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Regulations and Standards
for
Program Approval
and
Licensing of Institutions
of Higher Education
in The
State of New Jersey



RALPH A. DUNGAN, CHANCELLOR
DEPARTMENT OF HIGHER EDUCATION
STATE OF NEW JERSEY

New Jersey, Office for Independent Colleges
and Universities.

Regulations and Standards for Program Approval and Licensing of Institutions of Higher Education in The State of New Jersey,



NI/KAB
H45/L5
1975
22

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January, 1975

Trenton, New Jersey

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INTRODUCTION

New Jersey statutes provide that corporations furnishing instruction or learning leading to a diploma or degree shall obtain from the Board of Higher Education "a license to carry on the business under such rules as the Board of Higher Education may prescribe" (18A:68-3). The statutes further require that corporations submit and obtain approval of the basis and conditions of "any course or courses of study" leading to "the grade of a degree" prior to the conferring of such a degree (18A:68-6).^{*} To assist institutions seeking to fulfill the necessary requirements outlined in 18A:68-3 and 18A:68-6, and to aid the Department of Higher Education and the Board of Higher Education in making judgments concerning institutions, the Board has from time to time set forth rules pertaining to licensure and approval. These newly revised rules have been drafted to serve the above mentioned purposes. Representatives from all sectors of New Jersey higher education participated in the development of these rules and they were reviewed by the Licensure and Approval Advisory Board and by the presidents of New Jersey institutions of higher education prior to their adoption by the Board of Higher Education.

The following assumptions governed the drafting of these Regulations and Standards and serve to define their scope and intention:

- Regulations and standards shall apply to all colleges in New Jersey generally except where other statutes and Board of Higher Education regulations exist that supplement these regulations or more specifically govern the situation, (other regulations are defined as written regulations, standards, or policy statements duly approved by the Board of Higher Education, such as "Regulations Governing County Community Colleges," "Standards for the Development and Evaluation of Graduate Programs in New Jersey Colleges and Universities," etc.).
- While it is desirable that regulations be written to permit as much institutional flexibility as possible, their primary purpose is to protect the public interest when institutional good will, competence, or knowledge are absent.
- Although the primary purpose of the regulations is to assure that minimum standards are met, they should also promote those

^{*}Independent institutions whose charters antedate 1887 are exempt from approval of the basis or conditions for awarding the degree as stipulated in NJSA 18A:68-6.

facets of management that lead to institutional good health, productivity, and excellence beyond the minimum.

- **Regulations** are intended to make the applications of the law specific and have the effect of law (e.g. “Copies of all statements of purpose *shall* be filed with the Chancellor. . . .”).
- **Standards** specify desirable and acceptable practices which further implement the good intentions of the law but are not required in a specific form so that institutional flexibility may be maintained (e.g. “Statements of institutional purpose *should* define the educational climate to be established. . . .”).
- While the ultimate responsibility for the enforcement of the regulations must by law rest with the Chancellor and the Board of Higher Education, the Chancellor and the Board may choose to look to the educational community for the sources of good practice in academic and financial management that have already won peer group approval.
- Because of changes in peer group emphases on the details of good management and in order to permit flexibility on the part of the State when administering the regulations (and on the part of institutions governed by the regulations), where appropriate, the regulations shall use language such as “adequate,” “suitable,” “proper,” “desirable,” etc. to describe the end sought.
- Specific interpretations of such words as “adequate” etc. are to be determined by the Chancellor and ultimately the Board of Higher Education in accord with existing standards of good peer group practice.
- Where peer group practice has evolved variations in desired requirements because of the nature of the degree offered, as in the case of faculty qualifications for associate level vs. baccalaureate level degrees, the regulations and standards shall so specify.

In addition to those provisions of Title 18 developed in these regulations and standards, the Board of Higher Education is further charged by statute with special responsibilities for the public institutions. Other documents, such as the county community college regulations and standards and policy statements concerning the state colleges and the state university should be consulted.

Definitions of terms used, a history of the development of the licensure and approval regulations, descriptions of the Department of Higher Education and the Board of Higher Education and other pertinent information are to be found in this document and its appendices.

DEFINITIONS OF TERMS USED IN THIS DOCUMENT

Regulations are general applications of statutory provisions that have the effect of law. Regulations use the verb "shall."

Standards serve to further explain the regulations and specify desirable and acceptable practices which further implement the good intentions of the law but are not required. Standards use the verb "should."

Institution of higher education is an institution which offers a program of instruction above the twelfth grade level, and is publicly controlled and operated under statutory provisions, or privately controlled and operated and duly licensed and approved by the State.

College means an institution of higher education whose programs satisfy in whole or in part the requirements for a degree at the associate, baccalaureate, and/or graduate level. A *junior, community, or county college* is an institution of higher education which ordinarily offers the associate degree. A *senior college* ordinarily offers degrees up to the baccalaureate level and may offer graduate degrees.

University is defined by the Board of Higher Education in "Characteristics of a University" (see that document for additional detail) as an educational institution which provides a wide range of undergraduate and graduate studies, programs in two or more professional fields, and operative programs leading to the doctorate or comparable terminal degrees in at least three areas, and clearly identifies graduate studies and programs as distinct elements in its organization.

Educational program refers to the structure of educational activities which usually make up a part or all of the work leading to the degree.

Adequate, appropriate, equivalent, significant, suitable, and sufficient means adequate, appropriate, equivalent, significant, suitable, and sufficient, respectively, in the judgment of the Chancellor or his representative and ultimately the Board of Higher Education.

General education means those credits or courses which are intended to add to the general knowledge of the student.

Semester credit hour usually refers to 50 minutes of class activity each week for one semester.

Part-time faculty members are those faculty members whose assigned responsibilities do not require full-time work at the institution.

A **full time student** is one who carries a minimum of twelve semester credit hours, or the equivalent in quarter hours, courses or other methods of measurement used by the institution.

Extension course is a program for credit or enrichment which does not usually require attendance at the institution.

(The regulations and standards that follow are grouped according to the various aspects of institutional life.)

STATEMENT OF PURPOSE

I. REGULATIONS

- A. Each institution shall maintain appropriate and operationally effective statements of purpose (such as those found in the college catalog and other official documents) and shall review these statements for possible revision and improvement at periodic intervals not to exceed five years.
- B. Copies of all statements of purpose shall be promptly filed with the Chancellor and, when required by the Department of Higher Education, implementation schedules shall be similarly filed.

II. STANDARDS

- A. Statements of institutional purpose should define the educational climate to be established, the nature of the education students are expected to have upon graduation, the occupational and other outcomes expected from the programs, and the aspects of individual growth to be enriched or developed.
- B. Each institution should be prepared to present evidence that the various elements of institutional life (faculty work, educational program, student life, finances, physical plant, organization and administration) are structured to support the purposes stated.

- C. Each institution should develop a long-range plan to implement its goals, including a written schedule of priorities, resource allocations and responsibility assignments, with target dates for the realization of specific objectives.
- D. Purposes and plans should be developed and periodically reviewed by a committee drawn from appropriately concerned institutional constituencies, and should be available for distribution to all constituent groups.

ORGANIZATION AND ADMINISTRATION

I. REGULATIONS

- A. Each institution shall be organized to provide efficient administrative, program, and resource support for the attainment of its purposes.
- B. Each institution shall operate under a governing board responsible for all legal aspects of operations, the formulation of policy, the selection of the chief executive, and the appointment of subordinate personnel.
- C. Administrative responsibilities and concomitant authority shall be clearly specified.
- D. Safety provisions relative to all aspects of institutional life shall be maintained.
- E. Student enrollment shall be of sufficient size to demonstrate a need for the institution, and to provide for effective use of the institution's human, physical, and financial resources.

II. STANDARDS

- A. The governing board should develop and maintain bylaws consistent with the purposes of the institution and specifying its membership, manner of appointment, terms of office, and all other matters related to its studies, responsibilities, and procedures.
- B. Each institution should maintain up-to-date organizational charts showing the lines of authority and the relationships among component units and personnel.

- C. Under the governing board, the duties of the chief executive should include, but not be limited to, the following:
1. To administer and carry out the policies of the governing board.
 2. To provide general educational leadership and to promote educational effectiveness.
 3. To establish academic and administrative regulations and procedures dealing with:
 - (a) Organizational structure
 - (b) Personnel appointments, reappointments, tenure and promotions
 - (c) Salary schedules
 - (d) Budgets
 - (e) Planning, development, and management of facilities
 - (f) Educational programs
 - (g) Granting of degrees, diplomas, and certificates
 - (h) Community services.
 4. To prepare and submit an annual report and any other reports as may be requested by the governing board, the Chancellor of Higher Education, or the State Board of Higher Education.
 5. To provide faculty and student handbooks, a college catalog, and other related documents or publications.
- D. The role of each group and the nature and extent of its involvement in the resolution of issues and the determination of policies should be available in writing for distribution to all constituent groups. Every institutional constituency directly concerned with the educational process should have voice in the governance of the institution with respect to those issues in which it is appropriately involved.
- E. As prescribed by law, there shall be no discrimination on the basis of race, creed, color, sex, or national origin, but this shall not impair or abridge the right of members of any particular group to establish and maintain educational institutions worthy of licensure which are primarily for their own members or to further the principles for which they stand.

FINANCES

I. REGULATIONS

- A. Each institution shall have financial resources sufficient for the realization of its purposes and characterized by adequate stability to give promise of continuity for an extended period of time.
- B. Each institution shall have a well-developed plan for long-range financial development which includes a program designed to secure gifts, endowments, and income.
- C. If an institution includes contributed services in its accounts, the value assigned to those services shall be realistic in terms of currently existing financial and economic conditions.
- D. Each institution shall plan its expenditures by budgeting with provision for priority allocation in support of specific institutional purposes.
- E. Each institution shall maintain adequate financial records which shall be audited annually by an independent certified public accountant knowledgeable in accounting practices used by colleges.
- F. Each institution shall carry insurance adequate to protect its financial interests.

II. STANDARDS

- A. Considerations in determining the adequacy of financial support should include: the expenditure per student for educational purposes, the income per student from all sources, debt service costs, and the financial procedures utilized.
- B. Business and financial management of the institution should be centralized under a qualified and bonded business officer, responsible to the chief executive officer, and charged with supervision of the budget.
- C. The financial records of the institution should be kept in an orderly manner using procedures appropriate to college accounting such as those recommended by the American Council on Education.

- D. Insurance carried by the institution should be sufficient 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 assure the continuity of the institution.

EDUCATIONAL PROGRAM

I. REGULATIONS

- A. The educational program shall reflect and support the purposes of the institution.
- B. The educational program shall include course work and other educational activities extending over a sufficient period of time and in sufficient intensity to fulfill the purposes of the institution. Course aims, requirements, standards of evaluation, and examination procedures shall be clearly stated and available in writing.
- C. Instructional materials and equipment appropriate to attainment of the educational objectives of the institution shall be available.
- D. The processes for establishment, development and review of educational policy shall be clearly defined and available in writing.
- E. A diploma, certificate, or degree awarded by an institution shall constitute evidence that the recipient, in the considered judgment of the institution, has attained in satisfactory measure the educational purposes of the program.
- F. Institutions planning an educational program that requires approval of the Board of Higher Education shall not advertise that program, or solicit or enroll students in the program until receipt of Board of Higher Education approval.

II. STANDARDS

- A. The educational program should provide for the development of the skills and techniques of learning and opportunities for general education, as well as preprofessional, professional, or occupational education, each to the extent appropriate to the purposes of the institution.

- B. The academic year, regardless of its organization, should normally be of at least thirty weeks in duration.
- C. Each educational program leading to an associate degree should normally consist of courses carrying a minimum of sixty semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the college. The associate degree program should normally require full-time attendance for two academic years or equivalent in part-time attendance, independent study, work study, or other similar programs, but institutions may award the associate degree to students who have completed the credit requirements at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.
- D. Each educational program leading to a baccalaureate degree should normally consist of courses carrying a minimum of 120 semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the college. The baccalaureate degree program should normally require full-time attendance for four academic years or the equivalent in part-time attendance, independent study, work study, or other similar programs, but institutions may award the baccalaureate degree to students who have completed the credit requirements at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.
- E. The award of an associate or baccalaureate degree should entail twenty-five percent of the work being done at the institution awarding the degree.

SUMMER, EVENING AND EXTENSION WORK

I. REGULATIONS

- A. Summer, evening, and extension work shall be considered part of the total program of the institution and shall be judged by the criteria as used for the sessions and courses offered by the institution in the regular academic year.
- B. The establishment of off-campus centers or branches shall have prior approval of the Chancellor of Higher Education. Consideration for approval of off-campus centers shall

include a statement justifying the need for such a center, as well as provisions for meeting the standards herein described. These shall include the adequacy of classroom, laboratory, and library facilities. Provisions for adequate administration and support staff, as well as the number and qualifications of regularly employed full-time faculty members, shall be a part of the consideration.

FACULTY

I. REGULATIONS

- A. The faculty shall consist of professionally prepared and able teachers whose background and experience are suitable to the educational activities for which they are responsible.
- B. The faculty shall be sufficient in number and the proportion of part-time members and the student/teacher ratio shall be such as to assure the effectiveness of the educational program, including counseling and advisement of students.
- C. Faculty responsibilities shall be defined in terms of hours taught, course development and preparation required, number of students, level of instruction, research expected, and administrative, committee and counseling assignments.
- D. Faculty personnel policies with regard to academic freedom, economic security, opportunities for professional growth, responsibilities, and conditions of appointment and dismissal shall be clearly specified in writing.

II. STANDARDS

- A. A majority of faculty members teaching in a two-year institution offering the associate degree should have received the Master's degree or the equivalent in the field of specialization in which they are teaching. A significant proportion of the faculty should have satisfactorily completed graduate work beyond the Master's degree in an accredited graduate school.
- B. Full-time faculty members teaching in a four-year institution offering the baccalaureate degree should have re-

ceived the Master's degree or the equivalent. A majority of the faculty should have satisfactorily completed work beyond the Master's degree in an accredited graduate school and a significant number should have the doctorate.

- C. Faculty members should be engaged in continuing professional study or research appropriate to their responsibilities.

LIBRARY

I. REGULATIONS

- A. Each institution shall formulate, adopt and implement a library policy adequate for the support of its statement of purpose, the nature of the educational program, and the enrollment. The statement shall define the size, nature, and scope of the library holdings, the nature of faculty involvement in the determination of library policy, and the extent to which the library is planned to be self-contained or to draw on other sources.
- B. The library shall be staffed by qualified professionals and non-professionals in numbers sufficient to serve the needs of the students and faculty.
- C. There shall be annual appropriations for the purchase of books, periodicals, journals, non-print media, and audio-visual equipment.

II. STANDARDS

- A. Staff, study, and work space should be provided to accommodate the needs of the instructional strategies utilized. For example, a program relying heavily on independent study will require a high proportion of staff and student work and study space.
- B. A two-year college with a library of fewer than 20,000 titles or a four-year college with a library of fewer than 50,000 titles, is expected to justify the adequacy of the size of its holdings.
- C. In general, not less than 5 percent of the total educational and general budget should be allotted to the library.

STUDENTS AND STUDENT SERVICES

I. REGULATIONS

- A. Each institution shall have a clearly defined admissions policy appropriate to its purposes and shall admit those students whose educational interests and abilities qualify them to pursue a program offered by the institution.
- B. Each institution shall provide educational and personal services and facilities adequate for assisting students to succeed in the institution.
- C. Each institution shall maintain accurate records of the individual student's progress in attaining the stated purposes of the institution.
- D. At any point an institution shall be able to provide a transcript showing dates of attendance and academic performance of all who have attended. Should an institution terminate its activity, adequate provisions shall be made through the Department of Higher Education for the permanent deposit and access to student transcripts.

II. STANDARDS

- A. Normally, high school graduation should be required for matriculation into any institution. This does not preclude the use of other criteria.
- B. Admission to any educational program should be determined by readiness and ability of the student to profit from the instruction.
- C. Cultural and social programs should be available to meet the appropriate needs of the students.
- D. Suitable health services should be readily available at all times.

PHYSICAL FACILITIES

I. REGULATIONS

- A. The physical facilities shall be sufficient for attainment of the institution's purposes and shall be safe and adequate in quality, size, and number, to safely accommodate the students, faculty and staff.

II. STANDARDS

- A. Adequately equipped laboratories should be provided as required for effective instruction and learning.
- B. Each institution should provide supportive services, faculty and staff offices or stations and other facilities in adequate size and number to accommodate the students, faculty, and staff.

OFFICIAL PUBLICATIONS

I. REGULATIONS

- A. All information officially released by the institution shall be true and accurate.
- B. Official catalogs shall be printed at intervals not to exceed two calendar years, in quantities sufficient to supply interested persons.

II. STANDARDS

- A. Official catalogs should include at least the following information:
 - 1. Identifying data, such as volume number and date of publication
 - 2. Calendar
 - 3. Institutional purposes
 - 4. Description of facilities
 - 5. Lists of faculty and administrative officers
 - 6. Members of the governing board
 - 7. Student costs; refund and scholarship policies
 - 8. Admission and graduation requirements
 - 9. Complete curricular information, including course descriptions, and the grading system
 - 10. Policy for the establishment of degree credit.

OUT-OF-STATE EXTENSIONS

I. REGULATIONS

- A. Any institution legally operating in another state that wishes to establish a branch or branches, or to offer

courses, in New Jersey, shall apply in the same manner for a license to operate and for degree-granting approval, and shall be judged by the same standards as institutions applying for initial licensure in New Jersey.

APPENDIX A

I. History of the Licensure and Approval Regulations

Prior to 1889, the state issued charters to institutions of higher education by special acts of incorporation of the Legislature; a number of our colleges were so established. In that year, the state Legislature enacted a law (P.L. 1889 ch. 116) which provided for general incorporation for institutions of higher education and gave them the right to "give diplomas and confer degrees" to students who had completed the required course of study. Degrees or diplomas authorizing the practice of medicine, dentistry, or law, were specifically excluded.

In 1912 the Legislature began to regulate degree-granting authority. At that time the Legislature prohibited institutions from granting degrees unless the "terms and conditions" for the degree had been approved by the State Board of Education. Specifically excluded, however, were certain institutions already given degree-granting power by special acts of incorporation. Four years later, in 1916, the Legislature passed a law which required the licensing of all institutions of higher education. This is the legal origin of the licensing function on which the *Regulations and Standards for New Jersey Institutions of Higher Education* is based.

II. The Department of Higher Education

Prior to 1966, higher education functions were handled by the Department of Education, but in that year the New Jersey Legislature passed the Higher Education Act which created a separate Department of Higher Education, transferring the duties of the Department of Education and the State Board of Education pertaining to higher education to the Department of Higher Education and the State Board of Higher Education. Most of the statutes, revised in 1967, remained substantially the same, with changes made only in reference to the Chancellor and Board of Higher Education.

The Department of Higher Education is a principal department of the state government, and, as such, is responsible to the Governor and the Legislature. It is composed of the Board of Higher Education, the Chancellor, and his staff.

The powers and duties of the Department of Higher Education are enumerated in N.J.S.A. 18A:3-3. They include coordination, liaison, and information functions, all the powers and duties formerly exercised by the Department of Education pertaining to higher

education, and the jurisdiction, supervision and control of institutions of higher education, including powers and duties pertaining to Rutgers University, Newark College of Engineering and the State colleges.

The Board of Higher Education consists of seventeen members drawn from the higher education community and the general public. The Board has general supervision over the state system of higher education. Its general duties are to "advance long-range planning for the system of higher education as a whole in the state"; to "establish general policy for the governance of separate institutions" (Rutgers, Newark College of Engineering, and the State colleges); "coordinate the activities of the individual institutions"; and to "maintain general financial oversight of the state system of higher education." In its role of governing the public institutions, the Board may provide more specific rules and guidelines, such as "Regulations Governing Community Colleges" and "Standards Governing Community Colleges."

As mentioned in the introduction, the State Board of Higher Education is also empowered by law to "license institutions of higher education" and to "approve the basis or conditions for conferring degrees."

The Chancellor of Higher Education is the chief executive officer of the Department of Higher Education. His duties include enforcing of the rules and regulations prescribed by the Board, administering and coordinating the work of the Department, and reporting annually to the Governor and the Legislature.

A Licensure and Approval Advisory Board was created by the Board of Higher Education in 1970. This Board, composed of representatives from both the private and public sectors of the higher education community, recommends to the Chancellor and the Board of Higher Education policies for licensure and degree approval "designed to promote the maintenance of generally accepted standards of excellence, consistent growth in educational usefulness, and the optimal utilization of educational resources." At his request the Licensure Board may advise the Chancellor on any matter that touches on the educational quality of any college or university in New Jersey.

APPENDIX B

I. Application Procedures Relative to Licensure and Approval

Application for initial licensure can be made by completing and submitting Schedule A (revised) and the exhibits requested. *The appropriate regulations and standards should be consulted as each section of Schedule A is completed.*

Requests for approval to grant degrees may be filed simultaneously with the application for licensure approval. An evaluation team will visit the institution and report to the Board of Higher Education. Board of Higher Education decisions on licensure and degree approval are based on the materials submitted, recommendations by Department staff and outside consultants, and other information deemed pertinent. *Programs may not be announced or implemented prior to Board of Higher Education approval.*

The Board of Higher Education will ordinarily accept Middle States Association accreditation as sufficient for renewal of licensure and approval in accord with procedures outlined in "Licensure and Approval of Degrees with Respect to Certain Institutions of Higher Education in New Jersey." Institutions which are not accredited by the Middle States Association shall be reviewed periodically by the Department of Higher Education and/or evaluators designated by the Chancellor. In addition, the Chancellor may seek advisory opinions from the Licensure and Approval Advisory Board concerning specific actions.

All institutions requesting renewal of license and approval should refer to "Licensure and Approval of Degrees with Respect to Certain Institutions of Higher Education in New Jersey."

Institutions seeking new degree program approval should complete the appropriate sections of the application form (Schedule A, page 19) and submit the appropriate exhibit material at least six months prior to the proposed date for initiation of the program to the Department for Board of Higher Education approval. *Programs may not be announced or implemented prior to Board of Higher Education approval.*

As soon as an institution has begun its consideration of a new program requiring approval by the Board of Higher Education, the Department would welcome the opportunity to discuss the project informally. The purpose of this preliminary discussion is to utilize Departmental resources to assist in planning and to explore jointly

its feasibility in relation to the total master plan for New Jersey higher education.

Institutions seeking licensure or approval for graduate programs should see "Standards for the Development and Evaluation of Graduate Programs." (Schedule B. See page 35)

APPENDIX C

STATE OF NEW JERSEY DEPARTMENT OF HIGHER EDUCATION

A GUIDE FOR OBTAINING THE BASIC INFORMATION FOR APPRAISING NEW JERSEY INSTITUTIONS OF HIGHER EDUCATION SCHEDULE A

I. INTRODUCTION

The questions included in this guide outline the minimum information needed by the State Department of Higher Education before it may proceed with the processing of a request for licensure and for authority to grant an undergraduate degree. A written report based on this guide should be submitted to the Department of Higher Education at least four weeks prior to the scheduled appraisal visit. Six copies are needed. *The appropriate regulations and standards should be consulted as each section of Schedule A is completed.*

When making an application for authority to grant a graduate degree, this guide must be utilized in conjunction with Schedule B (see Appendix D, p. 35). Any additional information felt to be helpful in interpreting the institutional purposes and programs should certainly be furnished. Four copies of such information should be submitted.

II. REPORT OF THE COLLEGE AS A WHOLE

(Directions)

Institutions requesting an initial license to operate shall answer the questions in terms of the proposed institution.

Institutions requesting license renewal shall answer all questions. Where questions are not applicable, please indicate why.

Institutions requesting approval of a new program should confer with departmental representatives concerning the extent to which this section should be filled out.

1. Statement of Purpose

- a. What are the educational purposes or functions of your institution, as stated in the articles of incorporation? Quote the complete statement from the incorporation papers.
- b. What other statements of purpose exist? Attach sections from the college catalogue and other documents describing these statements.
- c. When were your statements of purposes last systematically reviewed? Who participated in that review and what institutional constituencies were represented?
- d. If the institution has a long-range plan for the attainment of its purposes, include it and the proposed schedule of implementation.
- e. If the institution is affiliated in any way with a religious organization, please describe the precise nature of the relationship.

2. Administrative Organization

- a. Briefly describe the administrative organization of the institution, including the functions and responsibilities of each administrative officer.
- b. Attach a statement giving names, occupations, and length of term of your governing board and advisory committees.
- c. Briefly describe the governance processes of the institution and the roles and responsibilities of the various institutional constituencies.
- d. To what extent is the institution involved in cooperative programs with other institutions? Explain how these efforts relate to the purposes of the institution.

3. Finances

- a. Include a copy of your financial summary, using the form prescribed in Part V Financial Summary.
- b. Describe your plan for long-range financial development.
- c. Include copies of the proposed budget for the current and next fiscal years.
- d. Enclose copies of the latest C.P.A. audit.
- e. Briefly describe the insurance program of the institution.

- f. Explain significant increases or decreases in the operating budget occurring in the three year period covered by the financial summary.

4. Educational Programs

- a. List the educational programs offered with approximate enrollment. Include the number who completed each program during the last academic year. Include summer, evening, and extension work.
- b. Describe the course requirements for each program; what are the requirements for admission and graduation from each program. Attach sections from the college catalogue.
- c. What is the total number of classes at the time of the report, including extension and non-credit classes? Copy the form below in answering and attach a copy.

Number of classes with enrollment of:

Under 10 _____	From 10-25 _____
From 26-50 _____	From 51-100 _____
Over 100 _____	Other arrangements _____

- d. What provisions are made to ascertain that students have mastered adequately the basic skills needed to do college work?
- e. What remedial programs are provided for students with academic weaknesses?
- f. Are any programs or classes given off campus? Explain.
- g. What are your policies concerning transfer of credit from other institutions?
- h. Are all of the courses listed in your catalogue regularly offered? If not, explain. What procedure is followed in determining which courses will be scheduled? How many courses are listed in the college catalogue; how many are offered the present semester?
- i. What provision is made for evaluation of student progress? Explain how information concerning the standards of evaluation and examination procedures, etc., are made available to students. Attach representative written materials.
- j. Is any special recognition given to students with high scholarship? If so, what?

- k. How many students were dropped for poor scholarship last year? How many were otherwise disciplined for poor scholarship; what disciplinary measures were employed?
- l. Describe the processes for the establishment, development, and review of educational policy.

5. Faculty

- a. Present information in outline form (*not exceeding half a page for each*) pertaining to the preparation and experience for each member of the faculty, such as degrees earned, names of the institutions and the dates; major and minor fields of preparation; teaching experience, research projects, and other information bearing upon the suitability of the faculty member to perform the educational activities for which he is responsible.
- b. How many faculty members are part-time? How many are full-time? What is the student/teacher ratio and how is it determined?
- c. Include a schedule of responsibilities for each faculty member. (Include research, committee, administrative responsibilities etc., as well as teaching load). Indicate number of students enrolled in each course. Copy the form below in answering and attach a copy.

Instructor	Courses Taught		No. Students Each Course	Hours of Instruction Per Week		Other Responsibilities
	Title	Sem. Hr. Cr.		Lecture	Lab/Class	
(Example)	Math II	3	20	3		Dept. Chmn. ½ time Planning Comm. 1 Hr. weekly (average)
James Smith	(Sec A) Physics II	4	15	2	2	
Mary Moore	Etc.					

- d. What are the faculty personnel policies with regard to academic freedom, economic security, opportunities for professional growth, responsibilities and conditions of appointment and dismissal and other pertinent information.

- e. What are the institutional policies concerning faculty organization, faculty committees, and frequency of faculty meetings? What part does the faculty play in the governance of the institution?
- f. What institutional problems have been studied by the faculty during the last five years?

6. Library

- a. Enclose a copy of the library policy statement required by library regulation IA.
- b. Give a brief description of number of volumes, periodical and specialized journals (current and bound), and newspapers available for use as well as media equipment.
- c. Explain the accessibility of the library facilities to faculty and students. What evidence is available about the extent of use of the library by faculty and students?
- d. What percentage of the budget has been spent during the past fiscal year for salaries, books and periodicals for the library; for binding and supplies, physical equipment, audio-visual aids supervised by library?
- e. What equipment for information retrieval and storage is available.

7. Students and Student Services

- a. What are the admission requirements?
- b. Describe the present student body of the institution, including such factors as geographical distribution, economic and occupational status.
- c. What per cent of those students entering your institution graduate? Attach a copy of any summaries available concerning the follow-up of graduates.
- d. What is the current enrollment? Copy the form below in answering, and attach a copy.

CURRENT ENROLLMENT DATA

Level by Years	ENROLLMENT BY					
	MEN			WOMEN		
	Full- time	Part- time	Total	Full- time	Part- time	Total
Freshmen						
Sophomores						
Juniors						
Seniors						
Graduate Students						
Total						
Unclassi- fied (Special) ¹						

¹A student who is not matriculating because of irregularities in qualifications or objectives, but who is permitted to enroll in courses in the regular manner; enrollees in specialized, short-term and non-credit programs.

- e. What is the scope of orientation and counseling service?
- f. What standardized tests are administered and how are the results used?
- g. What health facilities and services are available?
- h. What are the policies on tuition, fees and refunds for full-time and part-time students? Attach a statement from the college catalogue.
- i. Explain the policies on financial assistance and list the amount of such assistance last year.
- j. To what extent do students participate in the governance of the institution?
- k. What extra-curricular activities, cultural and social, are provided?

8. Physical Facilities

- a. Describe briefly the size and character of available buildings and how they are being used.
- b. What are the plant needs and plans for expansion?
- c. Describe the facilities for faculty offices, administrative offices, and supportive services.

- d. What living facilities, if any, are provided.
- e. What laboratory facilities are provided?

III. REPORT ON PROPOSED NEW DEGREE PROGRAM

(Directions)

Institutions requesting initial authority to grant a degree shall complete this section.

Institutions requesting approval of a new degree program shall complete this section.

Institutions requesting renewal of licensure and approval should complete this section only if new approval is being requested at the same time.

If the information requested has already been supplied in answering questions in Section II, do not repeat, but indicate where in your report that information can be found.

1. Objectives

- a. What are the objectives of the proposed program as they relate to institutional purposes?
- b. What indication of need for this program is there? To what extent do other institutions in this state or nearby states, public and private, meet the need?
- c. Compare the proposed program with similar programs of high quality (if they exist) offered by other institutions.

2. Educational Program

- a. Describe the program, and give models of typical programs.
- b. What are the requirements for admission and graduation?
- c. How is the program to be monitored and evaluated?
- d. What special resources are available or need to be secured?

3. Faculty

- a. What faculty is to be utilized? What are their special qualifications? From where are they to be drawn?

4. Finances

- a. What are the estimated costs of the program?
- b. What is the source of the estimated income?
- c. Enclose a proposed budget for the new program.
- d. Give a long-range plan (at least five years) summarizing the financial aspects of the program.

5. Physical Facilities

- a. What physical facilities are to be utilized?
- b. If the program is in the physical, natural, behavioral, or applied sciences, or technology, what laboratory facilities are available? Are there plans for additional laboratory facilities?

6. Library

- a. What specialized material, (books, periodicals, journals, or other) is available for the new program?

IV. EXHIBIT MATERIAL TO BE SUBMITTED

1. A copy of the incorporation papers of the institution.
2. A copy of the rules or statutes under which the institution operates. A copy of the bylaws of the Governing Board.
3. Class schedules for all semesters or sections of the current year.
4. Faculty personnel policies and salary schedules.
5. Admission blanks.
6. Student and faculty handbooks.
7. The official college catalogue.
8. Student accumulated record form.
9. Summary of information about the academic achievements of your students. Comparisons with colleges judged to be comparable are encouraged.
10. Summary of scholastic achievements of entering freshmen for the past academic year showing the rank of each student in high school graduating class.
11. Table showing distribution of final grades by individual teachers within each department for the past semester.

V. FINANCIAL SUMMARY

1. Current Income

This includes all funds which are expendable for the current operations of the institution. It does not include receipts to be added to the loan funds, endowment and other non-expendable funds, annuity funds, and funds for plant additions.

- a. Education and General Income
—All current general income which may be used for the instructional, research, and extension and public service programs, and for general expenses of the institution. Also all current restricted income to the extent such funds have been expended during the period covered by the statement.

1. Student tuition and fees

All tuition, general and specific fees paid by or for the students to the institution for educational services. Does not include charges for services rendered by resident halls, dining rooms, student hospitals, or other auxiliary enterprises. Include all fees assessed whether or not collected. Fee and tuition remissions or exemptions should be assessed and reported as student fees income although it is not intended to effect collection from the student. A corresponding amount, as well as the amount of other student aid granted out of current income, should be known as expendi-

tures in the statement of Current Expenditures. Include student fees paid by Veterans Administration and by other government units.

Percent of Total Income

2. **Governmental appropriations**

Income received from governmental sources out of governmental revenues which are expendable for general educational purposes. Income from governmental agencies for contract research and services should not be shown here but should be reported under the category: 5. **Contract Research and Services**. Do not include capital outlay appropriations.

Percent of Total Income

3. **Endowment Income**

Income earned on the investment and other nonexpendable funds available for general educational purposes. Do not include earnings designated for other than educational and general, such as auxiliary enterprises, student aid, loan funds, or plant additions; these items are included elsewhere in Current Income.

Percent of Total Income

4. **Gifts and Grants**

All unrestricted gifts expendable for educational purposes. Also grants for this purpose to the extent that they were expended

Current Year	One Year Ago	Two Years Ago

during the period covered by this report. Do not include funds for research and special programs.

Percent of Total Income

5. **Contract Research and Services**
All income from research projects organized separately from the departmental research conducted as part of the instructional program.

Percent of Total Income

6. **Contributed Services**
Include estimated monetary value of non-salaried services in terms of salary equivalencies. In institutions organized and managed by religious orders, societies, or similar groups, the personnel of the institution may receive no monetary compensation for their services.

Percent of Total Income

7. **Departmental Services and Sales**
Incidental income of educational departments resulting from services performed, the sale of publications, and other similar activities.

Percent of Total Income

8. **Organized activities relating to educational departments**
Income of all activities organized and operated in connection with educational departments and conducted primarily

Current Year	One Year Ago	Two Years Ago

c. **Libraries**

Total expenditures for libraries, including salaries and wages, supplies and expenses, books, microfilms, periodicals and binding.

Percent of Total Expenditures

d. **Plant Operation and Maintenance**

Cost of operating and maintaining the educational and administrative buildings including classrooms, laboratory and other instructional areas; libraries; and administrative buildings, and residences furnished rent free to staff. Expenditures distributable or directly chargeable to auxiliary enterprises and activities other than educational and general are charged to the appropriate activities.

Percent of Total Expenditures

e. **Student Services**

Expenses for the administration of student activities; admissions; student records; student counseling and testing; the net cost to the institution of student organizations and activities.

Percent of Total Expenditures

f. **Organized Research**

Cost of separately budgeted and financed research projects and all separately organized research divisions, such as re-

Current Year	One Year Ago	Two Years Ago

expenses, administrative charges, and other indirect costs of the enterprises should be included.

Percent of Total Expenditures

6. Student Aid—All expenditures for scholarships, fellowships, and prizes. Do not include student loans. Student aid in the form of remission of tuition and fees or the exemption from the payment of such charges should be reported. Service scholarships where service is required should be assigned as expense of the department where service is rendered.

Percent of Total Expenditures

GRAND TOTAL

Current Year	One Year Ago	Two Years Ago

APPENDIX D

I. INTRODUCTION

This statement, developed by the New Jersey Department of Higher Education with the advice and assistance of the deans and directors of graduate study in New Jersey institutions of higher education, is intended to assist the colleges and universities of the state in the development and maintenance of graduate programs of excellence.

The qualities of good graduate programs are set forth in some detail; these are characteristics the Board of Higher Education will seek in evaluating and approving proposed new graduate programs. It is hoped that institutions already offering graduate programs will be aided by these criteria in their periodic self-appraisals without which quality may very well deteriorate.

The Board of Higher Education extends to all institutions in the state its full support in the promotion of inter-institutional cooperation. Such cooperation is significantly related to the quality of graduate programs. Each institution must select carefully the programs it wishes to develop. As it weighs alternative paths for this development, it is well advised to take into account the status of related graduate programs offered by sister institutions in the state. With an array of rich and varied graduate programs, New Jersey is also characterized by a dense population circumscribed within relatively small geographical limits. Perhaps no other state is better situated to integrate its graduate programs, to arrange for the pooling of resources such as laboratory and library facilities and even faculty. With each institution thus developing its own strength, supported by its sister institutions, the energy saved by avoiding unnecessary duplication should inevitably contribute to enhanced quality throughout New Jersey.

Since New Jersey colleges and universities chartered after April 1, 1887 and all out-of-state institutions are required by law to obtain approval of the Board of Higher Education for conferral of degrees, the following broad guidelines are provided.

II. APPLICATION

New Jersey colleges and universities and all out-of-state institutions desiring to secure approval to offer graduate instruction and confer advanced degrees must apply to the Department of Higher Education. The application, with supporting documenta-

tion, may be reviewed by consultant(s), appointed by the Chancellor of Higher Education, in order to evaluate the proposal and prepare recommendations for the Chancellor. In pursuing this task, the consultant(s) may visit the institution. Consultant(s) appointed by the Chancellor should not be thought to take the place of outside consultants customarily retained by the institution itself to examine its resources and to review plans and schedules for new programs.

III. AUTHORIZATION AND REVIEW

Authorization to confer advanced degrees will be specific with respect to degrees and to the period of time for which approval is granted.

Graduate programs in institutions already authorized by the Board of Higher Education to confer advanced degrees will be reviewed periodically. Such reviews will be conducted cooperatively, insofar as possible, with regional and professional accrediting agencies.

IV. OBJECTIVES AND NATURE OF GRADUATE WORK

The objectives of every graduate or graduate professional program should be sharply defined and clearly stated. The work in such programs should be beyond the baccalaureate level in intellectual demand. This consideration has certain implications with respect to course offerings: a substantial proportion of the work should be taken in courses designed explicitly for graduate students, and in courses regularly open only to qualified graduate degree candidates, although occasionally exceptionally well qualified undergraduates may be admitted. A limited number of undergraduate courses in ancillary fields, usually supplemented by additional work, may be acceptable if they are pertinent to the program's objectives.

Except in unusual circumstances, the nature of graduate work requires that it be given on campus. Off-campus or extension centers ordinarily cannot provide adequate library, laboratory, or other facilities, nor can there exist that intellectual interchange between teacher and student and among students that is essential. This is not to ignore the unique opportunities offered in New Jersey by scientific centers established in certain industrial laboratories. Such opportunities may, properly coordinated, support off-campus graduate work of a high order.

It is also important that the time spent in pursuit of a graduate degree should not be unduly prolonged; institutions should accordingly establish appropriate maximum periods of candidacy.

V. POST-BACCALAUREATE STUDY

There is a place in a college or university for programs of studies that do not lead to master's degrees or doctorates, but which nevertheless are designed for holders of baccalaureate degrees. Such programs are to be encouraged if they serve a clearly defined educational purpose, but they must not be confused with graduate work as described in these guidelines. Here the terms *graduate programs* and *graduate work* mean programs leading to advanced degrees. Post-baccalaureate work may appropriately consist of a program of additional advanced undergraduate courses organized for a professional purpose or it may be frankly a program of adult education. Such programs may, of course, for convenience be placed administratively under the control of the Graduate School.

Institutions maintaining graduate programs often find that they are faced with a demand for admission not to a degree program but only to certain courses included in it, or to all or virtually all of a program on a non-matriculated basis. Such requests may well attest the need for organizing programs of post-baccalaureate work as described above, and applicants of this sort should normally be referred to those programs. The quality of any graduate program will almost certainly suffer, however, as an appreciable number of non-degree students are admitted. If an institution admits to graduate courses non-matriculated students who are not candidates for degrees, it should ascertain that such students have the educational qualifications necessary to pursue the courses satisfactorily, that they are actually required to do so, and that they are not present in such large numbers as to detract from the main purpose of the course.

VI. MASTER'S DEGREE

Master's degree programs should be distinguishable by their primary objectives as belonging to one of two general types, *disciplinary* or *professional*. The immediate purpose of the former is advanced study and exploration in a particular discipline. The immediate purpose of the latter is the application and extension of previous studies to professional ends. The two types of programs need not have the same requirements but should be of comparable

quality. Normally a disciplinary master's degree requires a minimum of one full year of graduate study; for a professional master's degree, the minimum is customarily somewhat greater.

Disciplinary Type. A disciplinary master's degree program consists of advanced studies in an intellectual discipline (e.g., history, physics, engineering science, or musicology). *The primary objective is increased knowledge of the subject rather than its application to professional use.* Every master's program of this type should include a substantial amount of advanced work in the principal field and should exclude credit for introductory or elementary courses in this field.

Professional Type. A master's degree program of this type consists of first or second level professional studies, or is professionally oriented (e.g., engineering, law, applied music, theology as preparation for the pastoral ministry, or teaching, including programs with disciplinary majors oriented to teaching). Some such subjects obviously lend themselves also to programs of the first type. *The determining criterion is the objective that the program is designed to serve.* Graduate professional programs should be complete in themselves, although they may in some circumstances also be adaptable to preparation for a research or professional doctorate. A master's program of this type should consist of a carefully designed pattern of professional preparation in accordance with the principles set forth above; in this case introductory work in the field may have an appropriate place, especially in first level professional programs.

Independent Study. Every master's degree program of either type should include independent work performed by the student under faculty supervision, related to the balance of the program and educationally significant enough to be counted as an important element among the degree requirements. Such independent work in a disciplinary program might include a thesis, a preparation for a comprehensive examination, or both. In the professional program, this requirement might very well be satisfied by several substantial term papers or equivalent projects.

Degree. The degree awarded for completion of a disciplinary program should ordinarily be Master of Arts or Master of Science without disciplinary designation. For a professional program, the degree should be appropriately specific (e.g., Master of Library Science, Master of Business Administration, Master of Education, Master of Social Work, Master of Arts in Teaching).

VII. SIXTH YEAR PROGRAMS

Some institutions organize programs of graduate work at the post-master's level which are not intended to lead to a doctorate but to a specialist's degree or to a comparable certificate. Such a program should possess a definite philosophy, purpose, design, and sequence, and should be self-contained and terminal in nature. It should perform a definable function and should not be merely a continuation of courses beyond the master's degree. The design of each program should be demonstrably determined by the purposes of the program and the needs of the students. A qualifying examination should be required for the degree or the certificate.

VIII. DOCTORAL PROGRAMS

Programs leading to doctoral degrees should normally require three or more years of study and research beyond the baccalaureate. They should be so designed that course requirements, foreign language requirements, qualifying examinations, research requirements, and the dissertation are coherently related to a clearly defined set of educational goals. The doctoral program should be organized independently of any pre-existing master's program in a given field, although elements in the master's program (individual courses for example) may, of course be acceptable as part of the doctoral program. A viable doctoral program in any field of study at a particular institution, moreover, benefits from complementary programs in other fields, and no institution should seek to establish doctoral studies piecemeal or to initiate its first doctoral program before it is able to formulate long-range plans for mounting cognate programs in related fields. Successful education at the doctoral level, furthermore, generally requires the establishment of an intellectually stimulating community of teachers and students, and such a community cannot develop without a substantial number of full-time participants; hence a residence requirement (a required period of full-time study) should be incorporated in every program leading to the doctorate.

Programs leading to the Doctor of Philosophy degree are ideally primarily oriented toward original research; certain other doctorates (e.g., Doctor of Medical Sciences) may have the same orientation. Professional doctorates (e.g., Doctor of Business Administration, Doctor of Education) are usually 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.

The above are the two kinds of terminal degrees that may be said by this time to be traditional. But there is no reason for the evolution of degree-granting to come to an end with the emergence of this document. It is quite clear that professional needs are only imperfectly served under the present dispensation. The innovation of new graduate degrees, clearly conceived in program and in purpose, is by no means to be excluded. Acceptance of such degrees rests basically on acceptance by the graduate community, but the Board of Higher Education seeks to invite invention, rather than to discourage it. It asks only the extra care that is required to invest novelty with promise.

For approval of doctoral programs, an institution must show that it has established clear educational objectives; that its requirements are appropriate for the nature of the doctorate (either professional or research); that it possesses adequate library holdings, laboratory space, research facilities, and other necessary resources; that—above all—its faculty is recognized beyond the bounds of the institution as possessing professional qualifications and research achievements sufficient to support the program for which approval is sought; that it is prepared to make the commitment in faculty time necessary for thesis supervision and project or research guidance; that its proposed program is supported by related studies and research in ancillary fields; and that it has in fact formulated acceptable long-range plans for the development of cognate programs leading to the doctorate in other fields. The burden of proof is on the institution; no detailed descriptions are included here in the belief that if an institution were to show itself in need of such details it would thereby contribute *prima facie* evidence that it is not ready to inaugurate doctoral work.

IX. FACULTY

The term "graduate faculty" as used here means simply those who have instructional responsibilities (including thesis supervision) in a graduate program. These should hold adequate academic degrees or unassailable compensating qualifications, be productive contributors in some sense in the field of their own specialty and participants in its professional life, and work under conditions and schedules which encourage them to continue their professional development. The academic schedule should permit adequate time for instruction, advisement, direction of research, supervision of theses, as well as continued professional growth and achievement. It is imperative that a faculty member with graduate responsibilities be thoroughly familiar with current research in his field.

In general, graduate courses should be taught by full-time members of the faculty. Exceptions to this policy are, perhaps, most valuable for programs leading to the professional type degree. Care should be taken to insure that the total commitments of part-time faculty are fully commensurate with the quality of the program.

X. ADMINISTRATION

Academic responsibility for graduate work should be vested in the graduate faculty or a council (or in a larger institution perhaps more than one such unit) under the administration of a chief executive, ordinarily called the graduate dean. This unit should be responsible for the development and coordination of graduate programs, and for the policies and procedures relating to graduate instruction, admission and retention standards, degree requirements, and all other matters pertinent to the academic quality and efficient administration of graduate study.

The graduate council or faculty should be established as the institution shall determine, but in any case it should include representatives of the departments or fields in which advanced degrees are offered. As the principal academic agency of the institution with respect to graduate work, this council or faculty should have responsibility to the same extent as other similar agencies in the institution, with respect to:

1. Policies relating to graduate instruction and research.
2. Standards for the admission and retention of students.
3. Requirements for graduate degrees.
4. Approval of graduate courses.
5. Approval of new degree programs.
6. Qualifications of professors assigned to graduate instruction.

XI. THE STUDENT AND STUDENT WELFARE

A graduate student should hold an acceptable baccalaureate degree from a college or university accredited by a regional accrediting association, or should possess equivalent credentials. Particularly in disciplinary programs, the undergraduate record should show the equivalent of a major in the field for which application is made, or in a closely related field. In addition, the graduate student should be a person who shows evidence of

intellectual ability and performance sufficient to justify the expectation of capable and mature work at the graduate level.

An institution engaged in graduate work should encourage and develop programs for full time students whenever possible. Care must be taken that neither full-time or part-time students be permitted to carry an overload.

Adequate counseling should be provided for each student. Responsibility for this should be specific with an individual or committee; it may not be left to chance. Regular assessment of each student's progress should be made to assure continued growth in the field.

Graduate students should possess tools required for mature, independent scholarship such as language competency. Such tools, along with the satisfaction of any other prerequisites, should be in addition to all other course requirements for the degree; they are not a part of the graduate program and should be acquired before admission or as quickly as possible after beginning graduate study in addition to all other course requirements for the degree.

The availability of student financial aid is important to the development of a good graduate program. Such aid should include Fellowships, Scholarships, Loans, Research Assistantships, and Teaching Assistantships. In those awards involving service on the part of the student (the Assistantships) close supervision by experienced professors is necessary, and care must be exercised to prevent these awards from becoming academic slave-labor to the detriment of the progress of the student.

Before foreign students are admitted, every effort should be made to determine the adequacy of their command of English. When they have been admitted, provision for advisement beyond academic matters is particularly important.

XII. RELATIONSHIP WITH UNDERGRADUATE STUDY

The relationship of graduate study to undergraduate study should be such that each can, and should, contribute to the strength of the other. A strong supportive undergraduate program is ordinarily a prerequisite to the establishment of an advanced program in any field. At the same time, such benefits as increased intellectual stimulation and motivation from graduate students and faculty, availability of advanced courses for outstanding undergraduates, and expanded library and research facilities are realized by undergraduates when an advanced program in their field is offered by the institution.

XIII. BUDGET

An institution must provide adequate financial support for its graduate programs. Adequate support implies that funds for graduate programs are not diverted from undergraduate programs to their detriment. The level of support must permit appropriately reduced teaching schedules for graduate professors to enable them to remain productive scholars and to keep up with scholarly or professional advances in their fields. It should also provide adequately for the purchase of necessary books, monographs, periodicals and equipment, and for the recruitment of able students through fellowships, scholarships or assistantships.

The governing board of the institution must be prepared to make a continuing commitment of institutional funds for the support of the graduate programs, particularly for the indispensable faculty and student research activity. Only in the most extraordinary circumstances can the necessary level of support be provided exclusively through the tuition fees of the programs themselves.

It is not necessary that a separate expenditure budget be assigned to each graduate program, or even to graduate programs as a whole, but the institution should have knowledge of the cost of each program. It must be able to identify the source of support, and to present evidence of reasonable expectation of continuity.

XIV. FACILITIES

The institution should have those facilities necessary for the efficient attainment of the objectives of each program. These include adequate library study-space for faculty and students, modern apparatus and instruments in those disciplines in which sophisticated activity demands them, classrooms and seminar rooms, office space for the faculty, and provision for secretarial service. The key word here is "adequate".

XV. LIBRARY

An excellent institutional library is essential to any graduate program. Beyond the needs of the undergraduate college, the graduate school should have, for each program, a variety and depth of specialized material available on the campus for the students and faculty who must use them in research. These needs imply planned library expansion and increased commitment of institutional funds.

The major goal of a library that supports a graduate program should be to provide an adequate base for research activities. A strong resource library is crucial to graduate study, providing the essential research journals, monographs, microforms, the "report" literature, general and specialized bibliographies, and reference works both in the fields of instruction and research and in related areas to serve as background material and, in much greater depth, for special investigations.

XVI. GRADUATE CATALOGUE

The graduate catalogue, whether a part of the total college catalogue or a separate document, is a contract with the graduate student. Therefore, the content of the graduate portion of the catalogue should show carefully detailed programs of study for each major offering. In addition it should state clearly the admission requirements, tuition, fees, degree requirements, course descriptions (including prerequisites), thesis or research requirements (if any) and other information.



State of New Jersey

DEPARTMENT OF HIGHER EDUCATION
225 WEST STATE STREET
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OFFICE FOR INDEPENDENT
COLLEGES AND UNIVERSITIES
(609/292-2955)

Instructions for Out-of-State Institutions Seeking Licensure

Under existing legislation (NJS 18A:67 and NJS 18A:68), an institution must be licensed by the Board of Higher Education in order to offer college level courses or to grant a degree in New Jersey.

We are sending you a copy of our Regulations and Standards which delineate the steps necessary to secure such licensure. If an institution merely wishes to offer a program of courses, but not establish a center in New Jersey, and is regionally accredited, it need only respond to the questions on pages 25 and 26, under III, Report on Proposed New Degree Program. If, however, it is not regionally accredited, or if it contemplates opening a center in New Jersey, it should complete the material as requested on pages 19 through 25, under II, Report of the College as a Whole. In either case, the answers should relate fully to the proposed New Jersey operation.

Once a licensure petition is received, the Department of Higher Education advises all New Jersey institutions of higher education of the petition's content and invites them to submit their reactions to the department. After collecting the material, the department reviews the petition, usually with the assistance of an out-of-state academic consultant. The proposed program's academic quality, its fiscal viability, and the question of state need are the areas most carefully considered. The first two items are self-explanatory and traditionally the ones which concern accrediting or licensing agencies. The question of state need has grown in importance in recent years as the necessity to avoid unnecessary duplication has increased.

After department review, the petition and all the data collected are passed on to the Licensure and Approval Advisory Board for its review. An institutional representative may be requested to appear before the board to provide further information and clarify the issues. The board may suggest further

investigation, recommend that the program **not** be approved or recommend approval. If the latter is recommended, the program is then presented to the Chancellor with all attendant documentation. He then decides on his course of action and reports to the Board of Higher Education, the state licensing authority. An institutional representative is usually expected to be available at that meeting.

Programs may be approved for periods of anywhere from one to five years. New programs are rarely approved initially for longer than a three-year period. The entire review process usually encompasses between nine and twelve months.