**Licensure Site Visit Evaluation Report**

(Consultants: Please protect this document, allowing only tracked changes, before sending to OSHE)

**Petition from (name of institution):** Click or tap here to enter text.

**Petition is for:** Choose an item.

**Program(s):**

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| Click or tap here to enter text. |

**Date of Report:** Click or tap to enter a date.

**Date of Site Visit:** Click or tap to enter a date.

**Type of Site Visit: On-Ground  Virtual  Hybrid**

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| **Consulting Team Members** (please customize with your degrees, title, current and past positions, etc.)  **Consultant Name and Title:**   |  | | --- | | Click or tap here to enter text. |   **Consultant Name and Title:**   |  | | --- | | Click or tap here to enter text. |   **Accompanied by:**  **New Jersey Office of the Secretary of Higher Education**   |  | | --- | | Click or tap here to enter text. |   **Email:** Click or tap here to enter text. |

*This report represents the views of the consulting team. The content of the report is based on the consulting team’s evaluation of the institution with respect to the New Jersey licensure rules (New Jersey Administrative Code, Title 9A – Higher Education). The report has been prepared for the Office of the Secretary of Higher Education to assist in making a decision upon (insert institution name, reason for petition e.g. licensure, re-licensure, brief description of petition i.e. programs for which institution is seeking approval).*

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| Click or tap here to enter text. |

*in New Jersey.*

*The consulting team’s comments and recommendations are in italics following each requirement, or set of requirements, that was reviewed.*  ***Based on the petition review and on-site visit,*** *the consulting team,*

***Recommends licensure for (specify time frame) Click or tap here to enter text.***

***Does not recommend licensure***

***Recommends re-licensure for (specify time frame) Click or tap here to enter text.***

***Does not recommend re-licensure***

**SUBCHAPTER 1. GENERAL STANDARDS**

**(amendments effective 10/17/2016)**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

**9A:1-1.5 Mission statement and long-range plan**

An institution seeking a license shall develop a long-range plan to attain its goals. Appropriate resources (physical, human, and financial) should undergird the elements of the plan. The plan shall be made available to the Secretary upon the Secretary's request.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-1.6 Organization and administration**

1. The institution shall be organized to provide sufficient administrative, program, and resource support to attain its mission. The roles and responsibilities of administrators, faculty, and staff should be appropriate to its mission and described in writing.
2. From an organizational perspective, effective use of an institution's human, physical, and financial resources requires a critical mass of students in order to demonstrate a need for the institution and to provide the learning environment described in its mission statement.
3. Consistent with the institution's mission, the institution's governing board shall oversee all legal aspects of its operations, set institutional policy, plan for the institution, monitor progress toward fulfilling the mission, and ensure continuous institutional assessment and planning. In addition, the board should develop and maintain policies (by-laws) that specify its own duties, responsibilities, and procedures, as well as its membership, manner of appointment, and terms of office. The board is responsible for selecting the institution's chief executive officer, who leads its administration.
4. Reporting to the governing board, the chief executive officer is responsible for the following:
   1. Administering the governing board's policies;
   2. Providing general educational leadership and promote educational effectiveness;
   3. Maintaining appropriate administrative records;
   4. Establishing academic/administrative regulations and procedures dealing with:
      1. Organizational structure;
      2. Personnel appointments, reappointments, tenure, and promotions;
      3. Salary schedules;
      4. Budgets;
      5. Planning, development, and management of facilities;
      6. Educational programs, academic policies, and research;
      7. Granting of degrees; and
      8. Community service;
   5. Preparing and submitting such reports as the governing board, the Presidents' Council, or the Secretary may request; and
   6. Providing official publications, such as student and faculty handbooks, a catalog, and other related documents or publications, to interested persons at intervals sufficient to ensure currently or information.
5. Each institutional constituency directly concerned with the educational process including, but not limited to, the administration, faculty, staff, and students should have a voice in institutional governance with respect to those issues with which it is appropriately concerned. Such participation should be defined in writing.
6. Statements of institutional principles, policies, and procedures governing topics such as academic integrity and academic freedom should be developed and disseminated widely among the institutional community. These statements should be reviewed periodically, and proper measures should be established to see that they are enforced.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-1.7 Finances**

1. An institution shall continuously ascertain its financial requirements, determine its sources of revenue, plan for current and future needs, and budget its resources accordingly.
2. To qualify for and retain a license, an institution shall demonstrate that it:
   1. Possesses financial resources sufficient to realize its mission over an extended period of time;
   2. Has a long-range financial plan that includes a program for securing gifts, grants, and other appropriate income;
   3. Plans its expenditures by budgeting available resources for specific institutional purposes; and
   4. Maintains adequate financial records that are audited annually by an independent certified public accountant in accordance with generally accepted auditing standards promulgated by the American Institute of Certified Public Accountants for colleges and universities.
3. Each licensed New Jersey institution shall furnish annually to the Secretary a copy of its audited financial statement and management letter(s) (if issued) on or before December 31 of each year. An out-of-State institution licensed to offer college credit-bearing courses or academic degree programs in the State shall furnish to the Secretary a copy of its audited financial statement and management letter(s) upon request of the Secretary.
4. Each licensed institution also shall carry insurance or provide for self-insurance to maintain the solvency of the institution in case of loss by fire or other causes, to protect the institution in instances of personal and public liability, and to ensure the continuity of the institution.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-1.8 Faculty**

1. The institution shall document and maintain appropriate records attesting to faculty qualifications, performance, and achievements. It should define clearly and disseminate the criteria and the process for promotion.
2. The majority of all full-time faculty, part-time faculty, and adjunct faculty at an institution offering only the associate degree shall have at least a master's degree in the field in which they are appointed, if such a qualification exists (recognizing that some technical/occupational specialties offer no such degree), or an equivalent qualification in the field in which they are appointed.
3. The majority of all full-time faculty, part-time faculty, and adjunct faculty who are teaching in baccalaureate degree programs shall have the doctorate or an equivalent qualification in the field in which they are appointed.
4. Full-time and part-time faculty teaching in graduate programs shall have earned the doctorate or an equivalent qualification in the field in which they are appointed. They shall engage in an active pattern of professional productivity including, but not limited to, instruction, advisement, research, peer- reviewed publication, authorship, editorial services, creative work, artistic production, patents, applied research, service to professional associations and organizations, program design, and/or the scholarship of instruction.
5. Adjunct faculty shall possess the same qualifications as full-time and part-time faculty. Adjunct faculty shall be academically qualified to teach all courses to which they are assigned. When appropriate in the judgment of the institution, compensating preparation or experience may be taken into account in judging whether an adjunct instructor is academically qualified to teach a particular course.
6. Regardless of the specific nature of an academic appointment, be it initial, multi-year, temporary, or permanent, the principle of academic freedom shall apply to all faculty, including adjunct faculty, for it is only through academic freedom that ideas and data can be explored without prejudice. An institution shall promulgate a statement concerning the academic freedom of faculty members that should include a statement supporting the following principles:
   1. Freedom in research and publication where these activities do not interfere with adequate performance of academic duties;
   2. Freedom in the classroom to discuss controversial issues pertinent to the discipline; and
   3. Retention of all rights as a citizen to free speech and publication. Such rights are not, as such, subject to institutional censorship or discipline.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-1.9 Library**

1. Qualified library professionals, librarians, and support personnel in numbers sufficient to serve the needs of students and faculty shall staff the institution's library. Every institution, regardless of enrollment or number of academic offerings, shall provide access to at least one qualified library professional with the exception of institutions with a specialty mission. Institutions with a specialty mission shall provide access to a qualified library professional, a librarian, or an individual qualified by way of disciplinary expertise (for example, an earned doctorate, extensive study in the discipline, demonstrated scholarly production, etc.).
2. An institution shall demonstrate the development and maintenance of a collection that reflects and supports the curriculum.
3. There shall be a program for continuous acquisition of materials including books, journals, databases, and other instructional materials.
4. An institution shall catalog and maintain all library holdings appropriately, including providing a protective environment for its physical library material that adequately protects the collection from deterioration and damage.
5. An institution shall provide clear and consistent access to electronic resources.
6. An institution shall document the existence of a plan to assess and document effective use of library resources by students and faculty.
7. An institution should utilize library representatives in the curriculum development process to inform the administration of the library's ability to offer adequate support for materials and library education.
8. An institution may enter into contract with another library or libraries for the provision of collections and services, physical or virtual. Institutions shall demonstrate that the collections are appropriate for the curriculum of the institution, that students have convenient access to contracted library services, that there is adequate library instruction provided to students to use effectively the services of the contracted library, and that there are qualified library professionals or librarians available to assist students. The institution shall retain full responsibility for adequacy of resources available to students. Institutions are encouraged to participate in appropriate consortia that allow them to expand and more effectively deliver information resources and services.
9. An institution shall have in place a plan that articulates how students will obtain information literacy skills as they progress through the curriculum. The plan shall identify outcomes for information literacy skill development, and how those outcomes are measured and assessed.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-1.10 Students and student services**

1. An institution shall have a clearly defined admissions policy appropriate to its mission and shall admit students whose educational interests and abilities qualify them to pursue a program offered by the institution.
2. An institution shall provide adequate student support, financial aid services, and facilities to help students succeed and shall maintain accurate records of each student's academic progress.
3. An institution shall maintain transcripts for all students and shall provide to all students who request them, transcripts showing dates of attendance and academic performance.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-1.11 Physical facilities**

1. Physical facilities shall be adequate for an institution to fulfill its mission. The institution’s facilities provide the context in which teaching and learning take place; it is, therefore, critical that this setting be maximally conducive to fostering productive scholarship. Such facilities generally include, but are not limited to, instructional buildings, laboratories, residence halls, student activity centers, recreational/athletic centers, administrative offices, library/learning resource centers, computing centers, and support service centers.
2. The institution shall ensure that the physical facilities are safely maintained and are sufficient in quality, size, and number to accommodate students, faculty, and staff; it shall provide adequately equipped laboratories as required for effective instruction and learning.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-1.12 Official publications**

1. All information released by an institution shall be true and accurate.
2. An institution's official catalog sets forth the responsibilities of both the student and the institution. As the nature of these responsibilities is subject to frequent change, official catalogs shall be printed or electronically updated at intervals sufficient to ensure currency of information and in quantities sufficient to supply interested persons.
3. An institution shall either include the following information in its official catalogs or provide a current web address in its official catalogs for where the information is located on the institution's website:
   1. A statement of institutional mission;
   2. Statements of institutional and programmatic accreditation;
   3. Lists of faculty and administrative officers, including their earned degrees;
   4. Complete curricular information, including course descriptions and the grading system;
   5. Requirements for admission, transfer, and graduation;
   6. Policies for awarding degree credit and policies on academic progress, academic standing, and withdrawal;
   7. Descriptions of facilities and of available student support services;
   8. Student costs, including an itemized listing of all mandatory fees charged to students, as well as refund and financial aid policies;
   9. An academic calendar;
   10. A list of members of the governing board; and
   11. A description of rules and regulations regarding students if not described in other publications available to students.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**SUBCHAPTER 2. DEGREE STANDARDS AND PROGRAMMATIC MISSION (amendments effective 03/07/2022)**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

**9A:1-2.1 General program standards**

1. An institution's overall curriculum shall reflect and support the mission of the institution.
2. The academic year shall be determined by the institution's governing board.
3. A semester credit hour shall not be counted on an hour-for-hour basis for library, independent-study, laboratory, or physical education activities. A semester credit hour is not required to be counted on an hour-for-hour basis for distance learning or blended (or hybrid) learning.
4. Credit courses offered by a college in conjunction with or under contract with a noncollegiate organization shall meet the same requirements the college applies to its own courses with respect to quality, course content, class attendance and participation, student evaluation, etc. The standards presented at N.J.A.C. 9A:1-6.3, dealing with off-campus sites at which credit courses are offered by a college in conjunction with or under contract with a noncollegiate organization, shall apply to such courses offered at the principal campus.
5. The rigor of all college credit-bearing courses shall be substantially the same, regardless of the type of educational delivery mode, as demonstrated by the institution through various forms of evidence. Such evidence shall include, but not be limited to, at least two of the following: syllabi, documented faculty interaction with students, learning outcomes, documented units of curricular material, and other documentation which objectively demonstrates the amount of time and/or the level of rigor necessary to complete the coursework.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**NOTE:** Consultants, please indicate in the comment field if the mission level is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

**9A:1-2.2 Undergraduate education**

At the undergraduate level, educational programs should impart critical thinking and analytical skills and expose students to both general education and more technical concepts.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.3 Associate degree programs**

1. Each educational program leading to an associate degree shall consist of college courses totaling at least 60 but not more than 66 semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the institution. The 66-credit-hour maximum may be exceeded when required for licensure or accreditation by a recognized agency or for student transfer to full junior status.
2. The associate in arts (A.A.) degree nomenclature is appropriate for programs in the liberal arts, humanities, or fine and performing arts; such programs are transfer- oriented. For A.A. degrees, general education courses should total no fewer than 33 semester credit hours or the equivalent.
3. The associate in science (A.S.) degree nomenclature is appropriate for programs in mathematics, the sciences, business, or in allied health fields if the program is intended as prebaccalaureate work; such programs are transfer-oriented. General education courses for the A.S. degree should total no fewer than 30 semester credit hours or the equivalent.
4. The associate in applied science (A.A.S.) degree nomenclature is appropriate for programs that emphasize career preparation in the applied arts and sciences, typically at the technical or semiprofessional level. Such programs are designed to prepare students for job entry at completion of the program, notwithstanding any articulation agreements with four-year programs that may be in effect for a particular A.A.S. program. General education courses shall total no fewer than 20 semester credit hours or the equivalent.
5. Specialized associate degree programs, such as Associate in Fine Arts (A.F.A) and A.S. in Nursing, shall normally require no fewer than 20 semester credit hours or the equivalent in general education courses.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.4 Baccalaureate degree programs**

1. Each educational program leading to a baccalaureate degree shall consist of college courses totaling at least 120 semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the institution.
2. Approximately half of the required minimum of 120 credits shall be in general education, and the other half shall be in the major and/or in courses necessary to fulfill requirements for the degree.
3. In specialized programs, such as Bachelor of Business Administration (B.B.A), Bachelor of Fine Arts (B.F.A.), and Bachelor of Music (B.Mus.), and in programs in the regulated professions, major courses may exceed half of the total required for the degree.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.5 Graduate education**

1. The scope of an institution's graduate curriculum shall closely reflect and support its mission. Graduate education presupposes advanced study beyond the undergraduate curriculum in terms of rigor, expectations of scholarship, curricular depth, and exercise of independent thought.
2. To fulfill such expectations, an institution's governing board shall demonstrate a continuing commitment of institutional funds for its graduate programs, particularly for the associated faculty and student research activity. Support for graduate programs should be derived from the general applicable resources of the institution, as well as from tuition and fees paid by students in the programs.
3. Beyond the needs of the undergraduate college, a graduate school shall have, for each program, a variety and depth of specialized materials available either on the campus or through electronic means, or through some combination of both on-campus and electronic access. A library that supports a graduate program shall provide an adequate and current base for research activities. A library in support of a graduate program also shall provide access to a qualified library professional to provide consultation, research expertise, and support for faculty in curriculum matters.
4. Existing graduate programs shall be reviewed periodically by the institutions themselves and, insofar as possible, cooperatively with regional and professional accrediting agencies.
5. The objectives of every graduate or graduate professional program shall be clearly defined and stated. The work in such programs shall be beyond the baccalaureate level in intellectual demand, and a substantial part of it shall be in courses designed explicitly for graduate students, although exceptionally well-qualified undergraduates occasionally may be admitted.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.6 Master’s degree programs**

1. A master’s degree requires at least 30 credits of graduate study or its equivalent.
2. Master’s degree programs should be distinguishable by their primary objectives as belonging to one of two general types: disciplinary or professional. The degree awarded to students completing disciplinary programs should be master of arts or master of science, with the discipline named (for example, master of arts in English literature, master of science in engineering). In professional programs, the degree should be appropriately specific (for example, master of library science, master of business administration, master of education, master of social work). The determining criterion is the objective that the program is designed to serve. The two types are further distinguished as follows:
   1. Disciplinary type: A disciplinary master’s degree entails advanced study and exploration in a particular academic discipline (for example, history, physics, engineering science, or musicology). The primary objective is increased knowledge of the subject, rather than its application to professional use. The majority of the degree credit awarded in programs of this type shall be at the advanced level in the principal field. Credit toward this type of master’s degree shall not be given for introductory or elementary courses in the field.
   2. Professional type: A master’s degree program of the professional type consists of advanced study to extend and apply previous study to practice in such fields as engineering, law, applied music, pastoral ministry, or teaching; some such subjects may lend themselves also to disciplinary programs. Professional master’s programs should be complete in themselves, although they may in some circumstances also be adaptable to preparation for a research or professional doctorate. A limited amount of introductory work in the field may have an appropriate place, especially in first-level professional programs.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.7 Specialist programs**

1. Institutions may organize programs of graduate work beyond the master’s level that lead not to doctorates but to specialist degrees (such as the Ed.S.) or to comparable certificates. Such programs shall be composed of more advanced coursework than is required for the master’s, shall perform definable functions, and shall not be merely continuations of courses beyond the master’s. They shall possess a definite philosophy, purpose, design, and sequence and be self- contained and terminal in nature. A comprehensive examination should be required.
2. Students admitted to specialist programs in education shall have master’s degrees in the same field as that of the certificate. Students with master’s degrees in unrelated fields shall complete preliminary coursework or demonstrate equivalent knowledge acquired through work experience.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.8 Doctoral degree programs**

1. Programs leading to doctoral degrees shall represent three or more years of full-time study and research beyond the baccalaureate or the equivalent thereof in part-time work.
2. Programs leading to a doctor of philosophy degree shall be oriented toward original research.
3. Professional doctorates usually are oriented toward increased professional competence. The requirements for a professional degree should include either a research thesis or a project involving the solution of a substantial problem of professional interest.
4. For each doctoral program, an institution shall demonstrate that:
   1. The program has clear educational objectives and its requirements are appropriate for the nature of the doctorate;
   2. It is supported by related studies and research in ancillary fields;
   3. Its faculty or other academic professionals are recognized beyond the bounds of the institution as possessing professional qualifications and research or scholarly achievements sufficient to support the program;
   4. It possesses adequate library holdings, laboratory space, research facilities, and other necessary resources; and It has committed the necessary resources for instruction, advisement, thesis supervision, and research guidance.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.11 Sufficient academic quality**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

1. Evaluate proposals for new academic degree programs for sufficiency of academic quality based on the following criteria:
   1. The status of the institution's State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education;
   2. Appropriately qualified faculty, instructors, staff instructors, and/or administrators;
   3. A plan for the dedication of sufficient resources, including human resources, to implement and maintain the program;
   4. Clearly stated program objectives that are related to the institutional mission, strategic plan, and, where appropriate, to the careers, professions, or practices into which graduates of the program are expected to enter;
   5. Appropriate student learning outcomes that incorporate:
      1. Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum; **and**
      2. A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition;
   6. Evidence of program rigor in the curriculum. To demonstrate rigor in the curriculum, institutions **shall provide** the following in the proposal:
      1. Program outcomes detailing what students will be able to demonstrate at completion of the curriculum;
      2. Planned curriculum with course descriptions, including a plan to provide students access to faculty, instructors, and/or staff; **and**
      3. Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available;
   7. Evidence of employer input in the development of the new program, where appropriate, which may include:
      1. Participation of employers on advisory committees;
      2. Letter of support from a chamber of commerce demonstrating the need and desire for the program;
      3. Summary of employer or professional association feedback on the new program proposal and institution's response to the feedback;
      4. Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program;
      5. Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal;
      6. Plan to ensure continued partnership with employers in the field for the new program proposed; and/or
      7. Other documentation of direct employer or industry participation in the design of the program;
   8. Evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, which may include:
      1. A program equity statement for the program/field that is supported by evidence of an institution's demonstrated commitment to and valuing of diversity, equity, and inclusion. Evidence may include, but is not limited to, equitable enrollment and employment outcomes for historically underrepresented groups;
      2. A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes; and/or
      3. A plan to provide student services and accommodations to support equitable program completion outcomes; and
   9. A plan for continuous review and improvement of the new academic program. Such plan **shall include** the following:
      1. The primary activities within the program that are to be reviewed, including how the program will adapt for new technology and developments within the field;
      2. Regularly scheduled time periods/intervals for review;
      3. Metrics for program monitoring and guidance for how the institution will course correct, if needed; **and/or**
      4. Input by students, field experts, and external reviewers in program review processes.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.12 Sufficient labor market demand**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

1. Evaluate proposals for new academic degree programs for sufficiency of labor market demand based on the following criteria:
   1. A program proposal shall be deemed to have shown sufficient labor market demand for the program when the following apply:
      1. The Classification of Instructional Programs (CIP) number for the program is mapped to a single occupation or set of occupations listed in the Standard Occupational Classification (SOC) as set forth in the 2020 CIP-SOC Crosswalk created by the Bureau of Labor Statistics and the National Center for Education Statistics, which is incorporated herein by reference, as amended and supplemented, and available at nces.ed.gov/Ipeds/cipcode/Files/CIP2020\_SOC2018\_Crosswalk.xlsx; **and**
      2. The proposal contains evidence of substantial labor market demand for the occupation or occupations that are mapped to the program, as supported by documentation of demand from the New Jersey Department of Labor and Workforce Development.

**OR – IF BOTH BOXES NOT CHECKED ABOVE, THEN …**

* 1. A program proposal that does not meet the criteria at (a)1 above **shall provide** **evidence for one or more** of the criteria listed in this paragraph:
     1. Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter;
     2. Evidence that the current number of graduates from existing programs at other institutions in the State will not be adequate to meet the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
     3. Evidence that the current profile of graduates from existing programs is not in accordance with the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
     4. Evidence of substantial employer engagement, which may include, but is not limited to, program appraisal, program partnerships, and opportunities to review and comment on the program, in the development of program curriculum; or
     5. Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.

**BUT, IF NO BOXES CHECKED ABOVE, THEN …..**

1. Sufficient labor market demand may exist for a program proposal that does not meet either set of criteria at (a) above, if it is determined that:
   1. There are insufficient data available to assess the program according to the criteria at (a) above;
   2. There is sufficient evidence of preparation for a career, profession, or practice through the program; **and**
   3. A majority of graduates from the program are reasonably likely to obtain employment, including self-employment, in the careers, professions, or practices indicated in the program proposal within 12 months of:
      1. Graduation from the program; or
      2. The receipt of a terminal degree in a program sequence that includes the proposed program.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.13 Duplication with comparable programs**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

1. A proposal for a new academic degree program that is for an academic degree program that is currently offered by other institutions in the State at the same degree level and in the same academic discipline shall include a listing of all currently offered programs at the same degree level and in the same academic discipline.

**IF A LISTING IS PROVIDED, THEN …..**

1. Where a listing pursuant to (a) above is present, evaluate the proposal for excessive duplication with comparable programs and determine whether the proposal includes:
   1. Evidence of a relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus; **and**
   2. Evidence that a collaborative approach with another institution of higher education that currently offers the program per the listing included with the proposal pursuant to (a) above, including, but not limited to, articulation agreements and joint degree programs, would not be cost effective or a feasible alternative to offering the proposed academic degree program.

**IF 1 AND 2 ABOVE ARE BOTH NOT CHECKED, THEN …….**

1. If a program proposal meets the requirements at (b) above, then determine whether the program is in the best interests of the State through a determination as to whether **one or more** of the following have been demonstrated:
   1. Evidence of significant instructional differentiation from currently offered programs at other institutions in the State that are at the same degree level and in the same academic discipline;
   2. Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline;
   3. Evidence of projected sustainable cost savings for students compared with the cost of currently offered programs at the same degree level and in the same academic discipline; and
   4. Evidence of student and community demand at the institution and in the region for the program, including, but not limited to, evidence that shows demand through:
      1. Surveys or interviews of current students, faculty, and staff at the institution;
      2. Surveys or interviews of elected officials or other members of the institution's local community;
      3. Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions; and
      4. Data on State and/or regional enrollment trends.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-2.14 Additional state resources**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

1. Evaluate proposals for new academic degree programs for whether significant additional State resources are required based on the following information:
   1. The total of the projected budget for the proposed academic program that would be supported by either direct State support and/or indirect State support, including, but not limited to, State student assistance grant and scholarship programs;
   2. The projected increase in direct State support to the institution due to the proposed academic program;
   3. The projected increase in indirect State support to the institution due to the proposed academic program;
   4. Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution; **and**
   5. The anticipated length of time that any projected increases in State support would be required for the program.

**IF SIGNIFICANT ADDITIONAL STATE RESOURCES ARE REQUIRED, THEN ……..**

1. When it has ‘been determined that a new academic program does require significant additional State resources, evaluate the proposal to determine whether the significant additional State resources would be unduly expensive to the State, based on the following information:
   1. Evidence that the proposed academic program will:
      1. Offset continued State support for the program through sustained increases to State revenue and any additional economic impact to the State generated by the program; and/or
      2. Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program; and
   2. The institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**SUBCHAPTER 4. PROPRIETARY INSTITUTIONS**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

**9A:1-4.4 Minimum library requirements**

1. A proprietary institution offering a degree shall have a library collection of sufficient size and composition to meet program objectives and to support high-quality instruction and, where appropriate, research.
2. The library collection shall be kept up to date.
3. The library shall have qualified library professional(s), librarian(s), and support personnel in numbers sufficient to serve the needs of students and faculty.
4. Proprietary institutions are held to the standards in N.J.A.C. 9A:1-1.9 (a)-(i).

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-4.5 Governing board**

1. The governing board shall have a portion of its membership drawn from the general public and/or the academic community and be of sufficient size to provide for appropriate committee membership.
2. As is the case in nonprofit institutions of higher education, public members should be appointed for specified terms of office.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**9A:1-4.6 Faculty**

1. Undergraduate faculty shall normally have teaching loads not to exceed the equivalent of 15 semester credit hours; graduate faculty shall normally have teaching loads not to exceed the equivalent of nine semester credit hours.
2. Workload credit shall normally be granted to faculty involved in heavy administrative, advisory, or committee assignments.
3. The institution shall promulgate a statement concerning the academic freedom of faculty members that should include statements supporting the following principles:
   1. Freedom in research and publication where these activities do not interfere with adequate performance of academic duties;
   2. Freedom in the classroom to discuss controversial issues pertinent to the discipline; and
   3. Retention of all rights as a citizen to free speech and publication. Such rights are not, as such, subject to institutional censorship or discipline.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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**SUBCHAPTER 5. OUT-OF-STATE INSTITUTIONS**

**NOTE:** Consultants, please indicate in the comment field if the requirement is “not applicable”. If “applicable”, in addition to providing comments and/or recommendations, check off boxes next to requirements as “met” or leave blank if not met or “not applicable”. For all unchecked boxes, please indicate whether “not met” or “not applicable” in the comment field.

**9A:1-5.2 Petitions from institutions**

1. The petition shall contain:
   1. The accreditation status of the institution;
   2. A mission statement that defines the scope, purpose, and basic tenets of the institution;
   3. Information equivalent to the annual summary sheet required by the regional and/or national institutional accrediting association for the institution;
   4. The institution's financial statements and management letter(s) (if issued) (prepared by independent auditors) for each of the last three years;
   5. Information on the qualifications of prospective faculty for the proposed New Jersey offering(s);
   6. A description of the selection and review process for faculty teaching in New Jersey;
   7. A catalog and other data that the institution recognizes as appropriate; and
   8. Other information that the Secretary specifically requests.

*The institution meets the requirements of this rule*

*The institution does not meet the requirements of this rule*

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