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| New Jersey State Seal | **new jersey office of the secretary of higher education** | **academic issues committee of the new jersey presidents’ council** | Logo  Description automatically generated |

**STANDARDS FOR NEW ACADEMIC DEGREE PROGRAMS**

**FORM FOR INSTITUTIONS SUBMITTING PROPOSALS**

**Introduction to the Standards:** 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

**Instructions for this Form:** This fillable form is designed 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. When completing the form, all information related to each element should be entered into the text box (space) provided. This would include all narratives, citations, footnotes, graphics, charts, rubrics, and/or tables, as applicable. If items cannot appropriately fit in the text box, adding appendices is acceptable, however answering each element in the text box (space) provided is the preferred method. Pleaserefrain from including any hyperlinks that would link to any of the above-mentioned items, unless absolutely necessary.

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*.* Should an item not apply, please answer “N/A”. *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****.*** For select items, additional guidance is provided in parentheses to further assist institutions with developing a quality new academic degree program proposal.

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| **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. |
| **CIP Code** | Click or tap here to enter text. |

**STANDARD 1**

**SUFFICIENT ACADEMIC QUALITY**

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

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|  | 1. Provide the status of the institution’s State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education.   Click or tap here to enter text. | |
|  | 1. 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.*  Click or tap here to enter text. | |
|  | 1. 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.*  Click or tap here to enter text. | |
|  | 1. 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.*  Click or tap here to enter text. | |
|  | 1. Provide appropriate student learning outcomes, in the form of a table, that incorporate: | |
|  | * 1. Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum;   **AND** |
|  |  | * 1. A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition.   *It is recommended that institutions provide a representative variety of assessments and rubrics to demonstrate quality of the curriculum for the new academic degree program. It may not be necessary to include multiple assessments and rubrics that are duplicative of content; however, institutions may find it beneficial to note such duplication in the curriculum within their narrative.*  Click or tap here to enter text. |
|  | 1. Provide evidence of program rigor in the curriculum with information that displays **all of the following**: | |
|  | * 1. Program outcomes detailing what students will be able to demonstrate at completion of the curriculum;   *This may include, if applicable, adequate program options and/or other opportunities for students, as well as fulfillment of curriculum certification and/or accreditation standards* |
|  |  | * 1. Planned curriculum with course descriptions;   *This can be enhanced by providing a program map outlining course sequencing by semester; 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.*  *It is preferred that institutions include a comprehensive list of all course descriptions for the proposed new academic degree program. However, institutions may consider including a sampling of the general education and elective courses outlined in the new academic degree program to demonstrate evidence of program rigor in the curriculum.* |
|  |  | * 1. A plan to provide students access to faculty, instructors and/or staff;   **AND** |
|  |  | * 1. Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available.   *It is recommended that institutions review other similarly designed programs both in and out of New Jersey to meet the standard. Please note, institutions DO NOT address duplication in this standard.*  Click or tap here to enter text. |
|  | 1. Provide evidence of employer input in the development of the new program, where appropriate, **which may include one or more of the following:** | |
|  | * 1. Participation of employers on advisory committees; |
|  |  | * 1. Letter of support from a chamber of commerce demonstrating the need and desire for the program; |
|  |  | * 1. Summary of employer or professional association feedback on the new program proposal and institution’s response to the feedback; |
|  |  | * 1. Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program; |
|  |  | * 1. Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal; |
|  |  | * 1. A plan to ensure continued partnership with employers in the field for the new program proposed;   **AND/OR** |
|  |  | * 1. Other documentation of direct employer or industry participation in the design of the program.   Click or tap here to enter text. |
|  | 1. Provide evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, **which may include one of more of the following:** | |
|  | * 1. 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; |
|  |  | * 1. A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes; |
|  |  | * 1. A plan to provide student services and accommodations to support equitable program completion outcomes.   Click or tap here to enter text. |
|  | 1. Provide a plan for continuous review and improvement of the new academic program. Such plan **shall include** | |
|  | * 1. 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; |
|  |  | * 1. Regularly scheduled time periods/intervals for review; |
|  |  | * 1. Metrics for program monitoring and guidance for how the institution will course correct, if needed;   **AND/OR** |
|  |  | * 1. Input by students, field experts, and external reviewers in program review processes.   Click or tap here to enter text. |

**STANDARD 2**

**SUFFICIENT LABOR MARKET DEMAND**

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

*There are three possible methods to demonstrate sufficient labor market demand as outlined below. Institutions should choose one.*

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| **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 [https://nces.ed.gov/Ipeds /cipcode/Files/CIP2020\_SOC2018\_Crosswalk.xlsx](https://nces.ed.gov/Ipeds/cipcode/Files/CIP2020_SOC2018_Crosswalk.xlsx);   **AND** | |
|  | 1. 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.   *To bypass the remaining two methods, institutions must provide the CIP and SOC codes as well as evidence of demand supported by the New Jersey Department of Labor and Workforce Development. Multiple codes that reflect different concentrations or options within a program can be provided as evidence for this section. However, only the primary CIP code for the new academic degree program to be used in the program inventory should be listed on the program announcement’s cover page and in the table at the beginning of this document.*  Click or tap here to enter text. | |
|  | If evidence of both items in Part One **can be met**, proceed to the 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**: | |
|  | 1. Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter; |
|  |  | 1. 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; |
|  |  | 1. 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; |
|  |  | 1. 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; |
|  |  | 1. Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.   *Providing as much evidence of labor market demand and/or employer support will strengthen a proposed new academic degree program.*  Click or tap here to enter text. |
| 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; | |
|  | 1. Provide sufficient evidence of preparation for a career, profession, or practice through the program.   **AND** | |
|  | 1. 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: | |
|  | * 1. Graduation from the program;   **OR** |
|  |  | * 1. The receipt of a terminal degree in a program sequence that includes the proposed program.   Click or tap here to enter text. |

**STANDARD 3**

**DUPLICATION WITH COMPARABLE PROGRAMS**

N.J.A.C. 9A:1-2.13

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| 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.   *The list of all currently offered degree programs is for the state of New Jersey only and should be comprehensive throughout New Jersey. Programs listed should not be limited to the geographic region within New Jersey where the institution operates and should not include programs outside New Jersey.)*  **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: | | | |
|  | 1. Explain how the institution determined there are no comparable academic degree programs in the State. Proceed to the next section, **STANDARD 4**.   Click or tap here to enter text. | | |
|  | 1. Provide evidence of the following: | | |
|  | 1. The relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus;   **AND** | |
|  |  | 1. 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.   Click or tap here to enter text. | |
|  | 1. Demonstrate **one or more of the following**: | | |
|  | 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; | |
|  |  | 1. Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline; | |
|  |  | 1. 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/OR** | |
|  |  | 1. 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: | |
|  |  |  | 1. Surveys or interviews of current students, faculty, and staff at the institution; |
|  |  |  | 1. Surveys or interviews of elected officials or other members of the institution’s local community |
|  |  |  | 1. Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions |
|  |  |  | 1. Data on State and/or regional enrollment trends. |
| Click or tap here to enter text. | | | |

**STANDARD 4**

**ADDITIONAL STATE RESOURCES**

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

*Institutions can extrapolate a general amount of funds necessary for their new academic degree program based on similar programs at their institution, unless there are distinguishing factors that require more State support. As an example, such amounts can be based on percentages of an institution’s budget.*

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|  | 1. Provide **all** of 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; |
|  |  | 1. The projected increase in direct State support to the institution due to the proposed academic program; |
|  |  | 1. The projected increase in indirect State support to the institution due to the proposed academic program; |
|  |  | 1. Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution;   **AND** |
|  |  | 1. The anticipated length of time that any projected increases in State support would be required for the program.   *Examples of indirect State support could be student specific funding such as TAG, CCOG, NJ STARS, EOF and/or Garden State Guarantee. Examples of direct State support may be state appropriations that go directly to the institution or state supported capital construction funding. This is not meant to be an exhaustive list, but a sampling of options.*  Click or tap here to enter text. |
|  | 1. Provide evidence that the proposed program will: | |
|  | 1. 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;   **OR** |
|  |  | 1. Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program. |
|  | Click or tap here to enter text. | |
|  | 1. Provide the institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.   Click or tap here to enter text. | |

**SUPPLEMENTAL DOCUMENTS**

Click or tap here to enter text.

**RESOURCES**

New Jersey Education to Earnings Data System

<https://njeeds.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/labormarketinformation/>

<https://www.nj.gov/labor/labormarketinformation/employment-wages/industry-occupational-projections/index.shtml>

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>