New Jersey Presidents' Council
Academic Issues Committee
September 2, 2022 10:00 a.m.
Zoom Link:
https://raritanval-edu.zoom.us/j/88032866021?pwd=OW9TWHdiRnBaVmRtMjBESTFqZmhDQT09

Meeting ID: 880 3286 6021, Passcode: 435659

MINUTES

I.   Call to Order/Roll Call
        Diane Recinos – Berkeley College
        David Stout – Brookdale Community College
        Peter Ubertaccio – Caldwell University
        Rafael Castilla – Eastwick College
        David Birdsell – Kean University
        Deborah Preston – Mercer County Community College
        Linda Scherr – Middlesex College
        Junius J. Gonzales – Montclair State University
        Joanne Cote-Bonanno – Montclair State University
        Basil Baltzis – New Jersey Institute of Technology
        Teik Lim – New Jersey Institute of Technology
        Edwin Hou – New Jersey Institute of Technology
        Brittany Williams-Goldstein – Ramapo College
        Michael McDonough – Raritan Valley Community College (Chair)
        Sheri Pontarollo – Raritan Valley Community College
        Roberta Harvey – Rowan University
        Kim O'Halloran – Rutgers, The State University of NJ
        Gary Crosby – Saint Elizabeth University
        Jessica Oshaunghnessy – Stockton University
        Leamor Kahanov – Stockton University
        Jon Connolly – Sussex County Community College
        Jeffrey M. Osborn – The College of New Jersey
        Jennifer Palmgren – The College of New Jersey
        Lori Harris-Ransom – OSHE
        Allison Samay – NJPC

II.   Approval of Minutes of the July 29th, 2022 Meeting
        Dr. Rafael Castilla moved for approval of the minutes of the July 29th, 2022 meeting.
        Dr. David Birdsell seconded the motion. Minutes were approved.

III.   Report from the Chair
        Mike McDonough offered a few brief remarks about himself and thanked the
        members for their service.

IV.   New Programs

A. Camden County College
1. Associate of Applied Science in Esports Management (A.A.S.) CIP 09.0702
   First Reader: David Stout, Brookdale Community College
   Second Reader: Rafael Castilla, Eastwick College

While first reader David Stout acknowledged the potential of this program and the likelihood that it will attract students, he identified a number of very specific concerns about this proposal:

- •Standard 1, #4: the institution did not provide any explicit admission requirements for the program nor did they include, for example, a plan for part-time enrollment;
- •Standard 1, #5: the institution needs to address three issues within this category: the information needs to be presented in a chart format; the current proposal provides too few examples of assessment methodologies; and no rubrics were offered of intended student learning outcomes;
- •Standard 1, #6: David noted a number of concerns in this category: the institution provided no course descriptions, making it especially challenging to recognize and assess course sequencing – for example, there is mention of *Multimedia Editing Lab II* but no mention of a first editing course; the institution also offered no comparisons to similar programs at other colleges and universities;
- •Standard 4, #2: no response noted – should note *N/A* if appropriate;
- •Standard 4, #3: no response noted – should note *N/A* if appropriate.

Dr. Stout concluded his comprehensive remarks by noting some concerns regarding the consultant's report. In general, David voiced two concerns: first, that the consultant stated that the college had met all requirements, suggesting that there was sufficient evidence to approve the proposal; however, the consultant made some of these approvals even when the institution had provided no response or evidence of compliance; and second, that the consultant had perhaps relied too heavily on a "copy-and-paste" methodology rather than a more thorough and independent analysis.

Dr. Castilla added the following items for Camden County College to consider:

- •Standard 1, #2: for such a niche or specialized program, the institution needs to identify the qualifications (and/or professional experiences) of the teaching faculty;
- •Standard 1, #3: a more complete proposal might include a statement about the kind of administrative support required by this new program.

In the committee discussion, one other item was noted:

- •Standard 4, #1 (A): as the proposal states the need for new faculty (and other resources) so the institution should provide a projected annual budget to sustain such an offering.

Final resolution was that this proposal will be returned to Camden County College for revision.

      B. Felician University
          1. Bachelor of Science in Finance (B.S.) CIP 520801
            First Reader: David Birdsell
            Second Reader: Gary Crosby

First reader Dr. Birdsell began by noting two overall concerns: that the proposal lacked some essential information and that there were a number of inconsistencies between he institutional narrative and the consultant's commentary. Then, Dr. Birdsell offered his detailed observations:

- •Standard 1, #1: while the proposal cites the IACBE accreditation – although it remained unclear if Felician had been granted this accreditation or if it was only applying for it – the proposal makes no reference to its MSCHE accreditation;
- •Standard 1, #2: the proposal does not identify the specific faculty members assigned to teach in this new program nor does it provide any detail about their academic or professional qualifications;
- •Standard 1, #3: throughout the institutional narrative, there is no clear distinction made between the overall institutional resources and the resources specific to the new finance program – in other words, the proposal needs to clearly define all the resources that this new program will require;
- •Standard 1, #5: only one rubric is provided and the standard also demands a "variety" of assessments;
- •Standard 1, #7: it might be helpful to provide more detail about the kind of conversations within the Advisory Council, especially highlighting the ways that they have helped to shape and inform this new program;
- •Standard 3, #1: this list appears incomplete (for example, Kean University's program is not mentioned). In addition, if the institution intends to recruit and compete in the greater metropolitan area, then there are many more programs to be included in this section (and not just Molloy College). It addition, it would be helpful to make Felician's programmatic focus on ethics sharper – for example, would any of the listed competitive programs claim a curricular focus on ethics, too?

Dr. Crosby echoed this detailed analysis, noting the omissions from the list of comparable programs.

In the committee discussion, one other item was noted:

- •Standard 4, #1 (A): the institution needs to include a projected budget.

Final resolution was that this proposal will be returned to Felician University for revision.

C. Rider University
1. Bachelor of Arts in Social Media Strategies (B.A.) CIP 09.0702
   First Reader: Roberta Harvey
   Second Reader: Deborah Preston

Dr. Harvey began by noting that this proposed new program builds on areas of excellence at the institution, that the proposal marries an emerging and dynamic professional skill set with a well-establish curriculum, that the narrative reflects an intentional strategic vision, and that the consultant offered a number of thoughtful insights that would strengthen the program design and outcomes. Nevertheless, the proposal lacked a number of essential elements:

•Standard 1, #2: there is no listing of faculty or their qualifications;
•Standard 1, #5: while the consultant notes that the student portfolio demonstrates scaffolding and a rich opportunity for assessment, the institution provides no rubrics or assessments in this section;
•Standard 1, #6: there are no courses descriptions, an explicit expectation of this standard. In addition, the institution needs to recognize that the comparison to other programs offers an opportunity to demonstrate program quality.

In her concluding remarks, Dr. Harvey identified two other concerns: first, that she would like more detail about the itinerary of the virtual site visit; and second, that the institution might consider providing more detail about the experiential learning opportunities, especially the role of internships. This additional detail – and incorporating the consultant's insights about embedding industry-valued credentials into the program – would provide strong evidence about the program's design and intended outcomes.

Dr. Preston agreed with this review, especially noting the need for more detail about employer participation and input. Dr. Preston also noted that those sections left blank are best revised with a *N/A* and, if possible, with a short statement that explains the response.

Final resolution was that this proposal will be returned to Rider University for revision.

V. <u>For Your Information</u>
   A. Passaic County Community College
   Termination of A.A.S. in Health Information Management, CIP 510708
   Termination of the Generalist Option A.S. in Human Services, CIP 440701

   B. Rowan University
   Initiation of Certificate Offerings
   Certificate of Undergraduate Study in Unmanned
   Aircraft Systems Applications CIP 49.0140
   Certificate of Undergraduate Study in Search and
   Rescue Operations CIP 43.0302
   Certificate of Undergraduate Study in Business

Consultancy CIP 52.0201
 Certificate of Undergraduate Study in NJ Amistad
 Law: African-American Studies for Future
Educators CIP 05.0101
Certificate of Undergraduate Study in Sustainable
Disaster Recovery and Community Resilience CIP 43.0302
Certificate of Graduate Study in Data Literacy for
Civil/Public Service CIP 45.0000

Nomenclature Changes
Nomenclature Change from PhD in Cell &
Molecular Biology to PhD in Molecular Cell
Biology & Neuroscience CIP 26.0406
Nomenclature Change from Master of Science in
Cell & Molecular Biology to Master of Science in
Molecular Cell Biology & Neuroscience CIP 26.0406

Initiation of Program Options
Dual Degree: Doctor of Osteopathic Medicine/PhD
 in Biomedical Engineering CIP 51.1901 - Osteopathic Medicine /Osteopathy (DO) CIP
14.0501 - Bioengineering and Biomedical Engineering
Dual Degree: Doctor of Medicine/PhD in
Biomedical Engineering CIP 51.1201 – Medicine (MD) CIP 14.0501 - Bioengineering and
Biomedical Engineering
Minor in Military Science CIP 28.999
Minor in Supply Chain and Logistics CIP 52.0203
Pre-Veterinary Concentration CIP 51.1104

C. Stockton University

Three new concentrations in American Studies program that allow for a 4+1 Masters in
American Studies, CIP 05.0102
1. Bachelor of Arts in Africana Studies, CIP 05.0201
 2. Historical Studies, CIP 54.0101
3. Sociology/Anthropology Programs, CIP 45.1101

VI.   Old Business

A. Montclair State University

Bachelor of Fine Arts (B.F.A.) in Animation and Visual Effects
(CIP 10.0304) (Previously submitted July 29, 2022 AIC Meeting)
First Reader: Jeffrey Osborn
Second Reader: Jessica OShaughnessy
First reader Dr. Osborn and second reader Dr. Jessica OShaughnessy did not find any
concerns with this proposal and the program was approved. No one opposed. No one
was recused.

B. The College of New Jersey

Master of Public Policy (M.P.P.) (CIP 44.0501) (Previously submitted July 29, 2022 AIC
Meeting)

First Reader: Diane Recinos
Second Reader: Jessica OShaughnessy
First reader Dr. Recinos and second reader Dr. Jessica OShaughnessy did not find any concerns with this proposal and the program was approved. No one opposed. No one was recused.

C. Sussex County Community College
Associate of Science (A.S.) in Advanced and Continuous Studies (CIP 24.0101) (Previously submitted July 29, 2022 AIC Meeting)
First Reader: Deborah Preston
Second Reader: Pamela Scott-Johnson
First reader Dr. Preston and second reader Dr. Pamela Scott-Johnson did not find any concerns with this proposal and the program was approved. No one opposed. No one was recused.

D. Revised AIC manual (2022-2023)
In the remaining portion of the meeting, committee members discussed the revisions
to the *AIC Manual*. Dr. Castilla introduced the topic, providing the latest edition of the *Manual* with the most recent edits highlighted. He suggested that while some of the changes seem obvious – grammatical correctness and clarification – some of the proposed revisions still needed review and additional committee discussion.

Dr. Harvey provided an overview of those issues that remain unsettled:

> •that the committee continue to assess site visits and consider providing more specific guidelines (itinerary), especially in an era of "virtual visits" and how those visits should mirror in-person visits. In addition, Dr. Birdsell asked that the committee continue to review how consultants are selected and how they approach this assignment;

> •that the committee continue to think about structure and process: for example, should we direct institutions to complete the *Standards Document* first before any other items integral to the process (*Program Proposal*, *Board Resolution*)?

> •that the committee more carefully assess the content of the *Supplemental Guide*: for example, the *Guide* states that institutions should provide "as much evidence as possible." Perhaps this assertion creates content that is unnecessary for the narrative. As Dr. Harvey suggested, "more is not always better;"

> •that the committee consider requesting that each box in the *Standards Document* require a response, especially if the response is *N/A*. The

committee might encourage an explanation for such a response but resist making such an explanation mandatory;

•that the committee consider eliminating the inclusion of responses to the program announcement from other institutions;

•that some members may try to provide additional clarification (guidance) for those proposals concerning 2+1 programs.

The committee agreed that these important topics require additional discussion and that the revisions to the Manual (and the continuing evolution of the process) should remain an agenda item.

New Jersey Presidents' Council
Academic Issues Committee
October 7, 2022
10:00 a.m.
Zoom Meeting Link

https://raritanval-edu.zoom.us/j/82649963849?pwd=YzRPSTNHV0srci9FUklQTzhscEdqUT09

Meeting ID: 826 4996 3849, Passcode: 179572

MINUTES

1. Call to Order/Roll Call
   David Stout – Brookdale Community College
   Peter Ubertaccio – Caldwell University
   Rafael Castilla – Eastwick College
   David Birdsell – Kean University
   Deborah Preston – Mercer County Community College
   Linda Scherr – Middlesex College
   Pamela Scott-Johnson, Monmouth University
   Junius J. Gonzales – Montclair State University
   Edwin Hou – New Jersey Institute of Technology
   Cindy Jebbs – Ramapo College
   Michael McDonough – Raritan Valley Community College (Chair)
   Sheri Pontarollo – Raritan Valley Community College
   Roberta Harvey – Rowan University
   Gary Crosby – Saint Elizabeth University
   Leamor Kahanov – Stockton University
   Jon Connolly – Sussex County Community College
   Jeffrey M. Osborn – The College of New Jersey
   Eric Taylor – OSHE
   Donna Rogalski - OSHE
   Lori Harris-Ransom – OSHE
   Allison Samay – NJPC

2. Approval of Minutes of the September 2nd, 2022 Meeting
   Dr. Rafael Castilla moved for approval of the minutes of the September 2nd, 2022 meeting.
   Dr. Jon Connolly seconded the motion. Minutes were approved.

3. Report from the Chair
   Mike McDonough offered a very brief update about conversations related to the potential revisions to the AIC Manual, to the broad concern about "communication," and about the need for an improved AIC website.

4. New Programs
    A. **Atlantic Cape Community College**
        1. Associate in Science in Advanced and Continuous Studies (AS ACS), CIP24.0101
            First Reader: Jon Connolly, Sussex Community College
            Second Reader: Diane Recinos, Berkeley College

            Jon Connolly noted that for this bridge program (Stockton University is the partner four-year college) the institution had provided substantive responses to each of the standards and that their narrative, for the most part, avoided the temptation to resort to a "boiler plate" approach. He noted that the curriculum map was related to the learning outcomes and that the detail about faculty credentials documents the likely academic quality of the program. Jon also noted the appropriate qualifications of the peer reviewer and her clear review of how the program meets all standards.

            Diane Recinos agreed with Jon's positive assessment, noting that Atlantic Cape Community College incorporated a number of the consultant's recommendations in the final design of this 3+1 program. Diane also posed two questions related to these 3+1 proposals: first, would institutions need to provide unique CIP Codes for each individual track and, second, does an initial approval for one liberal arts "pathway" mean that all other tracks are approved. Donna Rogalski and Debi Preston argued that only one unique CIP Code is required as the "tracks" are unique to the four-year partner institution and that for future tracks the two-year college would only have to provide a letter from the partner institution stating that they endorse the pathway.

            The final resolution was that this proposal be approved (Dr. Kahanov abstained).

    B. **Eastern International College**
        1. Bachelor of Science in health Informatics (BSHI), CIP 11.0104
            First Reader: Rafael Castilla, Eastwick College
            Second Reader: Edwin Hou, New Jersey Institute of Technology

            Although he noted that the proposal was complete and that the proposed program appeared to both meet a need and provide academic rigor, Dr. Castilla identified a number of weaknesses in the proposal:

            ▪Standard 1 #2: the proposal does not provide any concrete detail about the credentials or experience of the faculty that will be hired to teach and administer this new program. The standard requires that institutions

document and provide clarity about faculty credentials and experience. In addition, the cost of future faculty needs to be reflected in the program budget;

▪Standard 2 #4: while the institution does list similar degree programs offered by other institutions in the State, it does not provide any concrete detail about how the Eastern International College program is different from these programs – what are the defining aspects of this program that make it unique (separate from suggesting that this program is "personalized" or "flexible.");

▪Standard 3 #2: provide more evidence of existing programs and the likely impact of this new program on those offerings;

▪Standard 4 #1: the proposal notes the expectation of some monies from student financial aid awards (TAG), yet does not include a complete budget or a projection of these revenues and the impact on program costs.

Dr. Castilla also reviewed the "exceeding programmatic mission" document and suggested that a revision would provide more detail about future faculty credentials and more insight about this proposed program's effects on other existing programs.

Dr. Hou agreed with Dr. Castilla's review and the concern of some lack of detail.

Donna Rogalski also noted that while the proposal made reference to the institution's strategic plan it did not link this proposal to the state-wide plan.

Final resolution was that this proposal will be returned to Eastern International College for revision.

C. **New Jersey Center for Teaching & Learning**
   1. Master of Science in Teaching and Learning Biology, CIP 13.1322
      First Reader: Peter Ubertaccio, Caldwell University
      Second Reader: Pamela Scott-Johnson, Monmouth University

      Dr. Ubertaccio began by noting that the program serves a critical need – the growing teacher shortage in both the state and the nation. He also noted the enhanced accessibility of the program, especially useful for employed secondary faculty. However, he also identified a number of weaknesses in the proposal:

▪Standard 1 #2: the proposal provides very little evidence of the credentials of the faculty, provides no specific ratio of full-time to part-faculty, and provides no specific detail about the staff to support this program;

▪Standard 1 #3: several items to consider for revision: no detail about the ratio of full-time to part-time faculty; no program budget (and no projections for tuition revenue); only one generic email provided for technology support; and the completely online nature of the program suggests the need for a better explanation of staff positions and functions, especially related to student support;

▪Standard 1 #6.c: there seems to be a very limited access to faculty and staff and the institution might consider in what other ways students might access those human resources;

▪Standard 1 #6.c: there is a seeming contradiction in the proposal: while an appendix identifies three like programs, this section argues that there are no comparisons because there are no similar programs. In addition, while the instructional delivery may be different, the proposal could provide more analysis of the "content" of similar courses;

▪Standard 3 #1: again, the proposal may need to distinguish between "whole" programs that are not offered in an asynchronous model and individual courses in other programs that may be offered in an asynchronous model. In addition, while partnerships may be difficult to navigate and to manage, the possibility of such partnerships might be explored.

Dr. Pamela Scott-Johnson, the second reader, began by identifying two strengths of the proposal: its accessibility and its ability to meet critical labor market demand. She identified some areas of additional concern:

▪need more detail about the technology that supports this program – for example, a single email seems to be an insufficient means for students to access faculty and staff. In a similar way, too, the proposal lacks specificity about the staffing of the program, especially in those roles that would provide essential student support;

▪provide some more evidence of potential collaborations – although difficult, there does seem to be the potential for partnership;

▪Standard 1 #7: provide more concrete evidence of "employer" input into program design.

Final resolution was that this proposal will be returned to the New Jersey Center for Teaching & Learning for revision.

2. Master of Science in Teaching and Learning Elementary Mathematics, CIP 13.1311
   First Reader: Leamor Kahanov, Stockton University
   Second Reader: David Stout, Brookdale Community College

   Dr. Kahanov identified the following concerns with this proposal:

   ▪Standard 1 #2: the proposal needs to provide specific detail about faculty credentials, especially in light of the requirement that faculty hold a higher credential than the degree program they are assigned to teach;

   ▪Standard 1 #4: the program outcomes are not discussed or integrated with the institutional mission or the strategic plan; there is no enrollment or recruitment plan; and no projection of potential enrollment;

   ▪Standard 1 #5: the scaffolding and questions of rigor prompted some concerns: in short, there seems to be a lack of advanced curricular depth and a lack of advanced objectives (learning outcomes appropriate for a graduate-level course);

   ▪Standard 2 #2: there appears to be a multiple use of codes – some for middle school and some for elementary; the proposal does not provide any documentation of need;

   ▪there are no institutional comparisons provided.

   Final resolution was that this proposal will be returned to the New Jersey Center for Teaching and Learning.

3. Master of Science in Teaching and Learning Computer Science
   First Reader: Junius Gonzales. Montclair University
   Second Reader: David Birdsell, Kean University

   Dr. Gonzales began by identifying a number of concerns or lack of information for Standard 1: lack of specific detail about the human resources to support these programs (other than teaching faculty); lack of detail about the credentials of library staff; lack of appropriate detail for the faculty teaching in this program; need to link the program objectives to the institutional mission and the strategic plan; some confusion about the scaffolding and assessment tables – information that seems either too generic or too ambiguous and not aligned with the

learning objectives (for example, the confusion over "content" and "pedagogy;" and no clear proactive statement about equity or a recruitment plan that would promote equity.

Dr. Gonzales also suggested that in Standard 3 the institution need to identify similar courses (if no similar programs exist) and compare content.

Dr. Birdsell echoed these same points, suggesting that these by now familiar concerns have weakened the proposal.

A discussion among committee members also provided an additional recommendation for the institution: Dr. Stout wondered whether the committee was comfortable with one consultant being used for three separate programs, especially as the consultant seems to have a prior relationship with the institution and with program development. Dr. Harvey added that in addition to this potential conflict of interest, it was troubling that these common "gaps" or concerns identified by committee readers were not addressed by the consultant. Dr. Harvey wondered if this lapse weakened the rigor of both the consultant's role and the consultant's report. Dr. Scott-Johnson agreed and added that perhaps a new consultant would be able to help the institution recognize these gaps and provide immediate strategies for strengthening both the program and the proposal. Dr. Birdsell volunteered to address the critical role of the consultant by trying to articulate a clearer set of expectations and practices.

As a result of this conversation, the institution should appoint three new consultants – one for each mew degree program – and include those new reviews when they resubmit these proposals.

Final resolution was that this proposal will be returned to the New Jersey Center for Teaching & Learning.

5. <u>For Your Information</u>
   A. **Berkeley College**
      Continuing Education Community Health Work Certificate, CIP 51.0701

   B. **County College of Morris**
      New Degree Option: AS Computer Science: Date Science (CS-DS), CIP 30.7101

C. Rowan University

Initiation of Certificate Offerings

Certificate of Undergraduate Study in Automotive Engineering	CIP Code 14.9999 Engineering, other
Certificate of Undergraduate Study in Power Systems Engineering	CIP Code 14.1099, Electrical, Electronics and Communications Engineering, other
Certificate of Graduate Study in Power Systems Engineering	CIP Code 14.1099, Electrical, Electronics and Communications Engineering, other
Certificate of Graduate Study: Addictions Professional	CIP Code 51.1501, Substance Abuse/Addiction Counseling
Certificate of Advanced Graduate Study: Reading Specialist	CIP Code 13.1315, Reading Teacher Education

Initiation of Program Options

Concentration in Financial Technology within the BS in Finance	CIP Code 52.0801, Finance General
Concentration in Community Nutrition within the BS in Public Health & Wellness	CIP Code 30.1901, Nutrition Services
Concentration in Emergency Management within the BS in Public Health & Wellness	CIP Code 43.0302, Crisis/Emergency/Disaster Management
Concentration in Contexts of Environmental Health within the BS in Public Health & Wellness	CIP Code 51.2202, Environmental Health
Concentration in Global Public Health within the BS in Public Health & Wellness	CIP Code 45.0201, Anthropology, General
Concentration in Geographic Information Systems within the BS in Public Health & Wellness	CIP Code 45.0702, Geographic Information Science and Cartography
Concentration in Health Communication and Discourse of Medicine within the BS in Public Health & Wellness	CIP Code 09.0905, Health Communication
Concentration in Forensic Anthropology/Physical Anthropology within the BA in Anthropology	CIP Code 45.0299, Anthropology, other
Concentration in Museum Studies/Public Culture within the BA in Anthropology	CIP Code 45.0299, Anthropology, other

Concentration in Archaeology/Cultural Resource Management within the BA in Anthropology	CIP Code 45.0299, Anthropology, other
Concentration in Medical Anthropology within the BA in Anthropology	CIP Code 45.0299, Anthropology, other
Concentration in Global Literatures in English within the BA in English	CIP Code 23.9999, English Language and Literatures/Letters, other
Certificate of Undergraduate Study in Global Literatures in English	CIP Code 23.9999, English Language and Literatures/Letters, other
Certificate of Undergraduate Study in Music Performance	CIP Code 50.0903, Music Performance, General
Certificate of Undergraduate Study in Supplementary Music Performance	CIP Code 50.0903, Music Performance, General

Accelerated Dual Degrees

Bachelor of Science/Master of Science in Electrical & Computer Engineering	CIP Code 14.4701, Electrical and Computer Engineering
Bachelor of Science/Master of Science in Mechanical Engineering	CIP Code 14.1901, Mechanical Engineering
Bachelor of Science/Master of Science in Finance	CIP Code 52.0801, Finance, General
Bachelor of Arts in Geography/Master of Science in Urban & Regional Planning	CIP Code 45.0701, Geography; CIP Code 04.0301 - City/Urban, Community, and Regional Planning
Bachelor of Arts in Psychology/Master of Arts in Applied Behavior Analysis	CIP Code 42.0101, Psychology; CIP Code 42.2814, Applied Behavior Analysis

Terminations

Latin American and Iberian Studies Concentration within the International Studies Major	CIP Code - 30.2001 - International/Globalization Studies
European and Russian Studies Concentration within the International Studies Major	CIP Code - 30.2001 - International/Globalization Studies
Asian Studies Concentration within the International Studies Major	CIP Code - 30.2001 - International/Globalization Studies
Minor in Bioengineering	CIP Code 14.0501 - Bioengineering and Biomedical Engineering

6. Old Business
   A. **Camden County College**
      Associate in Applied Science Degree in Esports Production (ESP.AAS), CIP 09.0702
      First Reader: David Stout, Brookdale Community College
      Second Reader: Rafael Castilla, Eastwick College
      First reader Dr. Stout and second reader Dr. Castilla did not find any concerns with this proposal and the program was approved. No one opposed.

   B. **Felician University**
      Bachelor of Science in Finance (B.S.), CIP 520801
      First Reader: David Birdsell, Kean University
      Second Reader: Gary Crosby, Saint Elizabeth University
      First reader Dr. Birdsell and second reader Dr. Crosby did not find any concerns with this proposal and the program was approved. No one opposed.

   C. **Rider University**
      Bachelor of Arts in Social Media Strategies (B.A.), CIP 09.0702
      First Reader: Roberta Harvey, Rowan University
      Second Reader: Michael McDonough, Raritan Valley Community College
      First reader Dr. Harvey and second reader Dr. McDonough did not find any concerns with this proposal and the program was approved. No one opposed.

   D. **The College of New Jersey**
      Master of Arts (M.A.) in Educational Studies, CIP 13.0404
      Reader: Junius Gonzales, Montclair University
      Second Reader: David Birdsell, Kean University
      First reader Dr. Gonzales and second reader Dr. Birdsell did not find any concerns with this proposal and the program was approved. No one opposed.

   E. **Revised AIC Manual (2022-2023)**

7. New Business

New Jersey Presidents' Council
Academic Issues Committee
November 4, 2022
10:00 a.m.
Zoom Meeting Link

https://raritanval-edu.zoom.us/j/82649963849?pwd=YzRPSTNHV0srci9FUklQTzhscEdqUT09

Meeting ID: 826 4996 3849, Passcode: 179572

MINUTES

I.   <u>Call to Order / Roll Call</u>
        Diane Recinos – Berkeley College
        David Stout – Brookdale Community College
        Matthew Whelan – Caldwell University
        Peter Ubertaccio – Caldwell University
        Rafael Castilla – Eastwick College
        David Birdsell – Kean University
        Deborah Preston – Mercer County Community College
        Linda Scherr – Middlesex College
        Pamela Scott-Johnson – Monmouth University
        Joanne Cote-Bonanno – Montclair State University
        Nurdan Aydin – New Jersey City University
        Donna Breault – New Jersey City University
        Edwin Hou – New Jersey Institute of Technology
        Cindy Jebbs – Ramapo College
        Michael McDonough – Raritan Valley Community College
        Sheri Pontarollo – Raritan Valley Community College
        Roberta Harvey – Rowan University
        Leamor Kahanov – Stockton University
        Jeffrey M. Osborn – The College of New Jersey
        Jennifer Palmgren – The College of New Jersey
        Eric Taylor – OSHE
        Donna Rogalski – OSHE
        Lori Harris-Ransom – OSHE
        Catherine Sackey - OSHE
        Allison Samay - NJPC

II.   <u>Approval of Minutes of the October 7, 2022 Meeting</u>
        Dr. Rafael Castilla moved for approval of the October 7th, 2022 meeting.
        Dr. Leamor Kahanov seconded the motion. Minutes were approved.

III.   Report from the Chair
        Mike McDonough offered a very brief summary of his continuing
        engagement with the New Jersey Center for Teaching & Learning,
        and about the need to move forward with more careful guidance
        about the qualifications, role, and reporting responsibilities of the
        consultant.

IV.   New Programs

        A. **HPI College**

           1. Petition for Initial Licensure to Offer the Associate Applied Science-Registered Nurse
              and the Applied Associate in Occupational Therapy Assistant Degree Programs
                   First Reader: Deborah Preston, Mercer County Community College
                   Second Reader: Linda Scherr, Middlesex County College

           Petition for Licensure

           Dr. Preston assessed HPI College's application for licensure. She began by noting that
           both consultants found HPI College "not sufficient" in every single category and in every
           single sub-category of the required standards. Dr. Preston then highlighted the most
           significant weaknesses in the application:

                   •that the institution lacks adequate space and facilities to offer these programs;

                   •that HPI College's proposal fails to document how it will offer the required
                   general education courses;

                   that the multiple documents submitted by the institution in support of the
                   application offered both contradictory and confusing statements;

                   • that the institution failed to provide a realistic or authentic budget;

                   •that the institution failed to identify the needed additional clinical sites need
                   for the hybrid program, and did not offer hint at how they would assess the
                   instructional effectiveness of these program offerings;

                   • and that the institution did not respond in any meaningful or substantive way
                   to the comprehensive reports from the consultants.

           Dr. Scherr echoed many of Dr. Preston's remarks, noting that HPI College submitted five
           major documents in support of the application but that the weight of the inconsistencies
           made all five unreliable, and that the consultants also expressed concern over these
           documents and struggled to incorporate these documents in their reviews. Dr. Scherr

also highlighted the institution's unrealistic budget and their inability to document the course sequences, the learning outcomes, and the ways in which students would navigate the program. She noted, too, that the consultant's provided a clear set of essential revisions but that HPI College did not pursue any of those opportunities.

AAS- Registered Nurse

Dr. Preston noted the following concerns regarding Standard One:

> •nursing faculty were not sufficient in number to sustain the program;

> •there were no faculty to teach the general education component;

> •the institution seemed to lack the resources needed to launch, support, and sustain the program;

> •there was no effort to align program outcomes to the institution's mission or institutional outcomes;

> •there was no effort to provide a scaffolding of the courses or to document how the course sequences support program learning outcomes;

> •there was no plan for continuous program assessment; there was only marginal evidence of a relationship with external groups, especially employers;

> •the college failed to provide any substantive curricular or program comparisons.

Overall, Dr. Preston noted that the institution provided a very weak response to the regulations in Standard One, emphasizing that these core academic weaknesses are significant and prevent the program from being approved at this time. Dr. Preston also noted that HPI College's proposal failed to meet the regulations in Standard Three: failing to provide any evidence of the differences in HPI College's program to other existing programs in the state, and that the institution offered no realistic timeline for accreditation.

Dr. Scherr stated her support for this analysis, concluding that the proposal did not meet the regulations in Standard One or Standard Three.

AAS – Occupational Therapy Assistant

Overall, Dr. Preston framed her review by noting that this proposal revealed the very same problems and weakness that characterized the Registered Nurse application. In Standard One, Dr. Preston listed the following concerns:

•the institution failed to provide adequate detail about the qualifications and number of faculty dedicated to the program, including those faculty needed to provide the general education component of the program;

•that there was no plan to expand current instructional facilities and no mention of needed equipment;

•that the program objectives were unclear and stated differently in the supporting documents;

that the proposal failed to provide an explanation of course scaffolding;

•that the learning outcomes were "not sufficient";

• that there were no clear distinctions made between this program and other programs in the state.

Dr. Preston also expressed her concern that the consultant lacked a graduate degree in the discipline.

Dr. Scherr also added that it is problematic to assert that the program is intended to prepare students to sit for the licensure exam; only students enrolled in accredited programs may take this exam. And HPI College is not yet an accredited institution.

Conclusions

The final resolution was that this application for licensure be denied.

After Lori Harris-Ransom provided helpful clarity about process, these minutes also provide details about the committee's reviews of the two programs proposals.

B. **Rowan University**

1. Doctor of Veterinary Medicine, CIP 01.8001
   First Reader: Jeffrey Osborn, The College of New Jersey
   Second Reader: Kim O'Halloran, Rutgers, The State University of New Jersey

Dr. Osborn began his review by noting the many strengths of this impressive proposal: substantial state and institutional support for both capital projects and for operational expenses; a clearly defined and well documented need for the program; thoughtful program comparisons, emphasizing Rowan's interest in offering more experiential

learning opportunities and in offering more pass-fail options; and the positive recommendation from a highly qualified consultant.

However, Dr. Osborn, incorporating the written comments of Dr. O'Halloran as well, introduced two concerns about the proposal. Dr. Osborn noted that these familiar issues prompt discussion about the consistency and equity of committee decisions:

•Standard 1, #5(a): while the proposal provides a comprehensive list of outcomes (or "milestones"), it is not clear how these outcomes will be scaffolded across the curriculum. The two readers wanted to see how these very strong outcomes would "fit" into the curriculum – where they would appear, in what courses, and in what clusters?
•Standard 1, #6(b): the proposal did not satisfy the regulation that requires course descriptions. The proposal does provide the course titles and provides a framework for the course outline; however, there are no individual course descriptions.

The final resolution was that this proposal will be returned to Rowan University for revision.

C. **William Paterson University**

1. Bachelor of Science, Applied Business Analytics, CIP 13.1322
   First Reader: Pamela Scott-Johnson, Monmouth University
   Second Reader: Diane Recinos, Berkeley College

In reviewing Standard One, Dr. Scott-Johnson documented the ways in which this proposal meet the regulations: the institution has a highly qualified faculty, has the resources to support the program expansion, especially in the areas of computer labs and industry-related software, has clear learning outcomes, has offered complete course descriptions and program outcomes, has compiled a list of similar programs and has identified elements of difference in this program, and has cemented a number of important industry or data-related collaborations.

Dr. Scott-Johnson also noted that the proposal meets Standards Two, Three, and Four.

Dr. Recinos echoed the first reader's comments, adding that there was some confusion between course numbers and course titles. Nevertheless, Dr. Recinos expressed her strong support for the proposal.

There was some discussion over the question of budget and whether or not proposals need to include more specific financial information. Some readers argued that the question of budget is somewhat complex and often confusing. Most members seemed to believe that this issue did not suggest that the proposal be returned to the institution for revision.

The final resolution was that this proposal be approved.

2. Bachelor of Arts, Public Relations, CIP 09.0902
   First Reader: Leamor Kahanov, Stockton University
   Second Reader: Peter Ubertaccio, Caldwell University

Dr. Kahanov framed her very positive review by noting that this proposal reflects the transition from an already existing "track" into a major. She stated that the proposal was detailed and thorough and that the consultant noted the same strength. Dr. Kahanov also highlighted the institution's responses to the consultant's recommendations. She stated that the proposal meet all the regulations, and was especially clear about alignment to institutional mission. She provided two potential areas of revision to the institution: a more detailed benchmarking of other programs and a more detailed summary of the student outcomes in the current track.

Dr. Ubertaccio echoed this commentary and suggested that the institution had satisfied all the standards.

The final resolution was that this proposal be approved.

V. <u>For Your Information</u>

A. **Kean University**

CIP Code Assignments

Kean Program	Current CIP/description	Updated CIP/description
B.A. Speech-Language-Hearing Sciences	13.1099 Special Education and Teaching, Other	51.0201 Communication Disorders, General
M.A. Speech-Language Pathology	13.1012 Education/Teaching of Individuals with Speech or Language Impairments	51.0203 Speech Language Pathology/Pathologist

B. Sussex County Community College

   Termination of Degree Program: A.S. in Psychosocial Rehabilitation

Degree Type	Name of Degree	Action Taken	CIP Code
A.S. Degree (Jointly held with Rutgers University)	A.S. Occupational Therapy Assistant Program	Program termination at the request of Rutgers University	510803

VI.   Old Business

   A. Eastern International College

   Bachelor of Science in Health Informatics (BSHI), CIP 11.0104
   First Reader: Rafael Castilla, Eastwick College
   Second Reader: Edwin Hou, New Jersey Institute of Technology

   Dr. Castilla identified the ways in which the institution had responded to the suggested revisions: Eastern International College provided information about faculty credentials and experiences, noted how this program differs from other Health Informatics programs, identified likely student revenues, including TAG, linked the program proposal to the existing New Jersey plan for higher education, and included a more detailed budget to support and sustain the budget.

   Dr. Hou supported Dr. Castilla's concise summary.

   The final resolution was that this proposal be approved. The committee also notes that this proposal exceeds programmatic mission.

   B. Revised AIC Manual (2022-2023)

Dr. Rogalski provided some insights into the progress of the working group. Focusing on the question of external guidance, the group is evaluating whether or not to omit all of the material in italics and to create a separate document that provides guidance but that avoids being overly prescriptive. The following members are leading such revisions:
   Standard One: Debi Preston and Roberta Harvey
   Standard Two: Rafael Castilla
   Standard Three: Jennifer Palmgren
   Standard Four: Donna Rogalski and Matt Whelan.
Dr. Rogalski suggested that the working group members were also exploring the idea of establishing some training sessions for each standard and then placing the video of that session on the AIC website. Dr. Rogalski added that the group is also exploring how to provide improved internal guidance, revising,

for example, the reviewer's evaluation form to better capture and curate individual reviews and assessments.

C. Licensure Review

Lori Harris-Ransom concluded the meeting by reviewing the process of licensure petition, especially in light of the newly adopted new program regulations and standards.

VII. <u>New Business</u>

New Jersey Presidents' Council
Academic Issues Committee
December 2, 2022
10:00 a.m.
Zoom Meeting Link

https://raritanval-edu.zoom.us/j/82649963849?pwd=YzRPSTNHV0srci9FUklQTzhscEdqUT09

Meeting ID: 826 4996 3849, Passcode: 179572

MINUTES

I. <u>Call to Order / Roll Call</u>
Diane Recinos – Berkeley College
David Stout – Brookdale Community College
Peter Ubertaccio – Caldwell University
Rafael Castilla – Eastwick College
David Birdsell – Kean University
Deborah Preston – Mercer County Community College
Pamela E. Scott-Johnson – Monmouth University
Joanne Cote-Bonanno – Montclair State University
Nurdan Aydin – New Jersey City University
Donna Breault (Bernadette Schery)– New Jersey City University
Edwin Hou – New Jersey Institute of Technology
Cindy Jebbs – Ramapo College
Michael McDonough – Raritan Valley Community College
Sheri Pontarollo – Raritan Valley Community College
Roberta Harvey – Rowan University
Leamor Kahanov – Stockton University
Jon Connolly – Sussex County Community College
Jeffrey M. Osborn – The College of New Jersey
Jennifer Palmgren – The College of New Jersey
Eric Taylor – OSHE
Donna Rogalski – OSHE
Lori Harris-Ransom – OSHE
Adrian Wright - OSHE
Catherine Sackey - OSHE
Allison Samay - NJPC

II. <u>Approval of Minutes of the November 4, 2022 Meeting</u>
Dr. David Birdsell moved for approval of the November 4th, 2022 meeting.

Dr. Jon Connolly seconded the motion. Minutes were approved.

III.   Report from the Chair
Mike McDonough noted the volume of proposals for this
meeting and thanked the committee members for accepting
multiple reading assignments.

IV.   New Programs

A. **Bet Midrash Ohel Temple (BMOT)**

1. Petition from Bet Midrash Ohel Temple for Initial Licensure to Offer the
   Associate Degree in Talmudic Studies and the Bachelor's Degree in Talmudic
   Studies in New Jersey
   First Reader: David Stout, Brookdale Community College
   Second Reader: Debi Preston, Mercer County Community College

Petition for Licensure

Dr. Stout noted that the application is from an institution serving a unique
population, the growing Sephardic Jewish community in New Jersey. Dr. Stout
said the application not only defined this clear need but met every other
regulation for initial licensure. Dr. Stout did note that the Temple's current
facilities are not handicap-accessible, but added that the institution provided
long-range facilities plan and that they were currently engaged in a capital
campaign for new facilities. Dr. Preston agreed, emphasizing the thoughtfulness
of the application and the institution's careful planning process.

Degree Proposals

The following items apply to both the Associate and Bachelor Degree proposals:

•Standard 1, #3: clarify the correct degree nomenclature (or designation) for
consistency throughout the proposals:
•Standard 1, #4: no mention of how the learning outcomes relate to the
institution's strategic plan;
•Standard 1, #5: learning outcomes are not presented in a table format and it is
difficult to determine how these outcomes are scaffolded across the curriculum;

•Standard 1, #6 (d): does not show comparison to other associate degree programs (licensure application does acknowledge other programs);
•Standard 2, #1: general education is "embedded" within the degree program, but need to see where and how these outcomes are assessed;
•Standard 4: no budget is provided (included in licensure application).
Finally, Dr. Stout noted some inconsistencies throughout the document that need to be revised (dates, nomenclature). In addition, he noted that there was no Board resolution included in the proposal materials.

;

After some discussion and valuable input from both Lori Harris-Ransom and Eric Taylor, AIC voted to approve this petition for initial licensure. AIC will forward this recommendation to the NJPC, but wishes to identify those recommendations for revisions noted above.

B. **New Jersey City University**

1. Bachelor of Arts, Elementary Education and Literacy, CIP 13.0101
    First Reader: Edwin Hou, New Jersey Institute of Technology
    Second Reader: Diane Recinos, Berkeley College

Dr. Hou noted that this program replaces an existing program, providing more focus on

topic of literacy and adding a paid internship opportunity. Both readers stated that the proposal was well-written and clearly developed. However, the readers noted a number of omissions in the proposal, omissions that were requirements of one or more of the standards. Specifically, the readers identified the following problems:

•Standard 1, #6, a, c, and d: the institution does not provide any answers for these three required sections;
•Standard 2, #1: the institution does not provide SOC codes or use any data from the NJ Department of Labor (both are requirements of the standard).

The final resolution was that this proposal is conditionally approved and that the institution must address the items identified as needing revision. The institution must provide these revisions by Wednesday, December 7th so that AIC may forward its recommendation to the next meeting of the NJPC. The institution

should email those revisions to the AIC chair at michael.mcdonough@raritanval.edu. The chair will forward those revisions to the two readers and both readers and chair will evaluate those revisions.

C. **New Jersey Institute of Technology**

1. Master of Science in Artificial Intelligence, CIP 110102
   First Reader: Rafael Castilla, Eastwick College
   Second Reader: Roberta Harvey, Rowan University

Dr. Castilla and Dr. Harvey both noted that this highly technical degree program was well-defined and being offered by a very well-resourced institution with significant expertise in this emerging area. However, the readers identified a number of concerns with the proposal:

•Standard 1, #5: the institution does not provide any rubrics to document how students will demonstrate content mastery and skill acquisition; additionally, the institution needs to demonstrate how "scaffolding" helps students build knowledge as they move through the program;
•Standard 1, #6: the purpose of identifying other similar programs is not only to document difference but to demonstrate program quality and the institution does not address that opportunity in this standard;
•Standard 2, #2: the institution does not provide any data from the New Jersey Department of Labor;
•Consultant's Report: both readers noted that this was far too concise a report. The readers were clear to distinguish between the consultant's obvious qualifications and a report that provides little help to either the institution or the AIC.

The final resolution was that this proposal will be returned to the institution for revision.

2. Ph.D. in Data Science, CIP 30.7001
   First Reader: Cindy Jebbs, Ramapo College of New Jersey
   Second Reader: Jeffrey Osborn, The College Of New Jersey

Both readers acknowledged the strength of this proposal. They acknowledged the highly productive relationship between the consultant and the institution, a review process that clearly strengthened the final proposal. The readers also

acknowledged the institution's strong background in this discipline, already offering a BA and MA in Data Science. They also commented on the program's ability to wed academic study to real-world experience, and the growing labor demand for these skills.

The final resolution was that this proposal be approved.

D. **Thomas Edison State University**

1. Bachelor of Arts in Communications, CIP 09.0100

   First Reader: Joanne Cote-Bonanno, Montclair State University
   Second Reader: Jon Connolly, Sussex County Community College

Both readers noted that this proposal was a "conversion" from an already existing area of study. In addition, they highlighted the institution's productive relationship with the consultant, the clear description of how programs are developed, and the innovative use of faculty mentors. The institution provided a robust plan for continuous improvement and identified a number of student cohorts that the program may attract. The readers also commented on the use of PLAs, the use of faculty as "mentors," and that continuous assessment is an essential part of the institutional culture.

However, two very distinct concerns were noted:

•Standard 2 #2: the institution does not provide any labor market data from the New Jersey Department of Labor and Workforce Development (as required by the standard);
•Standard 3: in this standard, the focus is on comparing curriculum and not modality. The standard seeks to understand quality and not duplication. Indeed, that comparison is to programs not only in the state but outside New Jersey as well.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

2. Bachelor of Arts in Computer Science, CIP 11.0701

   First Reader: Donna Breault, New Jersey City University
   Second Reader: Cindy Jebbs, Ramapo College of New Jersey

Again, a proposal that seeks to convert an area of study into a complete degree program. Overall, both readers felt that this proposal was strong, identified a

specific set of potential student cohorts (military and community college transfers), and relied on a unique modality of instructional delivery. However, the readers documented some concerns:

•Standard 1, #4: the narrative seems to align the proposed program more with the institution's enrollment plan than with the institution's mission;
•Standard 1, #7: there is no evidence that the institution's strategic partners played an active role in the development of the program; rather, they seem to be active after program development;
•Standard 2: the institution does not provide any data from the New Jersey Department of Labor regarding labor market demand.

the final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

3. Bachelor of Arts in Psychology, CIP 42.0101

First Reader: Roberta Harvey, Rowan University
Second Reader: Debi Preston, Mercer County Community College

Like earlier readers, Dr. Harvey noted that Thomas Edison is a very distinctive public institution and that the proposal seeks to convert an existing area of study into a full program. Dr. Harvey also provided a very useful analysis of employer involvement at this institution and within these programs, noting that the program design and the use of faculty as mentors supports or sustains two program outcomes: connecting students to career opportunities and providing potential employers with a clear assessment of the value of these program graduates. Both Dr. Harvey and Dr. Preston, noted the following concerns with the proposal:

•Standard 1, #6 (d); provide a list of programs that currently do exist (for example, there are similar programs at Ramapo College, at Rider University, and at Rowan University), and use those comparisons to prove or to document program rigor;
•Standard 2: provide data from the New Jersey Department of Labor to illustrate market demand;
•Standard 3: provide a list of similar programs in New Jersey;

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

4. Bachelor of Science in Air Traffic Control, CIP 49.0105

First Reader: David Birdsell, Kean University
Second Reader: Kim O'Halloran, Rutgers, The State University of New Jersey

Dr. Birdsell identified four concerns:

•Standard 1, #2: although the institution employs a mentor model and although the consultant does identify some of these mentors and their credentials, the institution does not provide this detail in the narrative;
•Standard 1, #6 (d): the institution does not identify any similar programs, but a national search does reveal several other programs in this area and the narrative should reflect those comparisons (helping the institution to establish rigor);
•Standard 1, #7: it does not satisfy the standard to suggest that simply working with mentors who have industry-related experience is evidence of employer input; however, Dr. Birdsell suggested that despite this technical violation, this employer input is in fact embedded in the long history of the existing program and that there is only one employer for graduates – the FAA.
•Standard 2: the institution does not record any labor market data from the New Jersey Department of Labor (if the data provides no New Jersey openings, then the institution needs to simply record that reality).

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

5. Bachelor of Science in Aviation Flight Technology, CIP 49.0102

First Reader: Gary Crosby, Saint Elizabeth University
Second Reader: Rafael Castilla, Eastwick College

In Dr. Crosby's absence, Dr. Castilla focused on these concerns with this proposal:

•Standard 1, #6 (d): the institution does not identify any similar programs, but a search does reveal several other programs in this area and the narrative should reflect those comparisons (helping the institution to establish rigor);
•Standard 1, #7: the institution needs to provide more detail about employer input into the development of the new program. For example, the institution notes that if approved they will form an advisory board, but it would, perhaps, be more appropriate if that board was in place now, informing the institution about its curricular and other choices.
•Standard 2: although the consultant suggests that many of the major airlines are waiving the degree requirement, the institution still needs to

provide New Jersey labor market data from the New Jersey Department of Labor.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

6. Bachelor of Science in Entrepreneurship, CIP 52.0701

First Reader: Peter Ubertaccio, Caldwell University
Second Reader: Leamor Kahanov, Stockton University

Dr. Ubertaccio and Dr. Kahanov identified two concerns with the proposal, but suggested that neither should prevent the program from being approved:

•Standard 1, #7: it is not clear how the institution uses employer input to affect the design and development of the program. It is clear that the institution uses the mentor model to promote regular interaction with the industry, but this internal culture operates after the program has been designed and launched; it does not show how the employers affected the development of the program design;
•Standard 2: the institution does provide labor market data, but does not use the New Jersey Department of Labor as the source.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

7. Bachelor of Science in Healthcare Management, CIP 51.0701

First Reader: Jeffrey Osborn, The College of New Jersey
Second Reader: David Stout, Brookdale Community College

Both Dr. Osborn and Dr. Stout stated that the proposal met all the standards required for a new program.

The final resolution was that this proposal was approved.

8. Bachelor of Science in Nuclear Energy Engineering Technology, CIP 41.0205

First Reader: Diane Recinos, Berkeley College
Second Reader: Jeffrey Osborn, The College of New Jersey

While Dr. Recinos noted that in Standard 1, #6 (d) that the institution did not identify any similar programs in the U.S., both she and Dr. Osborn pointed out that the program was already accredited by an external agency and that the

program seems to have enrollment, satisfies the question of both quality and rigor, and documents ample labor market demand.

The final resolution was that this proposal was approved.

V.   For Your Information

A. **Montclair State University**

Change in CIP Code for Existing MS and Certificate Program in Computational Linguistics

Montclair State University requests the following change to the Classification of Instructional Programs (CIP) code and group title for our existing M.S. and graduate certificate programs in Computational Linguistics as
follows:

> Old CIP and group title:
> 16.0102 (Linguistics)
> NEW CIP and group title:
> 11.0102 (Artificial Intelligence)

B. **Kean University**

Changes in Nomenclature for Teacher Certification Programs

Please be advised that Kean University has standardized Teacher Education program titles. These changes are only for the titles- there were no curriculum changes included in this action and all CIP codes remain the same. The New Jersey Department of Education is also being notified of these actions.

Please see below for the impacted programs with new program titles (please note that TSD indicates Teacher of Students with Disabilities):

Previous Program Title	New Program Title	Maintaining CIP Code
BA. THEATRE TEACHER CERT P-12	**BA. THEATRE EDUCATION**	500501
BA. BIOLOGY TEACHER OF STUDENTS WITH DISABILITIES P-12	**BA. BIOLOGY EDUCATION/TSD**	260101

BA. BIOLOGY TEACHER CERT P-12	**BA. BIOLOGY EDUCATION**	260101
BA. HISTORY HONORS TEACHER OF STUDENTS WITH DISABILITIES P-12	**BA. HISTORY HONORS EDUCATION/TSD**	540101
BA. HISTORY HONORS TEACHER EDUCATION P-12	**BA. HISTORY HONORS EDUCATION**	540101
BA. HISTORY TEACHER OF STUDENTS WITH DISABILITIES P-12	**BA. HISTORY EDUCATION/TSD**	540101
BA. HISTORY TEACHER CERT P-12	**BA. HISTORY EDUCATION**	540101
BA. CHEMISTRY TEACHER CERT P-12	**BA. CHEMISTRY EDUCATION**	400501
BA. SPANISH TEACHER CERT P-12	**BA. SPANISH EDUCATION**	160905
BA. EARTH SCIENCE TEACHER OF STUDENTS WITH DISABILITIES P-12	**BA. EARTH SCIENCE EDUCATION/TSD**	400601
BA. EARTH SCIENCE TEACHER CERT P-12	**BA. EARTH SCIENCE EDUCATION**	400601
BA. FINE ARTS TEACHER CERT P-12	**BA. FINE ARTS EDUCATION**	500701
BS. PHYSICAL EDUCATION AND HEALTH TEACHER CERT K-12	**BS. PHYSICAL EDUCATION & HEALTH**	131314
BA. ENGLISH TEACHER CERT K-12	**BA. ENGLISH EDUCATION**	230101
BA. ENGLISH TEACHER OF STUDENTS WITH DISABILITIES K-12	**BA. ENGLISH EDUCATION/TSD**	230101
BA. MATHEMATICAL SCIENCES TEACHER CERT K-12	**BA. MATHEMATICAL SCIENCES EDUCATION**	270101
BA. MATHEMATICAL SCIENCES TEACHER OF	**BA. MATHEMATICALSCI EDUCATION/TSD**	270101

STUDENTS WITH DISABILITIES K-12		

C. Rowan College of South Jersey

1. Biomedical Engineering Certificate Program, CIP 151001
2. Wind Power and Turbine Technology Certificate Program, CIP 151704

D. Warren County Community College

1. Expand the existing A.A.S. Degree in Unmanned Systems by offering degree options in Precision Agriculture and Commercial Space Operation

VI. Old Business

A. New Jersey Center for Teaching & Learning
1. Master of Science in Teaching and Learning Biology, CIP 13.1322
   First Reader: Peter Ubertaccio, Caldwell University
   Second Reader: Pamela Scott-Johnson, Monmouth University

2. Master of Science in Teaching and Learning Computer Science, CIP 13.1321
   First Reader: Junius Gonzales, Montclair University (*no longer serving*)
   Second Reader: David Birdsell, Kean University

3. Master of Science in Teaching and Learning Elementary Mathematics, CIP 13.1311
   First Reader: Leamor Kahanov, Stockton University
   Second Reader: David Stout, Brookdale Community College

B. Rowan University

    1. Doctor of Veterinary Medicine, CIP 01.8001
       First Reader: Jeffrey Osborn, The College of New Jersey
       Second Reader: Kim O'Halloran, Rutgers, The State University of NJ

C. Revised AIC Manual (2022-2023)

<u>New Business</u>

New Jersey Presidents' Council
Academic Issues Committee
January 20, 2023
10:00 a.m.
Zoom Meeting Link

https://raritanval-edu.zoom.us/j/82907071209?pwd=MmhlZnl2SStVVmdHbzFRVUlIcFcwQT09

Meeting ID: 829 0707 1209
Passcode: 505823

MINUTES

I.   <u>Call to Order / Roll Call</u>

        Diane Recinos – Berkeley College
        David Stout – Brookdale Community College
        Peter Ubertaccio – Caldwell University
        Rafael Castilla - Eastwick College
        Deborah Preston – Mercer County Community College
        Linda Scherr – Middlesex College
        Pamela E. Scott-Johnson – Monmouth University
        Junius Gonzales – Montclair State University
        Donna Breault – New Jersey City University
        Edwin Hou – New Jersey Institute of technology
        Cindy Jebb – Ramapo College
        Michael McDonough – Raritan Valley Community College
        Sheri Pontarollo – Raritan Valley Community College
        Roberta Harvey – Rowan University
        Kim O'Halloran – Rutgers, The State University of New Jersey
        Gary Crosby – Saint Elizabeth's University
        Leamor Kahanov – Stockton University
        Jon Connolly – Sussex County Community College
        Eric Taylor – OSHE
        Donna Rogalski – OSHE
        Lori Harris-Ransom – OSHE
        Adrian Wright – OSHE
        Catherine Sackey - OSHE
        Allison Samay - NJPC

II.   Approval of Minutes of the December 2, 2022 Meeting
       Dr. Rafael Castilla moved for the approval of the December 2nd, 2022 meeting. Dr. Jon
       Connolly seconded the motion. Minutes were approved.

III.   Report from the Chair
       Mike McDonough, in noting the large number of proposals, thanked the committee
       members for their service on this committee and their willingness to accept multiple
       assignments. Mike also proposed that the committee consider a retreat at the
       conclusion of the spring semester to review some of the central and critical concerns
       that seem to dominant discussions.

IV.   New Programs

       A. **Fairleigh Dickinson University**

          1. Master of Healthcare Administration, CIP 52.2211
              First Reader: David Birdsell, Kean University
              Second Reader: Roberta Harvey, Rowan University

       Dr. Birdsell, while noting that the proposal was, in so many ways, exemplary, also
       identified one substantive concern: that the proposal failed to adequately address
       standard 3.4 (a). In short, the institution's revision should offer a deeper analysis of the
       program's distinctiveness, those programmatic elements that distinguish it from all
       other programs. Dr. Harvey also noted two other minor concerns: first, standard 1.6 (a),
       providing a clearer summary of the program outcomes; and second, standard 3.3 (b),
       providing a statement to address the notion of external collaboration (a consistency
       that the committee is applying to all proposals).

       The final resolution was that this proposal will be returned to the institution for revision.

       B. **Rowan College of South Jersey**

          1. A.A.S. Mechanical Engineering Technology Program, CIP 15.085
              First Reader: David Stout, Brookdale Community College
              Second Reader: Edwin Hou, New Jersey Institute of Technology

       Dr. Stout provided a brief summary of the proposal, noting that it offered a solid set of
       details in support of the program. However, he did identify one missing substantive
       element: standard 1.6 an analysis of the comparative programs, allowing Rowan College
       of South jersey to document both quality (rigor) and distinctiveness. The institution did

list three similar programs, but did not offer any analysis or commentary about difference or distinctiveness. Dr. Stout did identify one or two other areas of perhaps more technical concern (academic credentials of the consultant). Dr. Hou and others agreed with Dr. Stout's review.

The final resolution was that this proposal will be returned to the institution for revision.

C. **Rowan University**
 1. Bachelor of Arts in Computer Systems Technology, CIP 15.1202
      First Reader: Pamela Scott-Johnson, Monmouth University
      Second Reader: Deborah Preston, Mercer County Community College

Dr. Scott-Johnson highlighted some of the defining characteristics of the program, including the multiple partnerships, the fully online delivery, the clarity of the course descriptions and the learning outcomes, and the variety of certifications embedded into the curriculum.

The final resolution was that this proposal be approved.

 2. Bachelor of Science in Data Science, CIP 30.7001
      First Reader: Linda Scherr, Middlesex County College
      Second Reader: Jon Connolly, Sussex County Community College

The final resolution was that this proposal be approved.

 3. Master of Social Work, CIP 44.0701
      First Reader: Diane Recinos, Berkeley College
      Second Reader: Rafael Castilla, Eastwick College

The Committee identified four minor concerns that the institution is required to address: 1.7 provide more evidence of employer input; 1.9 (a) include a statement about how the program may adapt to new technologies; 1.9 (c) while the metrics for assessment are identified it is not clear how the institution will implement "course correction" strategies; and standard 2, rather than providing links to the labor market data include the data in the narrative. The Committee also noted that while the proposal identified 25 courses the institution only provided 6 course descriptions. This last concern prompted additional committee discussion, but is not a requirement at this stage for resubmission.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

4. PhD in Chemical Engineering, CIP 14.0701
      First Reader: Donna Breault, New Jersey City University
      Second Reader: Leamor Kahanov, Stockton University

The Committee recommended conditional approval, identifying one or two minor revisions: that the institution provide a little more detail regarding the engagement and effectiveness of the advisory board, that in 1.8 the institution clarify the distinction between services for undergraduate students and support services for graduate students, and that in standard 3 the institution provide more detail about the distinctiveness of this specific graduate program.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

5. PhD in Civil Engineering, CIP 14.0801
      First Reader: Cindy Jebb, Ramapo College of New Jersey
      Second Reader: Rafael Castilla, Eastwick College

Dr. Jebb expressed strong support for the proposal but noted some concerns: first that the student learning outcomes were not presented in the form of a table (1.5); second, that the Program evaluation Guide, providing material relevant to 1.5 (outcomes) and 1.6 (curriculum) was missing; and third, that the institution provided little evidence in 1.7 (documenting employer input).

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

6. PhD in Electrical & Computer Engineering, CIP 14.4701
      First Reader: Kim O'Halloran, Rutgers, The State University of New Jersey
      Second Reader: Junius Gonzales, Montclair State University

Dr. O'Halloran, while acknowledging the overall strength of the proposal, noted that the institution did not provide an adequate response to 1.7 – employer input. In addition, Dr. Gonzales wondered if the proposal needed more specific detail about DEI recruitment efforts and if there were more recent data about student outcomes and graduation rates.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

       7. PhD in Engineering Education, CIP 14.9999
          First Reader: Gary Crosby, Saint Elizabeth University
          Second Reader: Jon Connolly, Sussex County Community College

The final resolution was that this proposal be approved.

       8. PhD in Mechanical Engineering, CIP 14.1901
          First Reader: Edwin Hou, New Jersey Institute of Technology
          Second Reader: Diane Recinos, Berkeley College

The final resolution was that this proposal be approved.

    D. **Stockton University**

       1. Bachelor of Science in Accounting, CIP 52.0301
          First Reader: Deborah Preston, Mercer County Community College
          Second Reader: Michael McDonough, Raritan Valley Community College

       2. Bachelor of Science in Business Analytics, CIP 30.7102
          First Reader: Jon Connelly, Sussex County Community College
          Second Reader: David Stout, Brookdale Community College

       3. Bachelor of Science in Finance, CIP 52.0801
          First Reader: Michael McDonough, Raritan Valley Community College
          Second Reader: David Birdsell, Kean University

The final resolution was that all three proposals been returned to the institution because the proposal id not adopt the format of the standards forms. Readers found it difficult to determine compliance and were unable to locate some of the required information.

V.   <u>For Your Information</u>

    A. **Montclair State University**
       New Undergraduate Certificate Program – General Education Studies

    B. **Raritan Valley Community College**

New Certificate in Social Media Specialist

C. Rowan University
Initiation of Certificate Offerings

D. Stockton University

A concentration in American Studies 4+1 Program, Masters in American Studies (CIP 05.0102) and Bachelor of Arts in Philosophy and Religion (CIP 38.0001)

A concentration in American Studies 4+1 Program, Masters in American Studies (CIP 05.0102) and Bachelor of Arts in Political Science (CIP 45.1001)

VI.   Old Business

A. New Jersey Center for Teaching & Learning
1.   Master of Science in Teaching and Learning Biology, CIP 13.1322
        First Reader: Peter Ubertaccio, Caldwell University
        Second Reader: Pamela Scott-Johnson, Monmouth University

The initial review and discussion concerning the New Jersey Center for Teaching and Learning's resubmission for a Master's of Science in Teaching and Learning Biology prompted a lengthy and nuanced debate. The first reader identified a number of concerns, all prompting him to recommend that the Committee not approve this program:

▪that the proposal seems to mistake – or to ignore – that state requirement for biology/life science K-12 faculty. This requirement establishes a 30-credit framework and successful completion of the Praxis II subject area exam;

▪that a central flaw in the proposal continues to be the fundamental distinction between teaching science and "knowing" science: in other words, if the program is to prepare "science educators," then those students must have a firm grasp of the science itself;

▪that following from this line of critical discussion, an essential question remains unanswered: will the program admit only those students with a baccalaureate degree in science? If so, then the program will provide an opportunity for those students to expand their pedagogical repertoire and to achieve better results in the classroom. But if the program will admit students without that science background, then those significant objections remain;

▪that the program fails to mention or to reference the New Jersey Science Learning Standards;

▪and that the program appears grounded in only pedagogical framework or theory and that it might benefit for the inclusion of other teaching theories and frameworks, offering students a more comprehensive toolkit for instruction.

Then, a very lengthy discussion followed. The following topics continued to animate much of the conversation:

▪that the institution did respond to the concerns raised during the initial review, but some of these responses prompted additional concerns. For example, in revising their response to 1.5 (a), readers were able to identify new concerns;

▪that committee members would like to see clarity about the enrollment pre-requisite: in other words, will the program only accept those students with an appropriate background in the biological sciences? (although the institution notes that this program is open to students without any prior biology credits);

▪that many members expressed the urgent need to train teachers and the continuing market needs in New jersey and beyond;

▪the continuing expansion of CEP and AP requires science teachers with substantive science backgrounds and expertise; yet in 1.6 (d) the institution asserts that the program is designed for students without any prior biology credits or content knowledge;

▪continuing chorus of members uncomfortable with the notion that you can teach a science without a science background (or 30-credits in the discipline);

▪that this robust conversation highlighted a unique academic decision (and critical function of the committee): how do you best prepare students to teach a science without those students possessing a science background?

▪that if the institution were to recruit only those students with a science background, the proposal would likely be approved (or if the institution were to teach the science itself within the program);

▪that for some members the question of "quality" remained: in other words, that the burden to demonstrate program quality rests on the institution, especially in terms of academic quality and rigor. Some members felt that the institution needed to provide more evidence of that ability to document and sustain academic quality;

▪that the institution needs to provide more evidence of how this program is in compliance with those standards that seek to document program quality;

▪similar concerns framed the conversation about the computer science proposal and the elementary mathematics proposal;

▪the following items identified the concerns regarding the elementary mathematics resubmission:

> ▪Standard 1.2: Although the distinction of elementary math is K-8, which may be accurate, the scaffolding and distinction is not identified in the coursework or elsewhere other than the justification for the reviewer's comments. Thus, not evident to students or marketing materials.

> ▪Standard 1.3 – adding a Librarian did not change the concern with content experts and the faculty teaching in the program.

> ▪Standard 1.5 – no substantial change other than justification with the scaffolding.

> ▪Standard 2.1 – same comment as Standard 1.2

> ▪Standard 2.2 – the standard asks for employment statistics which is what has been provided – yet program demand pertaining to student pipeline has decreased across NJ and the nation potentially diluting current programs. At the same time, the affordability is attractive for equity and inclusion.

2. Master of Science in Teaching and Learning Computer Science, CIP 13.1321
    First Reader: Junius Gonzales, Montclair University
    Second Reader: David Birdsell, Kean University

3. Master of Science in Teaching and Learning Elementary Mathematics, CIP 13.1311
    First Reader: Leamor Kahanov, Stockton University
    Second Reader: David Stout, Brookdale Community College

The final resolution was that these three resubmissions will be returned to the institution for revision.

VII. <u>New Business</u>

New Jersey Presidents' Council
Academic Issues Committee
February 24, 2023
10:00 a.m.
Zoom Meeting Link

https://raritanval-edu.zoom.us/j/82907071209?pwd=MmhlZnl2SStVVmdHbzFRVUlIcFcwQT09

Meeting ID: 829 0707 1209
Passcode: 505823

MINUTES

I.   Call to Order / Roll Call

Diane Recinos – Berkeley College
David Stout – Brookdale Community College
Ellina Chernobilsky – Caldwell University
Rafael Castilla - Eastwick College
David Birdsell – Kean University
Deborah Preston – Mercer County Community College
Linda Scherr – Middlesex College
Pamela E. Scott-Johnson – Monmouth University
Joanne Cote-Bonanno – Montclair State University
Donna Breault – New Jersey City University
Edwin Hou – New Jersey Institute of technology
Michael McDonough – Raritan Valley Community College
Sheri Pontarollo – Raritan Valley Community College
Roberta Harvey – Rowan University
Kim O'Halloran – Rutgers, The State University of New Jersey
Jon Connolly – Sussex County Community College
Jeffrey Osborn - TCNJ
Eric Taylor – OSHE
Donna Rogalski – OSHE
Lori Harris-Ransom – OSHE
Adrian Wright – OSHE
Catherine Sackey - OSHE
Allison Samay - NJPC

II.   <u>Approval of Minutes of the January 20, 2023, Meeting</u>
Dr. Rafael Castilla moved for the approval of the January 20th, 2023, meeting. Dr. David Birdsell seconded the motion. Minutes were approved.

III.   <u>Report from the Chair</u>
No report from the chair.

IV.   <u>New Programs</u>

      A. **Passaic County Community College**

        1. A.A.S. in Supply Chain Management CIP 52.0203
           First Reader: Jon Connolly, Sussex County Community College
           Second Reader: Linda Scherr, Middlesex College

Dr. Connolly noted that the institution provided ample evidence of program quality, of learning outcomes, of labor market conditions, and of program comparisons and distinctiveness. Dr. Connolly did note that the consultant provided the sparest of reviews, adding little insight or value to the process.

Dr. Scherr agreed with Dr. Connolly, noting that standards 1.6 and 1.7 were a little undeveloped. She also agreed with Dr. Connolly's assessment of the consultant.

In the discussion which followed, however, several committee members focused on the question of rubrics and their absence in this proposal. Dr. Castilla reminded us that the inclusion of rubrics is a requirement of the standard and that in the past we have tried to be consistent in our actions as a committee.

Dr. Harvey suggested that while asking for rubrics might be overly granular that the committee has indeed been consistent regrading this standard, adding, perhaps more importantly, that rubrics provide insight into how the institution will determine whether a student has met the intended outcomes. She concluded that the institution refers to existing rubrics, so that asking for the inclusion of two or three examples should prove an easy task.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

B. **Rowan College of South Jersey**

1. A.A.S. Veterinary technology, CIP 01.8301
   First Reader: Debi Preston, Mercer County Community College
   Second Reader: David Birdsell, Kean University

Dr. Preston noted the particular time frame of both this proposal and the program itself, establishing accreditation prior to the actual launch of the program. Dr. Preston identified three weaknesses in the proposal, requesting that the first two be revised in order to meet the standards: first, that the proposal provides no rubrics to determine student outcomes – there are program goals, program outcomes, and "assessment types" – but no rubrics; second, that the institution does not really provide any sustained analysis of how this program compares to other programs – either from a curricula perspective or by looking at the difference between an "open admissions institution" and "selective" colleges and universities; and third, that the consultant did not provide any help in addressing these first two concerns, making no recommendations or providing actionable insights.

Dr. Birdsell supported this review, suggesting that the committee may need to adopt a new recommendation: that we approve the institution proceeding with the accreditation process. He also echoed Dr. Preston's concerns about the consultant's unhelpful and vague report.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

The final resolution was that this proposal was granted conditional approval. The institution needs to provide the revisions documented above.

C. **Rowan University**
   1. Bachelor of Science in Data Analytics, CIP 30.7101
      First Reader: Diane Recinos, Berkeley College
      Second Reader: Donna Breault, New Jersey City University

Dr. Recinos said that this 3+1 proposal was thorough and benefited from an insightful consultant report. Dr. Recinos did identify a potential concern about a question regarding the state budget, suggesting that the required answer seems somewhat unclear.

Dr. Breault agreed with this summary, noting, too, the thoughtful way in which the institution responded to the consultant's review.

The final resolution was that this proposal be approved.

2. Doctor of Philosophy in Data Science, CIP 30.7001
   First Reader: Jeffrey Osborn, The College of New Jersey
   Second Reader: Edwin Hou, New Jersey Institute of Technology

Dr. Osborn asserted that the proposal for this new interdisciplinary doctoral program met all the requirements. Highlights of the proposal included the clear learning outcomes, the appropriate scaffolding and rubrics, the persuasive labor market analysis, and the substantive consultant report.

Dr. Hou was in full support of this summary and of the proposed program.

The final resolution was that this proposal be approved.

3. Bachelor of Science in Neuroscience, CIP 26.1501
   First Reader: Rafael Castilla, Eastwick College
   Second Reader: Cindy Jebb, Ramapo College of New Jersey

Both Dr. Jebb and Dr. Castilla recommended this proposal for approval: it provided clear outcomes, included external recommendations and revisions, and documented clear labor market demand. Dr. Castilla also noted the innovative nature of the program and the institution's well documented strength in this discipline.

The final resolution was that this proposal be approved.

V. For Your Information

A. Camden County College
Termination of the following programs:

Academic Certificate (CT) in Computer Systems Technology (CIP 11.0101)

Associate in Science (A.S.) in Human Services Developmental Disabilities Option (CIP 44.0701)

Associate in Applied Science (A.A.S.) in Marketing (CIP 52.1401)

Associate in Arts (A.A.) in Public Relations/Digital Marketing Option (CIP 24.0101)

Academic Certificate (CT) in Social Services (CIP 44.0701)

B. Rowan University
Initiation of Accelerated Dual Degrees

Bachelor of Science (B.S.) in Human Resource Management (CIP 52.1001)

Master of Arts (M.A.) in Diversity & Inclusion (CIP 30.2301)

C. Sussex County Community College

1. Request for approval for **two** additional Advanced & Continuous Studies degree programs with Ramapo College of New Jersey

Program Type	Name of New Degree Program	Partner Institution for 3 + 1	CIP Code
Associate of Science Degree	Advanced and Continuous Studies AS: 3+1 Crime & Justice Studies	Ramapo College of New Jersey (RCNJ)	24.0101
Associate of Science Degree	Advanced and Continuous Studies AS: 3+1 Psychology	Ramapo College of New Jersey (RCNJ)	24.0101

2. Request for approval for a new A.A.S. Cybersecurity Option under our A.A.S Computer Information Systems degree program.

Degree or Certificate Type	Name of Degree or Certificate	CIP Code
60-credit AAS Option	AAS Computer Information Systems: Cybersecurity Option	11.1003

3. Request for approval for a Certificate of Achievement new A.A.S. Cybersecurity Option under our A.A.S Computer Information Systems degree program.

Degree or Certificate Type	Name of Degree or Certificate	CIP Code
12-credit Certificate of Achievement	Medical Administrative Assistant Certificate of Achievement	51.0710

D. William Patterson University
New Certificate Programs

Pre-Baccalaureate Undergraduate Certificates:

Behavioral and Social Science Research Skills	30.1701
Cannabis Studies	30.9999
Cultural Competence	30.2301
Gender and Sexuality Studies	05.0299
Geographic Information Systems	45.0702
Healthcare Ethics	38.0104
Professional Ethics	38.0104

Post-Baccalaureate Graduate Certificates:

K-16 Online Learning	13.0501
Teacher Leader	13.0404
Teaching STEAM	13.1206

E. Bergen Community College
Program Terminations

AAS in Applied Sciecne, IndustrialTechnology, Electronics Technology

AA in Fine and Perfroming Arts, Cinema Studies

AA in Fine and Perfroming Arts, Theatre

AA in Fine and Performing Arts, Theatre ACcting

VI.   Old Business

A. Fairleigh Dickinson University
   1.   Master of Healthcare Administration, CIP 52.2211
            First Reader: David Birdsell, Kean University
            Second Reader: Roberta Harvey, Rowan University

Dr. Birdsell noted that the proposal was retuned for three specific reasons: 1.6 (a), Dr. Birdsell noted that the institution did respond; 3.3 (b) again, the institution provided some response to this concern; 3.4 (a) Dr. Birdsell stated that the institution did not satisfactorily respond to this concern. Dr. Birdsell would like to see additional detail that reveals program distinctiveness, and that the institution explicitly provides more detailed comparative analysis with other programs.

Dr. Harvey added some additional comments and analysis: 1.6(a) that the material was difficult to locate and that the additional material did not necessarily focus on program rigor and program outcomes; in other words, what is it that students are able to accomplish post -graduation? Nevertheless, Dr. Harvey was willing to accept the new information and to state that the standard had been met. In a similar way, Dr. Harvey accepted the response to the concerns raised by 3.3 (b), suggesting that the institution had misunderstood the intent – or focus – of the standard. She agreed with Dr. Birdsell that the institution did not satisfactorily respond to the committee's concerns about 3.4 (a).

The final resolution was that this proposal be returned to the institution and that they provide additional information to more fully address the concerns raised by Standard 3.4 (a).

B. **New Jersey Institute of Technology**
   1. Master of Science in Artificial Intelligence CIP 11.0102
      First Reader: Rafael Castilla, Eastwick College
      Second Reader: Roberta Harvey, Rowan University

Dr. Castilla noted that the revised proposal addressed four concerns: 1.5 – the institution did provide detail about scaffolding but did not provide a rubric; 1.6 – the institution did provide additional details for this standard; 2.2 – the revised proposal included data from the NJ Department of Labor and identified significant openings and occupations related to artificial intelligence; consultant report – additional detail and analysis was added to the report.

Dr. Harvey agreed with this summary, noting that the committee might consider the thesis proposal itself as a rubric.

The final resolution was that this proposal be approved.

C. **Rowan College of South Jersey**
   1. Associate of Applied Science in Mechanical Engineering Technology Program CIP 15.0805
      First Reader: David Stout, Brookdale Community College
      Second Reader: Edwin Hou, New Jersey Institute of Technology

Dr. Stout noted that the institution had been asked to respond to three concerns: 1.6; 3.3 (b); and 3.4 (a). Dr. Stout said that the revised proposal satisfactorily addressed these concerns.

Dr. Hou agreed with Dr. Stout's assessment.

The final resolution was that this proposal was approved.

D. New Jersey Center for Teaching & Learning
    1. Master of Science in Teaching and Learning Biology CIP 13:1322
        First Reader: Peter Ubertaccio, Caldwell University
        Second Reader: Pamela E. Scott-Johnson, Monmouth University

    2. Master of Science in Teaching and Learning Computer Science CIP 13:1321
        First Reader: Junius Gonzales, Montclair University
        Second Reader: David Birdsell, Kean University

    3. Master of Science in Teaching and Learning Elementary Mathematic CIP 13:1311
        First Reader: Leamor Kahanov, Stockton University
        Second Reader: David Stout, Brookdale Community College

The final resolution was that these three proposals were approved.

Although these resubmissions were approved, committee members engaged in a very substantive discussion and this summary attempts to capture some of the major concerns of that conversation.

Dr. Chernobilsky, replacing Dr. Ubertaccio, identified the troubling tension between scientific content and a course focus on pedagogical techniques. She also noted two other concerns: first, that the faculty of record on all three resubmissions was a physicist yet none of the academic content areas were in physics; and second, that one of the key national standards for effective online education is sustained and substantive interaction, yet the resubmission offered no details about how this critical element would be either offered or sustained.

Dr. Pamela E. Scott-Johnson expressed her troubling conflict: her recognition that the state has a critical need for teachers, especially in the sciences, yet the need to acknowledge that mastery of content is critical for effective classroom teaching. She made clear that she was not trying to exclude this institution from the marketplace and that she was willing to be as inclusive as possible. She also supported the earlier concern about online interactions.

Eric Taylor noted that these programs exist to enroll currently licensed teachers and to provide them with an opportunity to gain additional certifications. The program, then, is explicitly designed for teachers with no background in the content. He noted, too, that the program is endorsed by the New Jersey Department of Education as satisfying the requirements for teaching licensure.

Dr. Birdsell argues the committee to understand the distinction between the standards for new programs and the NJ Department of Education's policies. In short, he asked the members to approve the resubmission – in large part because they responded to the committee's original concerns – and to lobby the Department of Education for substantive changes in the ways in which we train and credential teachers.

Dr. Breault, noting her academic and administrative experience in this area, said that she could not approve the program, arguing that the program will create problems for all students, but especially for marginalized and underserved student populations. Like Dr. Birdsell she asked that we make our concerns and our objections to the Department of Education.

Dr. Kahanov supported Dr. Breault's comments. For Dr. Kahanov the concern is that the standards for these additional teacher certifications seem too low and that without sufficient rigor we are jeopardizing student learning.

Dr. Chernobilsky, in supporting these arguments about rigor and quality, suggested that the long-term effects of underqualified teachers will create significant weakness in the STEM disciplines.

Eric Taylor reminded committee members that we are considering two options: to approve the resubmissions or to ask the NJPC to refer them to OSHE for review because of a question or questions related to one or more of the standards.

Dr. Harvey acknowledged the concerns but noted that the committee votes on whether the institution is in compliance with the standards, reminding us that our responsibility is a procedural one.

Dr. Birdsell offered two motions:

1. To approve these resubmissions.

2. To empower this committee to express its substantive concerns with the standards that the New Jersey Department of Education is adopting for programs like these.

Both motions were approved.

Both Donna Rogalski and Allison Samay concluded the meeting by providing updates out the redesign of the AIC website, asking for volunteers to help with this critical project.

VI.   New Business

New Jersey Presidents' Council
Academic Issues Committee
April 10, 2023
10:00 a.m.
Join Zoom Meeting
https://raritanval-edu.zoom.us/j/85010259506?pwd=V0tyS2c4NW45NUthaUVYbDVlVlRGUT09

Meeting ID: 850 1025 9506
Passcode: 612078

I.   Call to Order / Roll Call

Diane Recinos – Berkeley College
David Stout – Brookdale Community College
Ellina Chernobilsky – Caldwell University
Rafael Castilla - Eastwick College
David Birdsell – Kean University
Deborah Preston – Mercer County Community College
Linda Scherr – Middlesex College
Pamela E. Scott-Johnson – Monmouth University
Joanne Cote-Bonanno – Montclair State University
Junius Gonzales – Montclair State University
Edwin Hou – New Jersey Institute of technology
Michael McDonough – Raritan Valley Community College
Sheri Pontarollo – Raritan Valley Community College
Roberta Harvey – Rowan University
Leamor Kahanov – Stockton University
Jon Connolly – Sussex County Community College
Jeffrey Osborn - TCNJ
Eric Taylor – OSHE
Donna Rogalski – OSHE
Lori Harris-Ransom – OSHE
Adrian Wright – OSHE
Amber D - OSHE
Catherine Sackey - OSHE
Allison Samay - NJPC

II.   Approval of Minutes of the February 24, 2023 Meeting

Dr. Rafael Castilla moved for the approval of the January 20th, 2023, meeting. Dr. Leamor Kahanov seconded the motion. Minutes were approved.

III.   Report from the Chair

No report from the chair.

IV.   New Programs

A. **Petition from American Institute of Medical Science and Education (AIMS) for Initial Licensure to Offer:**

The memorandum includes a link and password to access the petition:

https://www.state.nj.us/highereducation/higheddocs/AIMS_Petition_2022.pdf

Password: BLACK*2022 (case sensitive) *Please enter password manually*

Academic Degree Programs
Associate of Applied Science (A.A.S.) in Cardiovascular Technology
Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography
Associate of Applied Science (A.A.S.) in MRI Technology
Associate of Applied Science (A.A.S.) in Neurodiagnostic Technology
Associate of Applied Science (A.A.S.) in Surgical Technology Certificate Programs

Certificate Programs
Diagnostic Cardiac Sonography Certificate
Cardiac Monitor Technician Certificate of Achievement
EKG/Phlebotomy Certificate of Achievement
Endoscopy Technician Certificate of Achievement
Medical Assistant Certificate of Achievement
Medical Billing and Coding Certificate of Achievement
Pharmacy Technician Certificate of Achievement
Phlebotomy Certificate of Achievement
Sterile Processing Technician Certificate of Achievement

First Reader: Linda Scherr, Middlesex College
Second Reader: David Stout, Brookdale Community College

Because of a potential conflict of interest, Dr. Scherr asked Dr. Stout to take over the duties as first reader. Dr. Scherr did, however, provide these extensive notes, and they accurately summarize their comments during the committee meeting:

AIMS has submitted a proposal for initial licensure for **five** new degree programs and 9 Certificates/certificates of Achievement. (They are already licensed for non-degree programs):

1. **Cardiovascular Technology AAS** (Reviewed by Abdallah Saudi, MD, Professor, Director, Clinical Coordinator)
   - 66 credits / 20 Gen Ed
   - Program Accreditation by **CAAHEP** (The Commission on Accreditation of Allied
   - Health Education Programs)
   - Project 30-35 students/year

2. **Diagnostic Medical Sonography AAS (p. 26-)** (Reviewed by Danielle Dertz, Program Director MRI/X-ray)
   - ▪66 credits / 20 Gen Ed
   - ▪Program Accreditation by **CAAHEP**
   - ▪Project 30-35 students/year

3. **MRI Technology AAS (p. 48)** (Reviewed by Danielle Dertz, Program Director MRI/X-ray)
   - ▪66 credits / 20 Gen Ed
   - ▪Program Accreditation by **ARMRIT** (American Registry of Magnetic Resonance Imaging Technologists)
   - ▪Project 24-28 students/year

4. **Neurodiagnostic Technology AAS (p. 69)** (Reviewed by Maureen Carroll, Online Education Learning and Development Manager)
   - ▪60 credits / 20 Gen Ed
   - ▪Program Accreditation by **CAAHEP**
   - ▪Project 24-28 students/year

5. **Surgical Technology AAS (p. 91)** (Reviewed by Richard Fruscione, Allied Health, Mental Health and Human Services Department Chairperson and Associate Professor/Program Director of Surgical Technology)
   - ▪60 credits / 20 Gen Ed
   - ▪Program Accreditation by **ABHES** (Accrediting Bureau of Health Education Schools)
   - ▪Project 24-28 students/year

AIMS is already licensed to offer these programs as non-credit certificates. Essentially, their proposal is to offer the same curricula as the non-credit certificates and to add the General Education courses so that they can be degree programs.

▪**Strengths:**
   - ▪They are already accredited.
   - ▪They are already teaching the core of the curriculum and have a track record of student placement after graduation, and student satisfaction.
   - ▪They have the equipment necessary. Their 3-5-year plan is to expand into a larger space.
   - ▪They have clearly articulation SLOs and PLOs, an assessment plan and matrices that align the programs to accreditor standards. They have a Program Effectiveness Plan to provide for continuous review and improvement.
   - ▪They demonstrated Labor Market Demand for 4 of the 5 programs. They did not demonstrate Labor Market Demand for Neurodiagnostic Technology (see p. 83). The employer surveys demonstrated a current and future need for neurodiagnostic technologists and the reviewer said a majority of graduates are likely to obtain

employment. There is a letter of support from the President of ARMRIT (p. 504), American Registry of Magnetic Resonance Imaging Technologists.

▪They demonstrated a lot of employer input and have robust advisory committees already in place. Attachment 10 is Employer feedback and includes their surveys. It is pp. 464-565. (Sometimes the same employer has feedback on more than one program).

▪The reviewers recommended all 5 programs.

▪They provided comprehensive responses to the reviewers' suggestions and recommendations.

▪There is evidence they are committed to equity and accessibility. But note that Standard I.8 says equity, accessibility, and <u>affordability</u>. They don't make a claim that they are affordable, and their degrees and certs are expensive:

- Cardiovascular Technology - $35,825
- Diagnostic Medical Sonography - $39,075
- MRI Tech - $38,825
- Neurodiagnostic Tech - $29,125
- Surgical Tech - $29,125
- Diagnostic Cardiac Sonography Cert - $24,525
- Certs of Achievement – range based on # of credits from
  - Phlebotomy (4 credits) = $1,800
  - to Medical Assistant (29 credits – in another place, it said 30 credits) = $12,800
    - *[the Medical Assistant non-credit cert at Middlesex is 12 courses and costs $7,928; the Medical Assistant Associate Degrees are less]*

▪**Concerns:**

▪There is a lot of copy/paste from one proposal to another (but for some questions, proposals have the same answers).

▪AIMS' accreditation is not with MSCHE but with - Middle States Association of Colleges and Schools – December 2017-December 2027

▪"subject to the terms of accreditation maintenance set by the Commissions on Elementary and Secondary Schools"

▪Does that meet Standard 1.1 "Status of the institution's State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Higher Education" – because their accreditor isn't a higher ed accreditor

▪Concerns about Gen Ed – AIMS only offers 4 courses as Gen Ed: A&P I (BIO 106; 4 lec/1 lab) and A&P II (BIO 109; 4 lec/1 lab); Microbiology (BIO 113), and Ethics of Healthcare (PHI 103)

▪According to the Catalog, students have to take the other required Gen Ed (English Composition I, Math Concepts, Introduction to Physics) through PortageLearning and the credits are transcripted through PortageLearning's partnership with Geneva College (they are both located in Beaver Falls, PA). Geneva College is accredited by MSCHE.

▪The Catalog says students have to take half their Gen Ed at AIMS, but it has to be the sciences because those are the only Gen Eds they offer. [So presumably a student who

already completed those at a CC couldn't transfer them in and still meet the 50% of gen eds taken at AIMS] (AIMS courses are $450/credit – more than double CC tuition)
▪An issue with the rigor of A & P I and II – at all CCs they are 3 lecture/3 lab hours and at AIMS, they are 4/1 – will they have the same rigor without the lab time
▪Ethics of Healthcare does not meet the standard for Gen Ed at Community Colleges. (Gen Ed Humanities: "Any broad-based course in the appreciate of art, music, or theatre; literature; foreign language; history; philosophy and/or religious studies.") (Does AIMS get to say what is and is not Gen Ed?)
▪Also, a PHI course at a CC would be taught out of the PHI department; they are planning to teach this at AIMS and do not have a qualified philosophy instructor.
▪Faculty Qualifications – 19 faculty listed (can't tell from CVs if all are FT). All appear to be appropriately credentialed. 9 have Master's or Medical Degrees (47%), 6 have Bachelor's in a health-related field, 4 have no college degree (or a B.S. in unrelated field).
▪At a CC, would have to have Master's minimum
▪They all have the appropriate certifications
▪The 4 reviewers are qualified, although only 2 had advanced degrees [Note that the reviewers were in the separate document ("AIMS_AIC Memo Attachments") that was not posted to the AIC website]
▪CVT - Abdallah M. Saudi, MD, MPH, FASPC – starts p. 91 – works at SUNY Downstate Medical Center
▪Surg Tech - Richard Fruscione, MA, CST, FAST (p. 97) – works at CUNY Kingsborough Community College as Program Director for Surg Tech
▪Neurodiagnostic Tech - Maureen Caroll – highest degree is B.S. in Allied Health but has a long professional career
▪MRI/X ray - Danielle Dertz – has 2 AAS and a Bachelor of Liberal Arts
▪The reviewers recommended approval of all programs – but their reviews were brief and were mostly checking the boxes, with a little feedback, some of which was repeated verbatim across several programs.
▪AIMS responded effectively to all the suggestions/recommendations of the reviewers (regarding use of Advisory Committees, credentialing of faculty, library holdings, equipment)
▪Duplication. There is some duplication of Associate degrees. Their expected student body is residents of NJ residing within a 60-mile radius of Piscataway (and residents of Staten Island and southern NY). They are certainly pulling from the same students interested in health technologies that apply to competitive admission programs at community colleges.
▪Hudson County Community College objected due to duplication with associate degrees and certificates offered by NJ's community colleges.
▪They say less than 1% of their budget will come from state support – but with access to Financial Aid, the state funding will be an important part of their income.
▪Attachment 13 is 2018-2028 Occupational Employment Projections (NJ) (pp. 643-650) – font too small to read

▪Concerns about their Certificates (including one that has max of 40 or 44 and one that has a minimum of 4). The AIC Manual has a note to community colleges – would AIMS fall under this? It says that Certificate programs shall consist of 30-36 credits, including 6 credits of Gen Ed. CCs can offer certificates of less than 30 credits, but "it is recommended they give these course <u>clusters</u> a name that differentiates them from a certificate; for example, CoA." One of the CoAs is 1 course – that is not a "cluster" - can it be a certificate?

▪Diagnostic Cardiac Sonography Certificate – 40 credits (8 Gen Ed – A & P I and II) – but on p. 2176 it says 44 credits.

  ▪ The NJ Gen Ed Foundation for Community Colleges says Certificates have to have a minimum of 6 credits of Gen Ed but 3 credits have to be in Communication. So is this Certificate Gen Ed Compliant?

▪Cardiac Monitor Technician CoA – 8 credits

▪EKG/Phlebotomy CoA – 7 credits

▪Endoscopy Technician CoA – 28 credits

▪Medical Assistant CoA – 30 credits (doesn't that make this a Certificate and req Gen Ed?) (in another place, it said 29 credits)

▪Medical Billing and Coding COA – 20 credits

▪Pharmacy Technician CoA – 27 credits

▪Phlebotomy CoA – 4 credits

▪Sterile Processing Technician CoA – 20 credits

The final resolution was that the committee will not recommend to OSHE that they not approve licensure.

B. **Petition from Relay Graduate School of Education for Re-Licensure to Offer Graduate Education Program in New Jersey to offer the following programs and certificates:**

The memorandum includes a link and password to access the petition:

https://www.state.nj.us/highereducation/higheddocs/Relay_Relicensure_Petition_2022.pdf

Password (case sensitive): Orange!2022 *Please enter password manually*

<u>Academic Degree Programs</u>
Master of Arts in Elementary Education
Master of Arts in English Language Arts Education
Master of Arts in Mathematics Education
Master of Arts in Science Education
Master of Arts in Social Studies Education
Master of Arts in Special Education

<u>Certificate Programs</u>
Advanced Certificate in Special Education

First Reader: Cindy Jebb, Ramapo College of New Jersey
Second Reader: Diane Recinos, Berkely College

This petition for re-licensure was tabled. The committee took no action.

C. **Georgian Court University, The Mercy University of New Jersey**

1. Associate of Arts (A.A.) in General Studies (CIP 24.01012)

   First Reader: Jon Connolly, Sussex County Community College
   Second Reader: Deborah Preston, Mercer County Community College

   Dr. Connolly noted that the proposal clearly identified the motives for such an offering and that there was little question about the rigor of the proposed curriculum. While adding that the labor market analysis was a little vague, Dr. Connolly did state that the consultant was qualified and offered the institution both an engaging and insightful review.

   Dr. Preston agreed, adding that the weak labor market analysis hints at the context of a degree with no direct line or connection to a career of employment opportunity.

   The final resolution was that this proposal be approved.

2. Bachelor of Science (B.S.) in Dance Science (CIP 50.0399)

   First Reader: Ellina Chernobilsky, Caldwell University
   Second Reader: Pamela Scott-Johnson, Monmouth University

   Dr. Chernobilsky labeled this a "strong proposal," meeting the requirements of all four standards. Dr. Chernobilsky offered some collegial advice regarding the rubrics, suggesting that it might be better to adopt a more consistent scale across all rubrics. She also added that the consultant provided some useful suggestions, especially for such a rare program.

   Dr. Rogalski noted that the program is divided into "tracks," but that not all the listed labor market data referenced all the "tracks."

   The final resolution was that this proposal be approved.

D. **Pillar College**

1. Master of Public Administration (M.P.A.) (CIP 44.9999)

   First Reader: Roberta Harvey, Rowan University
   Second Reader: Kim O'Halloran, Rutgers University

The reviewers found that the proposed program aligns to the institutional mission in being designed to serve a student population seeking to develop professional skills within a faith-based values framework. The consultant is well qualified and brings an informed and insightful perspective. However, there were several issues noted in the proposal that need to be addressed before it can move forward. The proposal sufficiently meets Standard 4 by virtue of Pillar College's classification within the independent sector, which does not receive direct State funding and the program level being graduate.

In addressing the concerns outlined in this review, the institution is urged to keep in mind two overarching concerns:

•The proposal uses a simplified outline of the Standards form rather than the form itself, and consequently many specific required elements are missing. The institution should use the form or a more precise facsimile, but in any case is responsible for understanding and providing all requirement elements.
•The consultant's report often lacked substantive analysis and/or missed opportunities for recommendations that would strengthen the program. The consultant should be asked to review the resubmission and provide further comments.

Standard 1.5.a and 5.b.
The proposal states that students will take the courses in sequence but the progression and scaffolding are not apparent here or in the curriculum map that appears later in the proposal. Learning outcomes are listed in the course descriptions but this information is presented separately from the assessment grid and the linkages cannot be discerned. The level of specificity of the course outcomes seems to exceed the scope of the planned assessments. For example, Program Goal 4, "Demonstrate the ability to facilitate strategic and tactical planning in local and internal contexts," is assessed through concept maps, directed paraphrasing, a one-sentence summary, a defining features matrix, a minute paper, and analytic memos. The two learning outcomes for Program Goal 4 appear in courses called Research Methodologies, Economic Issues Facing the Public Sector, Financial Management, and Human Resources Management. There are very general references to assignment assessments, feedback forms, and rating sheets, but no samples.

The consultant observes that "both traditional MPA skills and contributory faith-based values are reflected in the student learning objectives," finds this standard to be sufficiently met based on discussions indicating that "additional tools and techniques … would find their way into syllabi and classroom settings." This does not meet the evidence standard, however, and the consultant should be asked to provide guidance on how to present the curriculum design and construct an assessment plan that is appropriate to the complexity of the program objectives.

Standard 1.6.a., 6.c. and 6.d.
Other than noting that accreditation will be pursued for this program, there is no discussion of accreditation standards informing the design of this program or preparing students to achieve particular program outcomes. There are no comparisons to the curricula of other programs for purposes of demonstrating quality. The consultant asserts that the program is comparable to other MPA programs but does not provide analysis or details. A more detailed analysis should be provided and corroborated by the consultant.

Standard 1.7

A survey was administered and completed by a number of leaders of organizations in this sector. The survey asked about need for the program and preferences for delivery format, but beyond expressing support for the program, the survey does not meet the expectation of the standard. The consultant cites the credentials of the individuals who the institution reached out to for support and notes that they may be invited to form an advisory board. The credentials of the group are indeed outstanding and there is excellent potential. A first step that would address this criterion would be to convene the group and ask them to provide feedback on how the skills and expertise provided by the curriculum would be applied and bring value to their organizations.

Standard 1.8

It appears that all of the information and data presented pertain to undergraduate students. There is no discussion of how the particular student population served by this program will be supported. Particularly in light of its petition to exceed mission, the institution should highlight resources and services that it has established to support students in its first two graduate programs.

Standard 1.9

The labor market data presented are all US Bureau of Labor Statistics, not NJ Department of Labor. Employment figures from the Occupational Outlook Handbook are from 2016. It is unclear how the occupational titles were selected for this program. The data presented for growth from 2020-2030 do not suggest "substantial labor market demand." Elsewhere the proposal states that two undergraduate programs at Pillar are likely to be feeders to this program, but the careers or professions for which graduates of those programs would need the master's degree credential are not discussed.

On this point, the consultant states that traditional data sources are insufficient, notes that MPA students are "recruited and placed according to their dreams," and emphasizes the utility of the degree for achieving those dreams. In other words, students who pursue a faith-based MPA will have a particular career path in mind that requires this skill set. This makes sense and the institution should therefore address this standard through Part Two and/or Part Three rather than Part One. They should also discuss how they will recruit and support students in light of their individualized and aspirational goals, including mentoring of students in the undergraduate feeder programs.

Standard 3.4

The comparison to the nine programs that are the same or similar to the proposed programs cites modality and number of credits. The differentiation, supported by the consultant, rests on this being a faith-based program. The institution needs to explain why existing programs cannot meet the needs of students who wish to infuse their professional practice with faith-based values, especially in the case of existing programs offered by institutions that also have a faith-based mission. The institution should also consider available data on the number of completions in programs of this type to get a sense of demand and gauge the feasibility of their enrollment projections.

Request to exceed mission

Since many of the areas addressed in the request to exceed mission are cited in the above concerns, the petition should be revised accordingly.

The final resolution was that proposal will be returned to the institution for revision.

E. **Rider University**

1. Bachelor of Social Work (B.S.W.) (CIP 44.0701)

   First Reader: Jeffrey Osborn, The College of New Jersey
   Second Reader: Leamor Kahanov, Stockton University

The readers identified five areas of concern, standards that the proposal failed to satisfy:

Standard 1.5: the institution needs to provide better course learning outcomes mapping and scaffolding.

Standard 1.6 (a): the proposal offers no comparison to similar or like programs.

Standard 1.6 (b): the institution provides a list of courses but no course descriptions – provide a few sentences that describe/summarize the course, helping readers grasp context for each course in the program.

Standard 1.9: for continuous review, the proposal needs to identify both the items which will be reviewed and the metrics employed to measure or chart effectiveness. It might be appropriate to include the metrics required by the external accrediting agency.

Standard 3.4: include some detail about collaboration with industry, especially in the context of having students placed in clinical field experiences.

F. **Rowan College of South Jersey**

1. Associate of Applied Science (A.A.S.) in Veterinary Technology

   First Reader: Deborah Preston, Mercer County Community College
   Second Reader: David Birdsell, Kean University

   The final resolution was that this program was approved.

G. **Rowan University**

1. Master of Science (M.S.) in Complex Biological Systems (CIP 26.0101)

   First Reader: Junius Gonzales

Second Reader: Rafael Castilla

The final resolution was that this program was approved.

2. Doctor of Philosophy (Ph.D.) in Complex Biological Systems (CIP 26.0101)

   First Reader: Edwin Hou
   Second Reader: Pamela E. Scott-Johnson

   The final resolution was that this program was approved.

   H. **Stockton University**

   1. Bachelor of Science (B.S.) in Esports Management (CIP 52.0907)

      First Reader: David Birdsell, Kean University
      Second Reader: Donna Breault, New Jersey City University

      The final resolution was that this program was approved.

V.   For Your Information

   A. **Brookdale Community College**

      New Program Option
      Associate of Arts (A.A.) Multimedia Production Option in Humanities

   B. **Georgian County University, The Mercy University of New Jersey**

      Nomenclature Change
      Change name: FROM B.S. in Sports Management TO B.S. in Sport Management (CIP 31.0504)
      Rationale for change: Sport is an all-encompassing concept and is a collective noun that includes all sport activities, whereas Sports implies a collection of separate activities such as golf, soccer, and gymnastics. The title of "Sport Management" better reflects the program's purpose and content. No change to the CIP code (31.0504) is needed.

   C. **Hudson County Community College**

      Proficiency Certificate in Construction Administration (CIP 46.0499)
      Proficiency Certificate in Construction Technology (CIP 46.0499)
      Proficiency Certificate in Health Science (CIP 51.2208)
      Proficiency Certificate in Social Justice Advocacy (CIP 30.2301)

D. Montclair State University

New Undergraduate Certificate Program
International Diploma in Journalism and Digital Media (CIP 09.0401)

Change in CIP Code for Existing Master of Business Administration (MBA) Program
Old CIP and group title: 52.0201 Business Administration and Management
New CIP and group title: 52.1399 Management Science and Quantitative Methods, other

E. New Jersey Institute of Technology

Change in CIP code for existing program in MBA Management of Technology
Old CIP and group title: 52.0299 (Business Administration, Management and Operations, Other)

New CIP and group title: 52.1399 (Management Sciences & Quantitative Methods, Other)

This change is being requested to more appropriately reflect the current focus of the options offered through the program.

F. Rider University

CIP Code Changes to Rider programs:
BSBA in Business Analytics (BANL) change to CIP Code 30.7102
Certificate in Business Analytics (CBAN) change to CIP Code 30.7102
MACC with a concentration in Business Analytics change to CIP Code 30.7102.

G. Rowan College at Burlington County

ESTABLISHMENT OF A 3+1 PATHWAY FOR ROWAN COLLEGE AT BURLINGTON COUNTY STUDENTS ENROLLED IN AN ASSOCIATES OF APPLIED SCIENCE DEGREE IN DENTAL HYGIENE, DIAGNOSTIC MEDICAL SONOGRAPHY, PARAMEDIC SCIENCE, OR RADIOGRAPHY TO PURSUE A BACHELOR OF ARTS DEGREE IN HEALTH STUDIES FROM ROWAN UNIVERSITY

H. Rowan College of South Jersey

Computer Science Certificate (CIP 110701)

Certificate of Achievement
Neurodiversity and Inclusion (CIP 302501)

I. Rowan University

Initiation of Certificate Offerings

Certificate of Undergraduate Study in Construction Management	CIP Code: 52.2001 Construction Management: General
Certificate of Undergraduate Study in Database Fundamentals	CIP Code: 15.1202 Computer/Computer Systems Technology/Technician
Certificate of Undergraduate Study in Intrusion Detection/Prevention	CIP Code: 15.1202 Computer/Computer Systems Technology/Technician
Certificate of Undergraduate Study in Linux Systems Administration	CIP Code: 15.1202 Computer/Computer Systems Technology/Technician
Certificate of Undergraduate Study in Project Management	CIP Code: 52.0211 Project Management
Certificate of Graduate Study in Sustainable Business	CIP Code: 52.0101 Business/Commerce, General

Nomenclature Change

Nomenclature Change from Bachelor of Arts in Health Promotion & Wellness Management to Bachelor of Arts in Wellness Management	CIP Code: 51.0001 Health and Wellness, General

VI. <u>Old Business</u>

A. Stockton University

1. Bachelor of Science (B.S.) in Accounting (CIP 52.0301)

   First Reader: Deborah Preston, Mercer County Community College
   Second Reader: Michael McDonough, Raritan Valley Community College

2. Bachelor of Science (B.S.) in Business Analytics (CIP 30.7102)

   First Reader: Jon Connolly, Sussex County Community College
   Second Reader: David Stout, Brookdale Community College

3. Bachelor of Science (B.S.) in Finance (CIP 52.0801)

   First Reader: Michael McDonough, Raritan Valley Community College
   Second Reader: David Birdsell, Kean University

For each program, the following three items need to be addressed:

1. In Standard 1.6, provide some curricula comparisons to existing programs.

2. In Standard 2, provide New Jersey Department of Labor data.

3. In Section 3.3, the institution should provide an answer to both (a) and (b). The institution is proposing a new program because an existing concentration has never been reviewed by AIC and because you are assigning a new CIP code.

VII. New Business

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New Jersey President's Council
Academic Issues Committee
May 19, 20223
10:00 a.m.

Meeting Notes

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I.   <u>Call to Order/Roll Call</u>
       Not available

II.   <u>Approval of Minutes of the April 10, 2023 Meeting</u>
       Minutes were approved.

III.   <u>AIC Website Update/Thea Olsen (NJEdge)</u>

IV.   <u>Report from the Chair</u>
       No report.

V.   <u>New Programs</u>

       A. Petition

       B. **Atlantic Cape Community College**
           Associate of Science (A.S.) in Physics (CIP 40.0801)

           First Reader: Debi Preston, Mercer County Community College
           Second Reader: Michael McDonough, Raritan Valley Community College

           This proposal was granted conditional approval. The institution needs to address one item:

           Standard 3.3
           The regulation requires that institutions provide an answer to the question of collaboration. In other words, while it may not be possible for Atlantic Cape to collaborate, the proposal needs to provide that answer and a brief (brief) justification. Of course, Atlantic Cape likely has articulation agreements that function as a form of collaboration, and the proposal does identify the need for innovative labs and for new software. Perhaps those are opportunities for future collaborations.

       C. **Montclair State University**
           Bachelor of Science (B.S.) in Business Analytics (CIP 30.7102)

           First Reader: Ellina Chernobilsky, Caldwell University
           Second Reader: Kim O'Halloran, Rutgers, The State University of New Jersey
           This proposal was granted conditional approval.

           Both readers identified several strengths in the proposal: strong teaching faculty, thoughtful transfer pathways for community college students, engaging focus on machine learning, impressive use of labor market data to justify and shape the program, especially strong response to DEI issues, and ability of students to pass "certification" exams throughout the program.

However, the readers also noted two concerns. These items should be addressed in the institution's resubmission:

•the resubmission should make clear how Montclair will use the AACSB standards of accreditation as a framework for continuous program assessment and effectiveness. The readers ask that the resubmission make clear the distinction between conventional or routine annual institutional assessments and those assessments specific to the AACSB program standards. The resubmission does not need to provide a great deal of content here, but a brief description of that continuous assessment.

•on page 8, the proposal suggests that the institution will require an increase in state funding to support the program; on page 6, the narrative suggests that no additional resources are needed. The resubmission should address this contradiction and provide a clear statement that the university does not need any additional state resources to launch and maintain the program. This specific note addresses the standard articulated in 4.1(a).

D. **Rowan University**
   Master of Science (M.S.) in Applied Environmental Science (CIP 03.0201)

   First Reader: Pamela E. Scott-Johnson, Monmouth University
   Second Reader: AmyBeth Glass, Stockton University

   This proposal was approved.

   Master of Science (M.S.) in Clinical Laboratory Science (CIP 51.1005)

   First Reader: Rafael Castilla, Eastwick College
   Second Reader: Linda Scheer, Middlesex College

   This proposal was approved.

   Master of Science (M.S.) in Materials Science & Engineering (CIP 40.1001)

   First Reader: Gary Crosby
Second Reader: Debi Preston, Mercer County Community College

After providing the correct CV for the consultant and after including appropriate program comparisons (Standard 1.6(d)), this proposal was approved.

E. **Thomas Edison State University**
   Doctor of Education (Ed.D.) in Organizational Leadership, Culture, and Change (CIP 52.0213)

   First Reader: Roberta Harvey, Rowan University
   Second Reader: Donna Breault, NJCU

   This proposal was returned to the institution for revision.

   Doctor of Education (Ed.D.) in Professional Studies (CIP 24.0101)

   First Reader: David Birdsell, Kean University

Second Reader: Joanne Cote-Bonanno, Montclair State University

This proposal was returned to the institution for revision.

F. Yeshiva Chemdas Hatorah
Master of Talmudic Studies (TMS) (CIP 38.0207)

First Reader: Donna Breault, NJCU
Second Reader: Michael McDonough, Raritan Valley Community College

This proposal was not reviewed. It will be reviewed at the next AIC meeting.

VI. <u>For Your Information</u>

A. Atlantic Cape Community College

Practical Nursing Certificate (CIP 51.3901, Licensed Practical/Vocational Nurse Training)

B. Berkeley College

Approval of the addition of program options (concentrations) for the following degree programs:

Ten program options (concentrations) for its Bachelor of Business Administration degree in Accounting. The ten new options are as follows:

1. Accounting Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Digital and Social Media (CIP 52.0301)
2. Accounting Bachelor of Business Administration Degree (B.B.A.)with a Concentration in Entrepreneurship (CIP 52.0301)
3. Accounting Bachelor of Business Administration Degree (B.B.A.)with a Concentration in International Business (CIP 52.0301)
4. Accounting Bachelor of Business Administration Degree (B.B.A.)with a Concentration in Artificial Intelligence and Machine Learning (CIP 52.0301)
5. Accounting Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Business Analytics (CIP 52.0301)
6. Accounting Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Project Management (CIP 52.0301)
7. Accounting Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Supply Chain Management (CIP 52.0301)
8. Accounting Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Import/Export Management (CIP 52.0301)
9. Accounting Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Compliance (CIP 52.0301)
10. Accounting Bachelor of Business Administration Degree (B.B.A) with a Concentration in Cyber Security (CIP 52.0301)

Two program options (concentrations) for its Bachelor of Business degree in Management. The two new options are as follows:

1. Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in International Business (CIP 52.0201)
2. Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Compliance (CIP 52.0201)

The addition of eleven program options (concentrations) for its Bachelor of Science degree in Information Technology Management. The eleven new options are as follows:
1. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Digital and Social Media (CIP 11.1099)
2. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Entrepreneurship (CIP 11.1099)
3. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in International Business (CIP 11.1099)
4. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Artificial Intelligence and Machine Learning (CIP 11.1099)
5. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Business Analytics (CIP 11.1099)
6. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Project Management (CIP 11.1099)
7. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Supply Chain Management (CIP 11.1099)
8. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Import/Export Management (CIP 11.1099)

Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Cyber Security (CIP 11.1099)

9.   Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Management Accounting (CIP 11.1099)

10. Information Technology Management Bachelor of Science Degree (B.S.) with a Concentration in Compliance (CIP 11.1099)

The addition of thirteen program options (concentrations) for its Bachelor of Business degree in Fashion Merchandising and Management. The thirteen new options are as follows:

1. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Digital and Social Media (CIP 52.1902)

2. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Entrepreneurship (CIP 52.1902)

3. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in International Business (CIP 52.1902)

4. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A) with a Concentration in Graphic Design (CIP 52.1902)

5. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A) with a Concentration in Artificial Intelligence and Machine Learning (CIP 52.1902)

6. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Business Analytics (CIP 52.1902)

7. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Project Management (CIP 52.1902)

8. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Supply Chain Management (CIP 52.1902)

9. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Import/Export Management (CIP 52.1902)

10. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Information Systems Management (CIP 52.1902)

11. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Human Resources Management (CIP 52.1902)

12. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Management Accounting (CIP 52.1902)

13. Fashion Merchandising and Management Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Compliance (CIP 52.1902)

The addition of twelve program options (concentrations) for its Bachelor of Business degree in General Business. The twelve new options are as follows:

1. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Digital and Social Media (CIP 52.0201)

2. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Entrepreneurship (CIP 52.0201)

3. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in International Business (CIP 52.0201)

4. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Artificial Intelligence and Machine Learning (CIP 52.0201)

5. General Business Bachelor of Business Administration Degree with a Concentration in Business Analytics (B.B.A.), CIP 52.0201

6. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in

Project Management (CIP 52.0201)

7. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Supply Chain Management (CIP 52.0201)

8. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Import/Export Management (CIP 52.0201)

9. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Information Systems Management (CIP 52.0201)
10. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Human Resources Management (CIP 52.0201)
11. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Management Accounting (CIP 52.0201)
12. General Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Compliance (CIP 52.0201)

The addition of thirteen program options (concentrations) for its Bachelor of Business degree in Marketing Communications. The thirteen new options are as follows:

1. Marketing Communications Bachelor of Business Administration Degree (B.B.A) with a Concentration in Digital and Social Media (CIP 52.1401)
2. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Entrepreneurship (CIP 52.1401)
3. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in International Business (CIP 52.1401)
4. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Artificial Intelligence and Machine Learning (CIP 52.1401)
5. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Business Analytics (CIP 52.1401)
6. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Project Management (CIP 52.1401)
7. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Supply Chain Management (CIP 52.1401)
8. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Import/Export Management (CIP 52.1401)
9. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Information Systems Management (CIP 52.1401)
10. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Human Resources Management (CIP 52.1401)
11. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Management Accounting (CIP 52.1401)
12. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Compliance (CIP 52.1401)
13. Marketing Communications Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Graphic Design (CIP 52.1401)

The addition of eleven program options (concentrations) for its Bachelor of Business degree in International Business. The eleven new options are as follows:

1. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Digital and Social Media (CIP 52.1101)
2. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Entrepreneurship (CIP 52.1101)
3. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Artificial Intelligence and Machine Learning (CIP 52.1101)
4. International Business Bachelor of Business Administration Degree (B.B.A) with a Concentration in Business Analytics (CIP 52.1101)

5. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Project Management (CIP 52.1101)

6. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Supply Chain Management (CIP 52.1101)

7. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Import/Export Management (CIP 52.1101)

A. Caldwell University

Change of the number of credits required for the Master of Arts in Counseling with a concentration in School Counseling

B. County College of Morris
Nomenclature Changes
- Associate of Arts Liberal Arts and Sciences: Human Services Option be changed to Associate of Arts Liberal Arts and Sciences: Pre-Social Work Option
- Child Development Associate (CDA) Educational Endorsement Certificate of Achievement be changed to Child Development Associate (CDA) Education Certificate of Achievement
- Associate of Arts Liberal Arts and Sciences Media Studies Journalism Emphasis be changed to Associate of Arts Liberal Arts and Sciences Journalism Option

C. Georgian Court University, The Mercy University of New Jersey
- New Graduate Certificate: Graduate Certificate in Criminal Justice & Human Rights (CIP 43.0104)
- New Graduate Certificate: Post-Master's Graduate Certificate in Applied Behavior Analysis (CIP 42.2814)

D. Montclair State University
- Development of a new graduate certificate program: Harm Reduction Approaches for Substance Use (CIP 51.1501 – Substance Abuse/Addictions Counseling)
- Development of a new undergraduate certificate program: Spanish Language Journalism (CIP 09.0401)

E. New Jersey Institute of Technology
- Graduate Certificate in Climate Change Adaptation and Resilience (CIP 30.3501)

F. Rider University College of Arts and Sciences
Change in Degree Designation

Current Program Title	Actuarial Science
Current Degree Designation	Bachelor of Science in Business Administration or Bachelor of Arts
New Program Title	Actuarial Science
New Degree Designation	Bachelor of Science

G.   Rowan College at Burlington County

I am pleased to submit documents for review and approval pertaining to the establishment of a new 3+1 pathway for students enrolled in Associates of Science (AS) degrees in Business Administration and Construction Management to pursue a Bachelor of Arts (BA) degree in Construction Management from Rowan University (RU). This new 3+1 pathway was developed by Rowan College at Burlington County (RCBC) and approved by its Board of Directors on April 18, 2023.

In accordance with the requirements of the Academic Issues Committee, program documents are being electronically transmitted as follows:

1. A copy of the approved Board Resolution
2. A list of existing 3+1 pathways currently offered by RCBC
3. A brief description of the new Construction Management pathway with a timeline for implementation
4. 3+1 guides that map the recommended course sequence for each of the RCBC AS degrees to the BA in Construction Management from RU

H. Rowan College South Jersey
- Program of study pathway in Data Analytics with approved A.S. Advanced and Continuous Studies Program (CIP 24.0101)

I. Rowan University
Initiation of Certificate Offerings
- Certificate of Undergraduate Study in Database Development (CIP 15.1202 Computer/Computer Systems Technology/Technician)
- Certificate of Undergraduate Study in Clinical Laboratory Science (CIP 51.1005 Clinical Laboratory Science/Medical Technology/Technologist)
- Certificate of Undergraduate Study in Construction Project Management (CIP 52.2002 Construction Project Management)
- Certificate of Undergraduate Study in Construction Leadership (CIP 52.2099 Construction Management, Other)
- Certificate of Graduate Study in Clinical Laboratory Science (CIP 51.1005 Clinical Laboratory Science/Medical Technology/Technologist)
- Certificate of Graduate Study in School Emergency Preparedness and Response Leadership (CIP 43.0302 Crisis/Emergency/Disaster Management)

Initiation of Program Options
- Minor in Foundations of Biomedical Sciences (CIP 26.0102 Biomedical Sciences, General)
- Minor in Homeland Security (CIP 43.0301 Homeland Security)
- Concentration in Illustration within the Bachelor of Fine Arts in Studio Art (CIP 50.0701 Art/Art Studies, General)

J. Stockton University
Stockton University is seeking approval of the following informational items. For your reference, below are the academic programs and their CIP codes:

- Minor in Community Leadership and Social Change (CIP 24.0199)
- Track in Master of Science in Nursing program (CIP 51.3805 Family Nurse Practitioner)

Nomenclature Change:
- from Bachelor of Arts in Business Studies to a Bachelor of Arts in Business Administration (CIP 52.0201)
- Bachelor of Science in Business Studies to a Bachelor of Science in Business Administration (CIP 52.0201)

- from Master of Science in Communication Disorders to Master of Science in Communication Sciences and Disorders (CIP 510203)

- CIP Code changes: Bachelor of Arts in Criminal Justice CIP 45.0401 to 43.0104.
- Master of Arts in Criminal Justice CIP 45.0401 to 43.0104.

K. Sussex County Community College

1. Change in Nomenclature Notification

Please find our documentation concerning a change in nomenclature, changing the name of our A.A.S Graphic Design: 3D Computer Arts Option to **A.A.S Graphic Design: 3D Art and Animation Option**. In support of this, we have included:

- Board Resolution, dated April 25, 2023.

2. Change in Nomenclature Notification

Please find our documentation concerning a change in nomenclature, changing the name of our A.A.S Technical Studies: Robotics Technology Option to **A.A.S Technical Studies: Robotics & Automation Option**. In support of this, we have included:

- Board Resolution, dated April 25, 2023.

3. Request for approval for a new Academic Certificate: Diesel Service Technician.

Degree or Certificate Type	Name of Degree or Certificate	CIP Code
30-credit Academic Certificate	Diesel Service Technician	47.0605

L. The College of New Jersey
The College of New Jersey intends to offer the following new graduate certificates:

- Program Title Graduate Certificate in Diversity, Equity, Inclusion, and Antiracism (CIP 30.2301)
- Postmaster's Certificate in Global Education Leadership (CIP13.0401)
- Graduate Certificate in Health and Risk Communication (CIP 51.2207)

M. Union College

New Certificate of Achievement in Hotel, Restaurant, and Tourism Management (CIP 52.0901)

8. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Information Systems Management (CIP 52.1101)
9. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Human Resources Management (CIP 52.1101)
10. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Management Accounting (CIP 52.1101)
11. International Business Bachelor of Business Administration Degree (B.B.A.) with a Concentration in Compliance (CIP 52.1101)

V. <u>Old Business</u>

    A. **Fairleigh Dickinson University**

        1. Master of Healthcare Administration, CIP 52.2211

        First Reader: David Birdsell, Kean University
        Second Reader: Roberta Harvey, Rowan University

This resubmission was approved.

    B. **Passaic County Community College**

        1. Associate in Applied Science (A.A.S.) in Supply Chain Management (CIP 52.0203)

First Reader: Jon Connolly, Sussex County Community College
Second Reader: Linda Scherr, Middlesex County College

This resubmission was approved.

C. **Rider University**

1. Bachelor of Social Work (B.S.W.) (CIP 44.0701)

   First Reader: Jeffrey Osborn, The College of New Jersey
   Second Reader: Leamor Kahanov, Stockton University

   This resubmission was approved.

D. **Stockton University**

1. Bachelor of Science (B.S.) in Accounting (CIP 52.0301)

   First Reader: Deborah Preston, Mercer County Community College
   Second Reader: Michael McDonough, Raritan Valley Community College

2. Bachelor of Science (B.S.) in Business Analytics (CIP 30.7102)

   First Reader: Jon Connolly, Sussex County Community College
   Second Reader: David Stout, Brookdale Community College

3. Bachelor of Science (B.S.) in Finance (CIP 52.0801)

   First Reader: Michael McDonough, Raritan Valley Community College
   Second Reader: David Birdsell, Kean University

   All three resubmissions were approved.

VI. <u>New Business</u>

New Jersey Presidents' Council
Academic Issues Committee
July 18, 2023
9 a.m. – 11 a.m.
MEETING NOTES

Join Zoom Meeting
https://raritanval-edu.zoom.us/j/86720016940?pwd=OG1JM2FjSkNFaGF6NnJMejE4TTRhQT09

Meeting ID: 867 2001 6940
Passcode: 820430

I.   <u>Call to Order / Roll Call</u>

        Diane Recinos – Berkeley College
        David Stout – Brookdale Community College
        Ellina Chernobilsky – Caldwell University
        David Birdsell – Kean University
        Robert Schreyer – Mercer County Community College
        Linda Scherr – Middlesex College
        Pamela E. Scott-Johnson – Monmouth University
        Joanne Cote-Bonanno – Montclair State University
        Donna Breault – New Jersey City University
        Edwin Hou – New Jersey Institute of Technology
        Brittany Williams Goldstein – Ramapo College
        Michael McDonough – Raritan Valley Community College
        Sheri Pontarollo – Raritan Valley Community College
        Roberta Harvey – Rowan University
        Kim O'Halloran – Rutgers, The State University
        Gary Crosby – Saint Elizabeth University
        Jessica OShaughnessy – Stockton University
        Jeffrey Osborn - TCNJ
        Eric Taylor – OSHE
        Donna Rogalski – OSHE
        Lori Harris-Ransom – OSHE
        Thea Olsen (NJ Transfer)
        Allison Samay - NJPC

II.   <u>Report from the Chair</u>

The Chair offered some very brief comments about the following topics:

•Minutes vs. meeting notes (individual record vs. collection of reader notes)

•Expanding membership

•Consolidating submission email (only one "official" email address)

•2023-2024 AIC Meeting Schedule (Attached)

•OSHE's review of proposals (bullets to chair indicating non-compliance to standard/s).

IV. <u>Review Items</u>

Atlantic Cape Community College

Associate of Science (A.S.) in Physics (CIP 40.0801)

First Reader: Deborah Preston, Mercer County Community College
Second Reader: Michael McDonough, Raritan Valley Community College

The "conditional approval" was revised to "approved."

Yeshiva Chemdas Hatorah

Master of Talmudic Studies (MTS) (CIP 38.0207)

First Reader: Donna Breault, New Jersey City University
Second Reader: Michael McDonough, Raritan Valley Community College

This proposal will be returned to the institution for revision, primarily focused on Standards 1 and 2. The committee chair will send an email detailing those areas of non-compliance and suggesting potential revisions.

Thomas Edison State University

Doctor of Education (Ed.D.) in Organizational Leadership, Culture, and Change

First Reader: Roberta Harvey, Rowan University
Second Reader: Donna Breault, New Jersey City University

This committee provided conditional approval to this proposal. The committee chair will send an email detailing those areas of concern that need revision.

Doctor of Education (Ed.D.) in Professional Studies

First Reader: David Birdsell, Kean University
Second Reader: Joanne Cote-Bonanno, Montclair State University

The committee voted to return this proposal to the institution. The committee chair will provide the institution with a summary of the committee's concerns and suggestions for revision.

V.   For Your Information

A. Sussex County Community College

1. Change in Nomenclature Notification

Please find our documentation concerning a change in nomenclature, changing the name of our A.S. in Advanced & Continuous Studies: Social Science with Crime & Justice Studies to **A.S. in Advanced & Continuous Studies in Social Science**. This change has been requested by Ramapo College, and best reflects the focus of the degree, for completion of the BA in Social Science program at Ramapo.

- Board Resolution, dated May 23, 2023
- An updated sequence sheet reflecting name change

2. Change in Nomenclature Notification

Please find our documentation concerning a change in nomenclature, changing the name of our A.S. in Advanced & Continuous Studies: Business and Global Studies to **A.S. in Advanced & Continuous Studies in Humanities & Global Studies.** This change has been requested by Ramapo College, and best reflects the focus of the degree, for completion of the BA in Humanities and Global Studies program at Ramapo.

- Board Resolution, dated May 23, 2023.
- An updated sequence sheet reflecting name change

3. **Request for approval for a new Academic Certificate: Electrical Lineworker**

Degree or Certificate Type	Name of Degree or Certificate	CIP Code
30-credit Academic Certificate	Electrical Lineworker	46.0303

This 30-credit academic certificate provides individuals with initial skills to build, repair, and maintain power and distribution systems, providing an opportunity to become employed in an entry-level position. Once completed, students have the option to continue their education, and broaden those skills further, by enrolling in our 60-credit A.A.S. Technical Studies: Electrical Lineworker Option.

B. Caldwell University

Caldwell University will be adding two new certificate programs to its portfolio of offerings. The Certificates are:

1. Contemporary Cultural Competence - CIP code 30.230; 18 credits (undergraduate)
2. Palliative Care - CIP code 51.1512; 12 credits (graduate level certificate)

VI. New Business

VII. Updates/Reports

- Licensure Regulations Update (Lori K. Harris-Ransom)
- Website Update (Thea Olsen)

Respectfully submitted,

Mike McDonough