**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

1. 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.

1. 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.

1. New Programs
2. **Atlantic Cape Community College**
3. 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).

1. **Eastern International College**
2. 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.

1. **New Jersey Center for Teaching & Learning**
2. 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.

1. 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.

1. 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.

1. For Your Information
2. **Berkeley College**

Continuing Education Community Health Work Certificate, CIP 51.0701

1. **County College of Morris**

New Degree Option: AS Computer Science: Date Science (CS-DS), CIP 30.7101

1. **Rowan University**

Initiation of Certificate Offerings

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| 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

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| --- | --- |
| 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

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| --- | --- |
| 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

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| 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 |

1. Old Business
2. **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.

1. **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.

1. **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.

1. **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.

1. **Revised AIC Manual (2022-2023)**
2. New Business