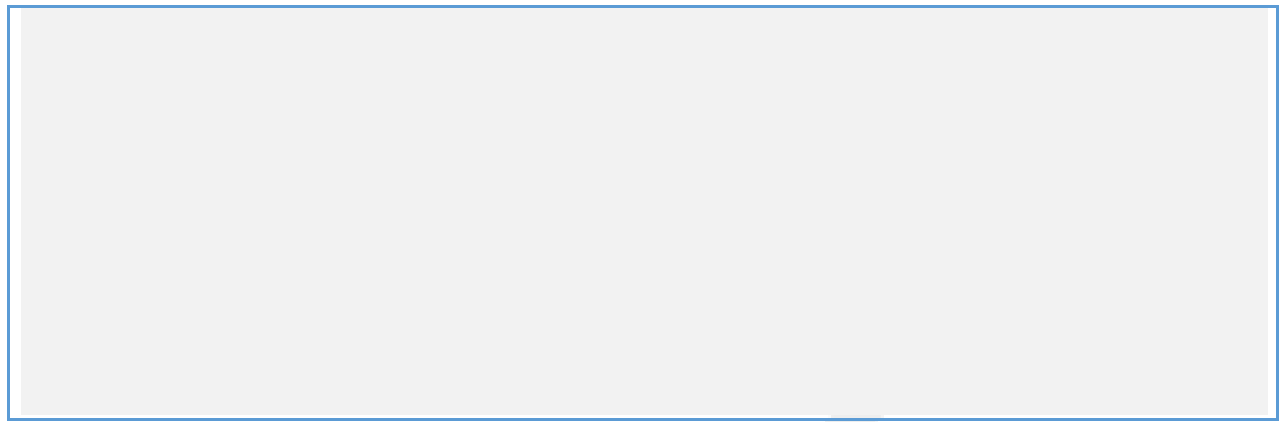
- The proposal meets all four standards and can be submitted to the AIC.
- The proposal failed to meet one or more of the standards. The consultant should provide detailed information in the next section to support this recommendation.

Standards to be Addressed by Institution

The consultant should only use this section if the second box, above, is checked in order to provide detailed information to support a determination that the proposal failed to meet one or more of the standards. The consultant should also suggest items for the institution to address to attain compliance with the standards using the particular standard's specific citation from this document, example: "Standard 1, item 5b."

General Suggestions/Comments

The consultant should use this section to provide additional feedback for the institution that is not related to the four program standards.



Consultant Information

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Institution: Click or tap here to enter text.

Date Reviewed: Click or tap to enter a date.

Signature: Click or tap here to enter text.

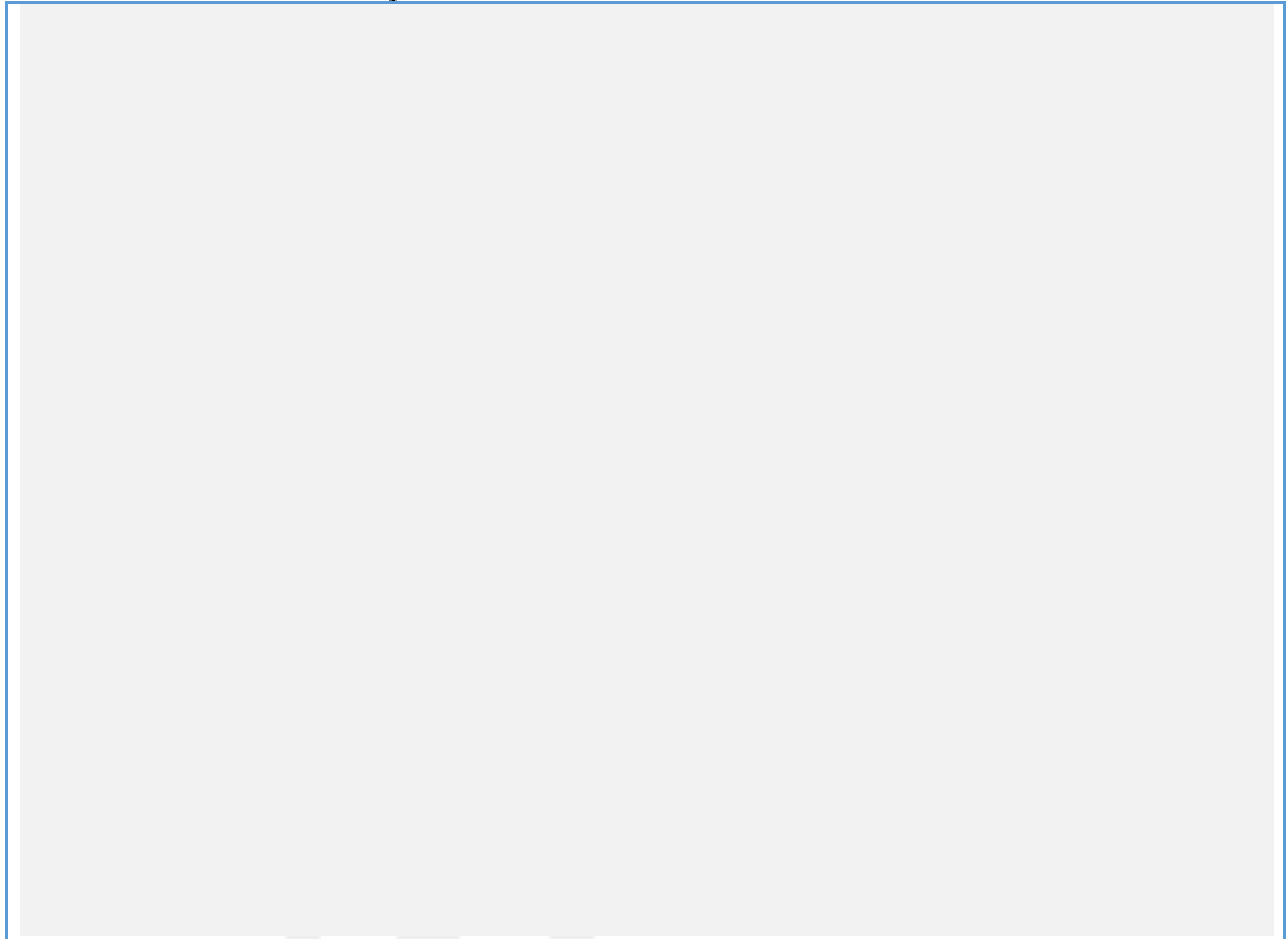
Internal Use Only:

Date Received: click or tap to enter a date.

Received by: click or tap here to enter text.

Institution's Response to Consultant Recommendations for Standard(s)

Institutions should adequately respond to the comments provided by the consultant in the "Standards to be Addressed by Institution" section above.



Institution's Response Submitted by:

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Email: Click or tap here to enter text.

Date Reviewed: Click or tap to enter a date.

Signature: Click or tap here to enter text.