

New Jersey Presidents' Council

Academic Issues Committee

September 2, 2022 10:00 a.m.

Zoom Link:

<https://raritanval-edu.zoom.us/j/88032866021?pwd=OW9TWHDiRnBaVmRtMjBESzFqZmhDQT09>

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 Oshaughnessy – 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 the 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). In 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-established 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. For Your Information

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.