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| New Jersey State Seal | **new jersey office of the secretary of higher education** | **academic issues committee of the new jersey presidents’ council** | Logo  Description automatically generated |

**STANDARDS FOR NEW ACADEMIC DEGREE PROGRAMS**

**FORM FOR INSTITUTIONS SUBMITTING PROPOSALS**

**Introduction to the Standards:** The standards for new academic degree program review are based on the regulations in New Jersey Administrative Code (N.J.A.C.) Title 9A – Higher Education, specifically N.J.A.C. 9A:1-2.10 through 2.14. As appropriate, required and recommended forms of evidence of fulfillment of the standards are described in this document. *Recommended elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals.*

The four standards as defined in the regulations are:

1. Sufficient academic quality
2. Sufficient evidence of labor market demand for the program
3. Duplication with comparable programs of study in the State
4. Whether the proposed new program will require significant additional State resources

**Instructions for this Form:** This fillable form is designed to provide institutions with a clear outline of all items specified in the new academic degree program regulations. All institutions must complete this form, attach any supplemental documents at the end of the form, and submit this information to the Academic Issues Committee (AIC) with the complete proposal. When completing the form, all information related to each element should be entered into the text box (space) provided. This would include all narratives, citations, footnotes, graphics, charts, rubrics, and/or tables, as applicable. If items cannot appropriately fit in the text box, adding appendices is acceptable, however answering each element in the text box (space) provided is the preferred method. Pleaserefrain from including any hyperlinks that would link to any of the above-mentioned items, unless absolutely necessary.

The following elements of each standard are required and should be clearly presented by the institution to aid in the evaluation by the external consultant and the Academic Issues Committee. Proposals are evaluated on the basis of evidence of meeting each of the standards*.* Should an item not apply, please answer “N/A”. *Elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals, and though not required, are highly encouraged****.*** For select items, additional guidance is provided in parentheses to further assist institutions with developing a quality new academic degree program proposal.

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| **Institution** | William Paterson University |
| **New Academic Degree Program Title** | Click or tap here to enter text. |
| **Degree Designation** | Click or tap here to enter text. |
| **Degree Abbreviation** | Click or tap here to enter text. |
| **CIP Code** | Consult with Associate Provost |

**STANDARD 1**

**SUFFICIENT ACADEMIC QUALITY**

N.J.A.C. 9A:1-2.11

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|  | 1. Provide the status of the institution’s State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education.   Accreditation last reaffirmed by the Middle States Commission on Higher Education in 2021; the next self-study evaluation is due 2028-2029. Additional accreditation information can be found at: <https://www.wpunj.edu/about-us/consumer-information.html> | |
|  | 1. Provide evidence of appropriately qualified faculty, instructors, staff instructors and/or administrators.   *Additional evidence may include, as applicable, other academic units within or outside the institution (e.g., clinical sites) to provide educational services to the program and the commitment of those units is consistent with offering a program of quality in the field.*  *Include a brief bio (1 paragraph each) on the key faculty/staff who will deliver/support this program. Focus on qualifications relevant to the proposed curriculum. If you have regular adjuncts with professional expertise relevant to the proposed curriculum, you can include them as well.* | |
|  | 1. Provide a plan for the dedication of sufficient resources, including human resources, to implement and maintain the program.   *Such resources may include library holdings and other library resources, technology, specialized facilities and equipment (laboratory or otherwise), and/or other needed resources, as applicable.*  *List specific space, equipment, library, software, etc., that will support the program. Indicate here whether current faculty will be sufficient to deliver the program. If new faculty resources are needed, these must be accounted for later on in the program budget. At this point, you would describe the position(s) needed, including whether FT or adjunct, and state that these will be funded based on meeting enrollment targets. If new equipment/supplies are needed, describe here. These need to be accounted for later on in the program budget; in this section you must state that new equipment and supplies will be funded based on meeting enrollment targets.* | |
|  | 1. Provide 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.   *Consider including a plan for student enrollment which may include an appropriate recruitment strategy, appropriate admissions requirements, a plan for transfer students, articulation agreements and/or provisions for part-time enrollment, as applicable.*  *List the program objectives and then describe how each supports at least one of the following: University mission, strategic plan, and/or preparation for specific careers, professions or practices.*  *Then discuss how students will be recruited for the program. You can reference standard admissions recruitment strategies but should also include any additional strategies the department will use or suggest for this specific program. Describe in this section any special admission requirements; if there are no special requirements, it is OK to say students will be admitted based on university-wide standards.*  *If there are any articulation agreements with other colleges and universities that exist or will be developed, describe that here. If this is a graduate program, are there any majors at WP that will prepare students for the proposed program. Will these students be allowed to take graduate courses as part of their undergraduate degree? If this is an undergraduate program, does the program help prepare students for graduate study?*  *Describe whether/how the proposed program is designed to allow transfer students, part time students, adult students and other non-traditional learners.* | |
|  | 1. Provide appropriate student learning outcomes, in the form of a table, that incorporate: | |
|  | * 1. Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum;   **AND** |
|  |  | * 1. A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition.   *It is recommended that institutions provide a representative variety of assessments and rubrics to demonstrate quality of the curriculum for the new academic degree program. It may not be necessary to include multiple assessments and rubrics that are duplicative of content; however, institutions may find it beneficial to note such duplication in the curriculum within their narrative.*  *It is best to address this section with a table showing the student learning outcomes, what course(s) students will take to address each SLO and what types of assessments will be used. Make sure there are a variety of assessments used and that the assessment is appropriate for the SLO. Provide two or three samples of assessments and rubrics to show how the SLOs will be assessed. Rubrics can be references here and attached as an appendix.* |
|  | 1. Provide evidence of program rigor in the curriculum with information that displays **all of the following**: | |
|  | * 1. Program outcomes detailing what students will be able to demonstrate at completion of the curriculum;   *This may include, if applicable, adequate program options and/or other opportunities for students, as well as fulfillment of curriculum certification and/or accreditation standards* |
|  |  | * 1. Planned curriculum with course descriptions;   *This can be enhanced by providing a program map outlining course sequencing by semester; supplementary information that may include credit values including hours per week and how many weeks per term; credit distribution and nature of required, elective, and research courses; mode of instruction; and/or a detailed curriculum that represents a suitable approach to professional study in the field, as applicable.*  *It is preferred that institutions include a comprehensive list of all course descriptions for the proposed new academic degree program. However, institutions may consider including a sampling of the general education and elective courses outlined in the new academic degree program to demonstrate evidence of program rigor in the curriculum.* |
|  |  | * 1. A plan to provide students access to faculty, instructors and/or staff;   **AND** |
|  |  | * 1. Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available.   *It is recommended that institutions review other similarly designed programs both in and out of New Jersey to meet the standard. Please note, institutions DO NOT address duplication in this standard.*  *For A, it is helpful to indicate for each listed program outcome how this supports career preparation, specific employment opportunities, certification and/or accreditation standards.*  *For B, Provide the curriculum requirements, electives and options. Include credit hours for each course, as well as a total for the program. Include sample work plans to show how students will complete the program within a specified length of time. Especially for graduate programs, it is helpful to include full time and part time examples.*  *It is best practice in designing academic programs to minimize the number of elective choices. Make sure that you only include courses that can be delivered within the time for completion of a graduate degree; for undergraduate programs, the department must be able to deliver each elective at least once every two years.*  *Provide a list of required and elective courses that will be used in the program, each with a catalog description.*  *For C, discuss how students engage with faculty. This can be a description of office hour expectations for faculty; be sure to include student’s ability to schedule appointments through Navigate; for online programs, makes sure you refer to online office hours; if your department offers other opportunities for students to engage with faculty (seminars, social events, clubs, etc.) that may be included.*  *For D, Compare the proposed curriculum with 3 to 5 similar programs at other colleges and universities. This may be done in the form of a table. Demonstrate by this comparison that the proposed curriculum provides similar rigor, depth and breadth with competitive programs. Although you will address duplication in a different section, is helpful in this section to identify places where the proposed curriculum differs from the model programs and explain why that strengthens the proposal. If the program will be accredited, you should also demonstrate in this section that the proposed programs meets accreditation requirements.* |
|  | 1. Provide evidence of employer input in the development of the new program, where appropriate, **which may include one or more of the following:** | |
|  | * 1. Participation of employers on advisory committees; |
|  |  | * 1. Letter of support from a chamber of commerce demonstrating the need and desire for the program; |
|  |  | * 1. Summary of employer or professional association feedback on the new program proposal and institution’s response to the feedback; |
|  |  | * 1. Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program; |
|  |  | * 1. Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal; |
|  |  | * 1. A plan to ensure continued partnership with employers in the field for the new program proposed;   **AND/OR** |
|  |  | * 1. Other documentation of direct employer or industry participation in the design of the program.   ***This is one of the most important sections when it comes to review at the state level.*** *All new programs must demonstrate employer participation in review/development of the program. It is best to include more than one of the types of participation (a through g). In addition to describing the input, make sure you include names and place of employment for those who review and comment on the proposal as well as letters that show how they responded. If surveys were used, include a copy of the survey and a list where the survey was sent. If you used a department or college advisory board for input, include a list of membership as well as a letter or letters from the board. These extra documents can be attached as one or more appendices. It is essential that the response to this section shows not only that we used employer input but also that those employers were qualified to give input.* |
|  | 1. Provide evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, **which may include one of more of the following:** | |
|  | * 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; |
|  |  | * 1. A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes; |
|  |  | * 1. A plan to provide student services and accommodations to support equitable program completion outcomes.  1. *If your department or college has an equity statement, include that here. If not, you may refer to the BOT diversity statement and/or university mission, vision, values and/or strategic plan elements (such as decolonization pillar). You may use the following text:*   a) Our commitment to equitable enrollment and employment outcomes for historically underrepresented groups is grounded in the William Paterson University Board of Trustees Resolution on Diversity:  WHEREAS: Diversity enriches the educational experience through the exchange of different ideas, beliefs, and perspectives, and diversity promotes personal growth and a healthy society because it challenges stereotyped preconceptions; encourages critical thinking, helps students learn to communicate effectively with people of varied backgrounds; and  WHEREAS: Diversity strengthens communities; prepares students to become good citizens in an increasingly complex, pluralistic society; fosters mutual respect and teamwork; helps build communities whose members are judged by the quality of their character and contributions; and  WHEREAS: Diversity enhances the nation’s and the state’s economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace; and  WHEREAS: The William Paterson University of New Jersey is a public university, and accepts as part of its mission the responsibility to address the needs of the diverse institutions and populations within its service area; therefore be it,  RESOLVED: That the Board of William Paterson University strongly reaffirms its support for diversity among faculty, students, staff and programs, and commits everyone in the William Paterson University community, in their roles and responsibilities, to implement the University’s diversity initiatives, and maintain a climate of respect and tolerance as part of the institution’s commitment to educational quality.  Furthermore, Pillar IV of the University's 2022-2025 strategic plan calls for Decolonization of the University:  1. Identify strategies to decolonize all degree programs (curriculum and pedagogy), student development practices (student engagement and institutional culture), and policies (organizational and personnel structure).  2. Transform programs, practices, and policies to include historically marginalized voices and individuals in decision-making across the University.  3. Design pathways to equitable access and affordable education in programs, practices, and policies by including universal design and accessibility standards.   1. *Start this section with the following text that describes the annual ADDR Process:*   b) The XXX Department participates in William Paterson University's Annual Departmental Data Review whereby several data trends, including success measures (e.g. persistence, completion rates, etc.) for a range of student cohorts, is examined so that the department can adjust curriculum, mentoring and other supports to ensure equitable outcomes.  Each year, all academic departments receive a set student of success data for the programs in their departments that is broken out by race, ethnicity, gender and PELL eligibility. Departments are also provided college-wide and university-wide data for comparison. They are asked to review the data and establish a set of action plans for the coming year based on those data. This is the principal means by which we ensure programs are identifying barriers to success for any particular student cohort enrolled in their programs and that they take appropriate action. For subsequent rounds of this annual data review, departments must report on the progress they have made and determine whether an adjustment to their action plans is necessary.  *You can then include specific actions your department/program has taken related to the ADDR and specifically, related to monitoring the progress and supporting success of individual students. For undergraduate programs, you should reference our student success team model where each students is assigned a professional advisor, financial aid counselor, faculty mentor, career counselor, etc.*   1. *In addition to discussing any program specific plans you may have to ensure equity, accessibility and affordability for your proposed program, you can also refer to university-wide supports. The Office of Institutional Equity and Diversity (*[*https://www.wpunj.edu/osdi/index.html*](https://www.wpunj.edu/osdi/index.html)*) has links to a wide range of student supports. In addition to various offices you may find linked at this site, be sure to also include the Accessibility Resource Center, The Office of Veteran and Military Affairs, The Career Center, the Counseling Health and Wellness Center, Student Enrollment Services and our Financial Aid office. These supports are available to all students, undergraduate, graduate, on main campus and online. For undergraduate programs, make sure you include Academic Support Services linked here:* [*https://www.wpunj.edu/academicsupport/*](https://www.wpunj.edu/academicsupport/) *as well as the Gloria S. William Advising center linked here:* [*https://www.wpunj.edu/advisement-center/*](https://www.wpunj.edu/advisement-center/)*.*   *Here is some text you can start with:*  c) The following supports are currently available to ensure equity, accessibility and  affordability within the all programs at William Paterson University:  The Center for Diversity and Inclusion (<https://www.wpunj.edu/diversity-and-inclusion/>);  The Accessibility Resource Center (<https://www.wpunj.edu/accessibilityresourcecenter/>);  The Counseling Health and Wellness Center (<https://www.wpunj.edu/health-wellness/>);  A robust array of academic support services (https://www.wpunj.edu/academicsupport/);  One-stop student enrollment services office (https://www.wpunj.edu/centerss/); and  Comprehensive career support services (https://www.wpunj.edu/career-center/).  William Paterson University provides a wide range of financial aid programs (<https://www.wpunj.edu/financial-aid/>) including university-funded and grant-funded graduate assistantships as well as graduate student scholarships funded through Institutional Advancement. |
|  | 1. Provide a plan for continuous review and improvement of the new academic program. Such plan **shall include** | |
|  | * 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; |
|  |  | * 1. Regularly scheduled time periods/intervals for review; |
|  |  | * 1. Metrics for program monitoring and guidance for how the institution will course correct, if needed;   **AND/OR** |
|  |  | * 1. Input by students, field experts, and external reviewers in program review processes.   **This is a section that the state pays close attention to.** *For A and B, include plans to assess and review the program and discuss how the department plans to act on these results. You should make sure you include some early assessments so that you can make program corrections as well as longer term assessment of program outcomes.*  *For C, the institutional monitoring you can refer to includes the Annual Department Data Report; if you need to review a sample, these can be found on the Institutional Effectiveness website. Describe the types of data included in that report and how your department uses those data to make adjustments. You should also refer to the annual program vitality reports; if you need to find an example of this report, it can be found on the Provost Office website. You can describe what data is monitored and explain that programs with declining and low enrollment, graduate numbers, etc., over 5 years are monitored, may be placed on probation may be closed.*  *For D, If you department plans on using student surveys please describe; you can also refer to the annual survey done by Career Services of recent graduates to monitor job placement. You may also explain that the university has an 8 year external process (to match the timing of Middle States Reviews) for unaccredited programs during which a self study is completed and external consultants are brought in to review and advise programs.*  *You may use all or part of the following text which applies to most programs and then modify for any content specific to your program. For example, if the program is accredited, then the eternal review will be by the accrediting body rather than the 8-year program review cycle.*  The plan for direct assessment of student learning was already discussed in section 5, above. We also evaluate the effectiveness of the programs through indirect means, including program application and enrollment statistics that attest to the nature of enrolled candidates; tracking and analyzing time to program completion, and employment during and after completion to evaluate the impact of the program on the job market. We collect information for on-the-job performance from employers; this employer feedback helps us better understand market needs and provide insights for continued success, which can be used to dynamically shape pedagogical strategy. Simultaneously, we deploy exit interviews to collect feedback from students about their learning experience and overall perceived program usefulness. The Career Development Center at William Paterson University also surveys students a year out from graduation; these data are provided for departmental analysis and action.  New programs (and existing programs) and William Paterson University are monitored and regularly adjusted through the following processes:   1. All departments are required to perform assessments of student learning in all programs according to a timeline appropriate for the program (as described in Standard 1.5). Assessment results are reported at the college level along with planned corrective action. College assessment committees and deans monitor this process to ensure programs are adjusted based on assessment results. Deans report results of assessments within each college annually to the Provost along with progress on corrective actions. 2. All departments at the university engage annually in an Annual Departmental Data Review (ADDR) process. This report includes student success measures such as retention, re-enrollment, graduation rates for the department compared to college and university-wide values. These measures are also reported for various cohorts (race/ ethnicity/ Pell eligibility, etc.). These reports include distribution of DFW grades to help the department identify student barriers to success, enrollment trends for each program delivered and measures of financial sustainability such as cost/student credit hours. Each year, the department must identify and report to their dean 2 to 4 new or continuing corrective actions to be taken based on these data. Deans are expected to assist department follow through on these actions. Deans must report on progress annually to the Provost. 3. The university completes an Academic Program Vitality assessment each year, reporting on five-year trends for numbers of applications, acceptances, yield, enrollment and graduation for each academic program. These are shared with deans, departments and faculty senate. Undergraduate programs with fewer than 40 students enrolled and 10 graduates each year are monitored; graduate programs with fewer than 20 students enrolled and 10 graduates each year are monitored. Programs with consistent low /declining enrollments will first be placed on probation and provided an opportunity to restructure; programs will be closed as a result of this process if the department chooses not to restructure or if there is no evidence of potential demand. New programs are typically given five years to reach enrollment targets but will be placed on probation, restructured or closed sooner if lower than projected enrollment prevent delivery of the needed courses. 4. Every eight years (based on the Middle States review cycle), programs that are not accredited complete a self-study based on the annual assessments and data reports noted above. Based on an analysis of the data over time, departments identify 2 to 4 challenges for which they would like to get advice from an external reviewer. Following the external review, the department and dean agree on set of actions that will be taken. Departments must provide a progress report at the 4 year mid-point in the review cycle and a final report as part of their next self-study. It is expected that new programs established after the last departmental self-study with be a priority focus for the next departmental elf-study. Accredited programs follow the schedule set by their accrediting body for external review and re-accreditation. |

**STANDARD 2**

**SUFFICIENT LABOR MARKET DEMAND**

N.J.A.C. 9A:1-2.12

*There are three possible methods to demonstrate sufficient labor market demand as outlined below. Institutions should choose one.*

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| **Part One** | | |
|  | 1. Provide evidence that 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 [https://nces.ed.gov/Ipeds /cipcode/Files/CIP2020\_SOC2018\_Crosswalk.xlsx](https://nces.ed.gov/Ipeds/cipcode/Files/CIP2020_SOC2018_Crosswalk.xlsx);   **AND** | |
|  | 1. Provide 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.   *To bypass the remaining two methods, institutions must provide the CIP and SOC codes as well as evidence of demand supported by the New Jersey Department of Labor and Workforce Development. Multiple codes that reflect different concentrations or options within a program can be provided as evidence for this section. However, only the primary CIP code for the new academic degree program to be used in the program inventory should be listed on the program announcement’s cover page and in the table at the beginning of this document.*  *Prior to submitting this proposal, consult with the Associate Provost who can assist with completion of this section. For most proposals, completing this section is sufficient.*  *In addition to the NJ Department of Labor data that will be used here, you can include other evidence of workforce demand in this section that have been gathered from other sources.* | |
|  | If evidence of both items in Part One **can be met**, proceed to the next section, STANDARD 3.  If evidence of both items in Part One **cannot be met**, proceed to Part Two below. | |
| **Part Two** | | |
|  | 1. Provide evidence of **one or more of the following**: | |
|  | 1. Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter; |
|  |  | 1. 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; |
|  |  | 1. 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; |
|  |  | 1. 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; |
|  |  | 1. Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.   *Providing as much evidence of labor market demand and/or employer support will strengthen a proposed new academic degree program.*  N/A if Part 1 is answered |
| If evidence of any items in Part One or Part Two **cannot be met**, proceed to Part Three. | | |
| **Part Three** | | |
|  | 1. Explain why there are insufficient data available to assess the program according to the criteria in Part One and Part Two above; | |
|  | 1. Provide sufficient evidence of preparation for a career, profession, or practice through the program.   **AND** | |
|  | 1. Explain how 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** |
|  |  | * 1. The receipt of a terminal degree in a program sequence that includes the proposed program.   N/A if Part 1 is answered |

**STANDARD 3**

**DUPLICATION WITH COMPARABLE PROGRAMS**

N.J.A.C. 9A:1-2.13

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| If the new academic degree program is currently offered by other institutions in the State at the same degree level and in the same academic discipline: | | | |
|  | 1. Include a listing of all currently offered programs at the same degree level **and** in the same academic discipline. Proceed to items 3 and 4 in this section.   *The list of all currently offered degree programs is for the state of New Jersey only and should be comprehensive throughout New Jersey. Programs listed should not be limited to the geographic region within New Jersey where the institution operates and should not include programs outside New Jersey.)*  **OR** | | |
| If the new academic degree program **is not** currently offered by other institutions in the State at the same degree level and in the same academic discipline: | | | |
|  | 1. Explain how the institution determined there are no comparable academic degree programs in the State. Proceed to the next section, **STANDARD 4**.   You can find a listings of NJ programs on the NJ OSHE website: <https://www.nj.gov/highereducation/Program_Inventory/index.shtml>  Include a table of similar programs in the state and also include the CIP Code for the program | | |
|  | 1. Provide evidence of the following: | | |
|  | 1. The relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus;   **AND** | |
|  |  | 1. How a collaborative approach with another institution of higher education that currently offers the program per the listing, 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. 2. *Provide evidence that the academic program proposed clearly supports the university mission.* 3. *Make sure the answer to this section is supported by evidence; this may require that you examine carefully the nature of the programs at other institutions to see if they are compatible for collaboration. Of, if undergraduate, you may be able to cite articulation agreements that we have with county college. Or, you may have reached out to another institution and have a plan for collaboration. Etc.* | |
|  | 1. Demonstrate **one or more of the following**: | | |
|  | 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; | |
|  |  | 1. Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline; | |
|  |  | 1. 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/OR** | |
|  |  | 1. 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; |
|  |  |  | 1. Surveys or interviews of elected officials or other members of the institution’s local community |
|  |  |  | 1. Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions |
|  |  |  | 1. Data on State and/or regional enrollment trends. |
| **This is another section that gets close scrutiny by the state.** *If your program offers something different thnt other similar programs, describe that here; make sure you also describe how that difference will enhance employment opportunity for our students. Evidence of B could include analysis of student demographics at WP compared to other institutions (for example, a program at WP might have the potential of increasing needed diversity of employees in fields served by your proposed program); Compare the total cost of your proposed program with similar programs offered in NJ; there may be evidence of a cost savings for students. For graduate programs where it is appropriate for undergraduates to take 2 or more graduate courses as undergraduates, this could increase the savings for our students. If you have done surveys of students, community members or employers, include that information here as well.* | | | |

**STANDARD 4**

**ADDITIONAL STATE RESOURCES**

N.J.A.C. 9A:1-2.14

*Institutions can extrapolate a general amount of funds necessary for their new academic degree program based on similar programs at their institution, unless there are distinguishing factors that require more State support. As an example, such amounts can be based on percentages of an institution’s budget.*

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|  | 1. Provide **all** of 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; |
|  |  | 1. The projected increase in direct State support to the institution due to the proposed academic program; |
|  |  | 1. The projected increase in indirect State support to the institution due to the proposed academic program; |
|  |  | 1. Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution;   **AND** |
|  |  | 1. The anticipated length of time that any projected increases in State support would be required for the program.   *Examples of indirect State support could be student specific funding such as TAG, CCOG, NJ STARS, EOF and/or Garden State Guarantee. Examples of direct State support may be state appropriations that go directly to the institution or state supported capital construction funding. This is not meant to be an exhaustive list, but a sampling of options.*  Do not complete this section. Contact Associate Provost for a budget that you can submit with the proposal. |
|  | 1. Provide evidence that the proposed 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;   **OR** |
|  |  | 1. Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program. |
|  | Do not complete this section; the Associate Provost will help you complete this section. | |
|  | 1. Provide the institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.   Planning for new academic programs is a comprehensive exercise that includes review of facilities, infrastructure, technology, personnel and most importantly, financial sustainability. At all levels, the University takes necessary measures to ensure fiscal compliance with all applicable internal and external policies, rules, and regulations. Appropriate approval chains, processes, and workflows are maintained to ensure adequate layers of approval for fiscal transactions. Internal controls have been established and are maintained to ensure appropriate segregation of responsibility. A policy outlining signatory authority for all fiscal transactions and contractual agreements engaged in on behalf of the University is maintained and followed at all times, with multiple signatures required for larger transactions. Additionally the University undergoes an external audit annually, the culmination of which results in the preparation of the University’s Audited Financial Statements. Lastly, our internal audit function is organized around annual audit plans, with risk assessment driving the selection of areas/functions to be audited. The annual plan is reviewed and approved by the Executive Committee of our Board of Trustees, with all resulting audit reports presented to the Trustees. | |

**SUPPLEMENTAL DOCUMENTS**

Attach any appendices or supplemental documents such as letters from employers, copies of surveys. Make sure they are properly identified and referenced in the text of the proposal.

**RESOURCES**

New Jersey Education to Earnings Data System

<https://njeeds.org/>

New Jersey State Plan for Higher Education: Where Opportunity Meets Innovation: <https://www.state.nj.us/highereducation/stateplan.shtml>

Office of the Secretary of Higher Education: Inventory of Program Offerings

<https://www.nj.gov/highereducation/Program_Inventory/>

State of New Jersey: Department of Labor and Workforce Development, Labor Market Information

<https://www.nj.gov/labor/labormarketinformation/>

<https://www.nj.gov/labor/labormarketinformation/employment-wages/industry-occupational-projections/index.shtml>

U.S. Bureau of Labor Statistics: Standard Occupational Classification

<https://www.bls.gov/soc/>

U.S. Department of Education Accreditation: Postsecondary Education Institutions

<https://www.ed.gov/accreditation>

<https://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html>

U.S. Department of Education's National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) and Crosswalk

<https://nces.ed.gov/ipeds/cipcode>