**New Jersey Presidents’ Council**

**Academic Issues Committee**

December 3, 2021 11:00 a.m.

Zoom Link   <https://NJCU.zoom.us/j/96879883694?pwd=d3RwWENTVXo3a1lIZkV1SUFBaUV6Zz09>

Meeting ID: 968 7988 3694, Passcode: 56240788

MINUTES

1. Call to Order / Roll Call

Present by Zoom:

Sue Henderson, AIC Chair – NJCU

Nurdan Aydin – NJCU

Marsha Pollard – Berkeley College

David Stout – Brookdale Community College

Matthew Whelan – Caldwell University

Rafael Castilla – Eastwick College

Chris Capuano – Fairleigh Dickinson University

David Birdsell – Kean University

Linda Scherr – Middlesex County College

Pamela Scott-Johnson – Monmouth University

Kimberly Hollister – Montclair University

Joanne Cote-Bonanno – Montclair University

Basil Baltzis - NJIT

Deborah Preston – Raritan Valley Community College

Roberta Harvey – Rowan University

David Wolcott – Rutgers University

Jon Connolly – Sussex County Community College

Jennifer Palmgren – TCNJ

Jeffrey Osborn - TCNJ

Also present by Zoom:

Jennifer Fitzgerald – NJCU

Allison Samay – NJPC

Eric Taylor - OSHE

Lori Harris-Ransom – OSHE

Donna Rogalski - OSHE

1. Approval of Minutes of the November 5, 2021 Meeting

Dr. Birdsell moved for approval of the minutes of the November 5, 2021 meeting. The motion was seconded by Dr. Baltzis. Minutes were approved.

1. Report from the Chair

This is the last meeting programs will be assessed under the old AIC manual as proposals received after December 31, 2021 must follow new regulations that will be outlined in the new AIC manual. The new manual is expected to be released at the end of December 2021 or beginning of January 2022.

1. New Programs
2. **Caldwell University**
	* + 1. B.S. in Business Analytics, CIP 30.7102

First Reader: David Birdsell, Kean University

Second Reader: Robert Schreyer, Mercer County Community College

Dr. Birdsell stated this degree will provide a central business expertise in virtually any industry that collects, tracks, and uses data. The institution will seek to extend their accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) and will seek their imprimatur upon graduation of their first cohort. Student learning outcomes are aligned with the institution’s, ACBSP, and the degree program. Program evaluation and student learning outcomes assessment are standard. Offices and individuals who will be involved in the evaluation process are denominated. The program is aligned with the institutional strategic plan. It is acknowledged that this will largely transition students who are already voting with their feet from the existing business information systems track in computer science and re-enroll them in this new more focused data analytic track. This may have some implications for enrollment. The proposal cites a surging demand in this area, but there is no reference to a regional expression of those numbers. All of the data presented was national in scope with no attention to NJ, or to the northeastern US. Although five adjacent universities with similar programs are listed, a comparison to the programs was not done. Long term impact is not clear as budgets reflect the first year an expenditure is made, but don’t reflect ongoing expenditures. Salary for the one full time faculty they plan to hire is only accounted for in year one. Salary for the faculty member that will be reassigned to the program is not reflected in the budget. Enrollment is fairly modest and is bundled into the program resources area of the proposal. It is not clear how many students in the projected enrollment represent new major enrollments as opposed to transfers from the institution’s existing programs. The consultant had previous experience in the field, but does not have experience in accreditation of work assessment. The consultant report often recapitulates the proposal. A site visit was not conducted so the consultant did not provide any observation about physical facilities. Much hinges in the report and in the original proposal on a $5 million stem grant designed to provide better access to stem disciplines for Hispanic students the institution has received, but no specific expenditures or specific projects under that broad $5 million umbrella are offered in the proposal or the consultant’s report. The institution’s response to the consultant report often points back to the institution’s general operating procedure rather than anything specific and unique to this program. The proposal could be more robust and more specific to the degree program. Additionally, the proposal could be much clearer with regard to the student flows. Dr. Birdsell recommended sending the proposal back to the institution to obtain a more independent consultant assessment of the program, provide more program specific information with regard to learning qualification of faculty and assessment of the program’s efficacy in the market. In Dr. Schreyer’s absence Dr. Henderson highlighted his report on the program and stated an open question remains regarding the faculty qualifications which are not described. The institution didn’t directly answer the question but clarified they would require a doctoral degree in the field with all other faculty appointments. The institution acknowledged the lack of clarity, but also provided the rationale for why it was written that way. Although more detail is preferred Dr. Schreyer recommended moving the proposal forward to the Presidents’ Council. The AIC voted to send the proposal back to the institution. Dr. Whelan recused.

**ACTION:** The AIC agreed that the proposal be returned to the institution to address the following:

1. Have a consultant perform a site visit and provide a more independent and thorough analysis of the program.

2. Provide program-specific information about the academic and/or professional qualifications expected of full-time faculty expected to teach in the program.

3. Provide regional specification of demand.

* + - 1. B.S. in Communication Sciences and Disorders, CIP 51.0204

First Reader: Jeffrey Osborn, The College of New Jersey

Second Reader: Jon Connolly, Sussex County Community College

Dr. Osborn stated the program aligns well with the institution’s mission and strategic plan. Accreditation will not be sought. While a master's degree and a certification or license is required for employment as a speech language pathologist there are many related fields of employment for those who do not intend to pursue a graduate degree. The curriculum and learning outcomes align with the standards of the American Speech-Language Hearing Association and the American Academy of Audiology. There are five program level goals and multiple methods of assessment are included for each goal. The proposal sites Bureau of Labor statistic projections showing unexpected 25% growth in employment for speech language pathologist 23% of which are in New Jersey. There are new national credentialing processes for assistance that the proposed program will prepare students to meet if they do not go to complete a graduate degree. This program does not appear to be a duplicate of other programs in the state nor does it appear to be over duplicated with regards to student projections. In addition to adjunct faculty members, they plan to hire a half time instructor for the program's first year and convert that position to full time as enrollment rises. Additionally, a second full time instructor will be hired in year four. One of the full time faculty members currently there will serve as a program coordinator and an administrative assistant will be hired to assist with the clinical placements. The consultant found that the proposed sequential hiring and change in status responsible and reasonable. The consultant was highly qualified and provided a thorough report with a few minor modifications which the institution acknowledged and accepted. Additionally, the consultant noted this is the perfect time for this program. Dr. Osborn recommended the program for approval to move forward to the Presidents’ Council. The second reader Dr. Connolly concurred with Dr. Osborn and stated the institution responded well to the consultant’s suggestion that audiology be an alternative pathway. Dr. Connolly seconded the motion to move the proposal forward to the Presidents’ Council. The motion was carried. Dr. Whelan recused.

**ACTION**: The committee recognizes this as an exemplary proposal and suggests sharing it among colleagues.

* + - 1. B.S. in Environmental Science, CIP 03.0104

First Reader: Kimberly Hollister, Montclair State University

Second Reader: Nurdan Aydin, New Jersey City University

Dr. Hollister stated the rationale for the program is outlined well. Program objectives are appropriate for a bachelor’s level program. The learning outcome assessment plan is based on core and major components. Core goals are more robust because they apply to all institution programs, but major specific goals are mapped appropriately to the courses. Though the different types of instruments and assessments were listed, a sample rubric that would help to explain how the institution will evaluate those things moving forward was not included. Connections to the institution’s strategic plan are clearly identified. The need section is a bit sparse. The proposal lists the number of students who take the SAT and state 12% of those students are interested in science based majors. Additionally, the institution predicts that there will be approximately 8% growth and employment in this area. Although nine similar programs are listed in the proposal, a comparison was not done to show how this program will differentiate from them. Cohort sizes seem realistic, but it is not clear how many of those students would be new students into the program. An operational budget for five years of expenses is provided, but there is not much regarding the institution’s commitment to the support the program. One faculty member will be hired the first year and a second will be hired within the next five years. An area of concern is new faculty will be expected to teach existing science courses and develop five new courses which seems like a big load for one person to take on. The consultant was very qualified and provided a report that seemed to indicate there was no connection talking to faculty, students, or administration. The consultant review seemed based solely upon what was in the report. It was reiterated multiple times in the consultant’s report that he was unsure there are enough environmental science courses within the program. The institution responded to the consultant’s recommendations and areas of concern, but many responses could’ve been more specific. The second reader Dr. Aydin concurred with Dr. Hollister and stated while the consultant is very qualified it is not very clear from the attached CV. The consultant reviewed the program in a very holistic way and provided many insightful recommendations, however the institutional responses appear superficial. Both readers agreed to send the proposal back to the institution to address the areas of concern. Dr. Whelan recused.

**ACTION:** The AIC agreed that the proposal be returned to the institution to address the following:

1. Revise and better specify the learning outcomes assessment plan.
2. Provide a more detailed response the curricular concerns raised by the consultant.
	* + 1. B.S. in Exercise Science, CIP 31.0505

First Reader: Roberta Harvey, Rowan University

Second Reader: David Stout, Brookdale Community College

Dr. Harvey stated this program will not be accredited. Program objectives for this program are framed as being aligned to the CIP code definition for exercise science, but there is a significant addition of a focus on the business setting, career readiness, and graduate school preparation. The program is likely to draw students away from existing majors in biology and health science, but these programs better service students preparing for medical and allied health professional. Therefore, the segmentation has a net positive effect for students wishing to pursue non-clinical careers and exercise science. Although not noted on the program checklist, the proposal identifies a site visit date. So it is inferred a virtual site visit took place. The consultant appears appropriately qualified, however the report is almost entirely derivative as it is mostly cut and pasted from the proposal. There is little evidence of an independent analysis. The consultant didn’t make a recommendation regarding approval of the program conditional or otherwise, and the institutional response is cursory stating the comments of the reviewer were all positive. The consultant did make a few comments which the institution should’ve taken serious such as the inability to comment on faculty involvement, research teaching, and scholarship and service because there are no full time exercise faculty at the institution. Additionally, the consultant noted the institution plans to hire an adjunct faculty member to teach courses in the first year of the program and continue hiring as they go along. This needs further explanation as this is a new disciplinary area which appears is being developed without people that have expertise in this area. The institution did not provide an adequate response to the consultant’s concern regarding the proposed space as it does not meet conditions necessary to ensure exercise science labs can be performed adequately to deliver a program of high quality. The proposal acknowledges that there are at least seven existing exercise science programs in the state but doesn't provide a comparative analysis. The learning outcomes plan is not adequate as curriculum objectives and program goals are identified with a rudimentary matrix linking to courses in the major. Assessment methods outline is generic, and the assessment methods for program goals are primarily indirect measures. No learning goals are delineated to show how the curriculum has been designed to achieve the program goals. The second reader Dr. Stout concurred with Dr. Harvey and added institutions must not accept consultant reports that reflect mostly copying and pasting from the proposal. Both readers recommended the proposal be returned to the institution. Dr. Whelan recused.

**ACTION:** The AIC agreed that the proposal be returned to the institution to address the following:

1. Provide a detailed learning outcomes assessment plan
2. The consultant should provide a revised report that includes:
	1. a more detailed analysis of the program proposal
	2. a detailed comment on the revised learning outcomes assessment plan
	3. adequacy of the faculty and facilities
	4. an explicit recommendation noting any conditions for approval
3. Provide a detailed response to the new consultant’s report.
	* + 1. B.S. in Supply Chain Management, CIP 52.0203

First Reader: Basil Baltzis, New Jersey Institute of Technology

Second Reader: David Wolcott, Rutgers University

Dr. Baltzis this program does not require a license but accreditation through Accreditation Council for Business Schools and Programs (ACBSP). As a result of this, student learning outcomes are very defined. The program will be designed using courses that are in the current B.A. program and include six new courses, a capstone, and an internship. The program aligns with the mission and strategic plan. Data shows job opportunities in supply chain are expected to increase by 30% nationwide during the decade of 2020-2030 and in New Jersey the data shows an expected increase of 10% over the decade 2016-2026. Program objectives are categorized to comply with the institution’s liberal arts and science global objective and the ACBSP objectives. Program assessment will follow two approaches which will produce an annual report. Student learning assessments are nicely mapped and include interesting tools such as event evaluations, reaction papers, and oral presentations. Each student learning outcome will be assessed. The institution plans to use a grant from the Department of Education to expand the education opportunities of Hispanic and low income students in the STEM area as well as renovate most labs and teaching facilities. The institution’s affiliation agreement with Essex County College will create a pipeline of students that meet the profile. Enrollment is modest with the intent to start with six students and reach a total of 49 by year five. The size of the program is small, but courses will be able to run due to the demand from students in other programs. There are two faculty members delivering this program and a third will be hired to act as program coordinator and advisor. A Bloomberg Finance Lab will be used to deliver the program. It is not clear whether the program is face to face or online only. Though it is difficult to assess the qualifications of the consultant it is obvious they have a good understanding of the area, market, and what is needed for educating students. Though it is not explicitly stated, it is assumed a virtual site visit was performed as the consultant mentioned he met virtually with people and did not visit the physical facilities. The consultant report recommended minor modifications to which the institution responded to the most critical issues. Although the consultant report doesn’t discuss physical facilities, there is discussion of educational facilities, how the grant will be used, and the Bloomberg Finance Lab in the body of the proposal in terms. Thus, Dr. Baltzis recommended the program for approval to move forward to the Presidents’ Council with a few suggestions to the institution. The second reader Dr. Wolcott concurred with Dr. Baltzis and seconded the motion to move the proposal forward to the Presidents’ Council. The motion was carried. Dr. Whelan recused. Dr. Harvey and Dr. Scott-Johnson abstained.

**ACTION:** The committee recommends the following to strengthen the proposal:

1. Clarify whether the program modality is online or face to face.

2. The consultant provide feedback on the facilities.

1. **Camden County College**
	* + 1. A.A. in Diversity and Social Justice, CIP 45.9999

First Reader: Rafael Castilla, Eastwick College

Second Reader: Linda Scherr, Middlesex County College

Dr. Castilla stated licensure is not required for this program, but the institution will seek accreditation. Students may complete the program face to face or online. The assessment plan indicates a program review is done every five years. The learning outcomes plan reflects an annual review of program learning outcomes. Program learning outcomes are mapped to two core courses, one institutional direction, and one institutional goal. The assessment plan did not consider any other elements in the curriculum. In terms of the relationship to other programs they describe some synergies between them and note the programs will share several courses. A nice explanation centered around social issues that exacerbated social inequality over the past two years described the need for the program. The program also arose from the unmet need for representative curriculum. Labor market data is not cited in the program announcement, but the consultant talks about the needs of the labor market as well as cites a series of jobs that have significant postings in the area. So it is unclear if the version of the proposal submitted to the AIC is the same version the consultant reviewed. It was indicated that there are no similar programs in South Jersey but no mention of whether there are similar programs elsewhere in New Jersey. Student enrollment projections are reasonable. Current full time and adjunct faculty will teach new courses and additional faculty will be hired if necessary. A somewhat perfunctory description of space was provided. The highly qualified consultant conducted three virtual site visits and provided a well written report which contained a few suggested minor changes. An adequate response to the consultant’s suggestions was provided by the institution. Dr. Castilla recommended the program for approval to move forward to the Presidents’ Council with a recommendation to the institution to connect the entirety of the curriculum to the institutional and programmatic learning outcomes. The second reader Dr. Scherr concurred with Dr. Castilla and stated it was an excellent proposal with an insightful consultant report. The institution should strengthen the assessment and add the remaining core courses to the assessment plan. Dr. Scherr seconded the motion to move the proposal forward to the Presidents’ Council. The motion was carried. Dr. Whelan abstained.

**ACTION:** The committee recommends connecting the entirety of the curriculum to the institutional and programmatic learning outcomes.

1. **Rowan University**
	* + 1. Master of Music Education, CIP 13.1312

First Reader: Pamela Scott-Johnson, Monmouth University

Second Reader: Deborah Preston, Raritan Valley Community College

Dr. Scott-Johnson stated the program has an emphasis on diversity and inclusion. The program is offered as a hybrid online program with most courses offered online. The program will be accredited by the National Association of Schools of Music (NASM). Curriculum and courses are designed to meet the needs of the program goals, learning goals, and student learning outcomes. Program goals align with NASM standards. Curriculum includes accreditation standards as well as assessment methodologies. The program is consistent with the institution’s strategic plan. Demand analysis suggests a high potential for access to the program. Enrollment for the program is moderate, but relative to music education. The consultant was highly qualified with strong credentials and recommended full approval of the proposal after finding the proposal to be thorough and appropriately rigorous and relevant to the field of music education. A strong partnership between the Department of Music and School of Education is not evident in the proposal, but is recommended for this program. It is not explicit the degree to which faculty will deliver online and hybrid courses and what their training will be. It is not clear if all the courses already exists or if they will be redesigned. Greater clarification around staffing would enhance the proposal as the current statement states the program will be staffed with adjuncts and faculty will be hired if the demand allows. Dr. Scott-Johnson recommended the program for approval to move forward to the Presidents’ Council with a few suggestions to the institution. The second reader Dr. Preston stated the NASM accreditation will provide additional guardrails that are valuable and thorough. The institution’s explanation that existing full time faculty with doctorates will teach this program and adjuncts may be hired to teach some of the baccalaureate classes. Thus the budget will not take a significant hit at one time and will evolve as the program evolves. The institution responded to the consultant’s report and committed to making some of the suggested changes. Six letters of support were received and a few were from schools with comparable programs. Dr. Preston seconded the motion to move the proposal forward to the Presidents’ Council. The motion was carried. Dr. Harvey recused. Dr. Whelan abstained.

**ACTION:** The committee suggests the following:

1. Provide greater clarification around staffing.
2. Clearly state where training for online will come from.
3. Clarify whether courses are new or already exist.
4. Be more explicit in the relationship between the Department of Music within the College of Performing Arts and the College of Education.
5. For Your Information
6. **Caldwell University**
	* + - Change in Degree Destination **from** B.A. in Psychology **to** B.S. in Psychology, CIP 42.0101
7. **Camden County College**
	* + - Termination of Two Certificates:
				* Certificate in Photonics, CIP 15.0304
				* Certificate in Retail Management, CIP 52.1803
8. **Monmouth University**
* Change in Credits in Graduate Endorsement in School Nursing **from** 22 **to** 23 credit, CIP: 51.3899
1. **Montclair State University**
	* + - Nomenclature Change, **from** B.A. in Fashion Studies **to** B.A. in Fashion Design and Merchandising, CIP 50.0407
			- Nomenclature Change, **from** Certificate in Criminal Forensic Psychology **to** Certificate in Forensic Psychology, CIP 42.2812
2. **The College of New Jersey**
* New Graduate Certificate in Integrative STEM Educational Methods, CIP 13.1399
1. **Thomas Edison State University**
	* + - New Area of Study in Health Studies within the Bachelor of Science, CIP 51.0000
2. Old Business
3. New Business