

**The College of New Jersey
Board of Trustees
July 11, 2017
222/225E Brower Student Center
3:00pm**

Minutes of the Public Meeting

Present: Jorge Caballero, Chair; Susanne Svizeny, Vice Chair; Robert Altman; Anthony Cimino; Carl Gibbs; Christopher Gibson; Eleanor Horne; Rosie Hymerling; Rebecca Ostrov; Miles Powell; Treby Williams; Priscilla Nunez, Student Representative; Eashwayne Haughton, Student Representative; Jana Gevertz, Faculty Representative; David Prensky, Faculty Representative; Timothy Grant, Staff Representative; Joseph O'Brien, Staff Representative

Not Present: Brad Brewster; Fred Keating; Brian Markison; Albert Stark

I. Announcement of Compliance

- a. It is hereby announced and recorded that the requirements of the Open Public Meetings Act as to proper notification as to time and place of meeting have been satisfied.

II. Motion to go into Closed Session

- a. It is moved by Dr. Altman, seconded by Ms. Svizeny, that the Board go into closed session to discuss personnel actions including: Faculty - New Appointments – Tenure Track, New Appointments– Temporary, Resignations, Retirements – Emeritus, Reappointments – Temporary, Reappointments to a Fourth Year, Reappointments to a Fifth Year, Reappointments to a Fifth & Sixth Year, Reappointments to a Sixth Year with Tenure, Tenure at Appointment for Faculty in an Administrative Faculty Position, Tenure by Exceptional Action (To a Fourth Year with Tenure and To a Fifth Year with Tenure; Staff - New Appointments, New Appointments – Temporary, Change of Status, Change of Status – Temporary, and Resignations, Retirement, Retirement – Emeritus, Six-Month Reappointment, One Year Reappointments – Non-unit, One Year Reappointments – AFT, Four Year Reappointments – AFT, Five Year Reappointments - AFT; pending litigation including Calogero Paxia v. PRC Campus Centers, LLC and TCNJ; Paul Rada v. TCNJ; Ratarsha Willis v. TCNJ, Carl Walker and Cynthia Fuller; Joseph Gage v. TCNJ; Alexa Madoff v. Elite Girls Soccer Academy and TCNJ; Brandon Sherry v. TCNJ; and anticipated litigation, items exempt under the Open Public Meetings Act.

III. Closed Session

IV. Resumption of Public Session/Pledge of Allegiance

V. Swearing in of New Trustee

General Counsel Mahoney sworn in Alternate Student Representative,
Eashwayne Haughton

VI. Approval of the Minutes of the February 15, 2017 Public Meeting

It was moved by Ms. Svizeny, seconded by Dr. Altman, that the resolution be approved. The motion carried unanimously.

VII. Approval of the Minutes of the April 25, 2017 Public Meeting

It was moved by Mr. Powell, seconded by Ms. Williams, that the resolution be approved. The motion carried unanimously.

VIII. Approval of the Minutes of the May 24, 2017 Public Meeting

It was moved by Ms. Hymerling, seconded by Ms. Svizeny, that the resolution be approved. The motion carried unanimously.

IX. Presentation by Staff Senate President Joe O'Brien/Vice President Monica Jacobe

Monica Jacobe, Vice President for the Staff Senate provided the Board with a report including a summary of activities of the Staff Senate for 2016 to 2017.

X. Report of the Board Officers

A. Report of the Board Officers Nominating Committee

Ms. Fehn reported that the Nominating Committee met and recommended the following slate of officers for the Board's consideration:

Jorge Caballero – Chair

Susanne Svizeny – Vice Chair

This slate of officers will be considered at the October Public Meeting.

XI. Report of the Trustee member of the TSC Corporation

Mr. Powell reported for the committee for Mr. Markison.

XII. Report of the Trustee Liaison to the New Jersey Association of State Colleges and Universities

Dr. Altman reported for the committee.

XIII. Report of the Trustee member of the TCNJ Foundation

Ms. Horne reported for the committee.

XIV. Report of the Trustee member of the TCNJ Alumni Association

Mrs. Hymerling reported for the committee.

XV. New Business

A. Report of the Executive Committee

Mr. Caballero reported for the Executive Committee.

1. Faculty Actions - New Appointments – Tenure Track, New Appointments– Temporary, Resignations, Retirements – Emeritus, Reappointments – Temporary, Reappointments to a Fourth Year, Reappointments to a Fifth Year, Reappointments to a Fifth & Sixth Year, Reappointments to a Sixth Year with Tenure, Tenure at Appointment for Faculty in an Administrative Faculty Position – Attachment A

It was moved by Ms. Svizeny, seconded by Ms. Williams, that the resolution be approved. The motion carried unanimously.

2. Faculty Action – Tenure by Exceptional Action – To a Fourth Year with Tenure – Attachment A1

It was moved by Ms. Svizeny, seconded by Ms. Horne, that the resolution be approved. A roll call vote was conducted by the Secretary to the Board and the motion carried unanimously.

3. Faculty Action – Tenure by Exception Action – To a Fifth Year with Tenure – Attachment A2

It was moved by Dr. Altman, seconded by Ms. Horne, that the resolution be approved. A roll call vote was conducted by the Secretary to the Board and the motion carried unanimously.

4. Staff Actions – New Appointments, New Appointments – Temporary, Change of Status, Change of Status – Temporary, and Resignations, Retirement, Retirement – Emeritus, Six-Month Reappointment, One Year Reappointments – Non-unit, One Year Reappointments – AFT, Four Year Reappointments – AFT, Five Year Reappointments - AFT– Attachment B

It was moved by Ms. Svizeny, seconded by Mr. Gibson, that the resolution be approved. The motion carried unanimously.

5. Resolution Honoring Ms. Dana DiSarno for Service to The College of New Jersey Board of Trustees – Attachment C

It was moved by Mrs. Hymerling, seconded by Ms. Nunez, that the resolution be approved. The motion carried unanimously.

6. Resolution Appointing Members to the Trenton State College Corporation Board – Attachment D

It was moved by Mr. Cimino, seconded by Ms. Ostrov, that the resolution be approved. The motion carried unanimously.

7. Resolution Establishing a Schedule of Meetings for 2017-18 – Attachment E

It was moved by Mr. Cimino, seconded by Ms. Ostrov, that the resolution be approved. The motion carried unanimously.

B. Report of the Mission Fulfillment Committee

Ms. Svizeny reported for the committee.

1. The College of New Jersey Board of Trustees Resolution Approving a Master of Public Health – Attachment F

It was moved by Mr. Gibbs, seconded by Mrs. Hymerling, that the resolution be approved. The motion carried unanimously.

2. The College of New Jersey Board of Trustees Resolution Approving a Bachelor in Speech-Language Pathology and Audiology – Attachment G

It was moved by Mr. Powell, seconded by Mr. Gibson, that the resolution be approved. The motion carried unanimously.

3. The College of New Jersey Board of Trustees Resolution Approving a Revised Governance Document – Attachment H

It was moved by Mrs. Hymerling, seconded by Ms. Williams, that the resolution be approved. The motion carried unanimously.

C. Report of the Governance Committee

Ms. Horne reported for the committee.

D. Report of the Audit, Risk Management and Compliance Committee

Ms. Williams reported for the committee.

1. Resolution Approving Waivers of Advertising for College Business Purposes – Attachment I

It was moved by Mr. Gibson, seconded by Ms. Ostrov, that the resolution be approved. The motion carried unanimously.

2. Resolution Approving Revised Protection of Children on Campus Policy – Attachment J

It was moved by Dr. Altman, seconded by Mr. Cimino, that the resolution be approved. The motion carried unanimously.

3. Resolution Approving Revised Compliance Policy – Attachment K

It was moved by Ms. Svizeny, seconded by Ms. Horne, that the resolution be approved. The motion carried unanimously.

E. Report of the Business and Infrastructure Committee

Dr. Altman reported for the committee.

1. Resolution Approving Waivers of Advertising (College Business Purposes) – Attachment L

It was moved by Mrs. Hymerling, seconded by Ms. Ostrov, that the resolution be approved. The motion carried unanimously.

2. Resolution Approving Waivers of Advertising (Facilities and Construction) – Attachment M

It was moved by Ms. Ostrov, seconded by Mrs. Hymerling, that the resolution be approved. The motion carried unanimously.

3. The College of New Jersey Board of Trustees Resolution Authorizing The College of New Jersey to Renovate Travers and Wolfe Halls – Attachment N

It was moved by Mr. Cimino, seconded by Ms. Williams, that the resolution be approved. The motion carried unanimously.

4. The College of New Jersey Board of Trustees Resolution Approving The College of New Jersey FY 2018 Unrestricted Current Fund Budget and Establishing Student Charges for FY 2018 – Attachment O

It was moved by Ms. Svizeny, seconded by Ms. Williams, that the resolution be approved. The motion carried unanimously.

5. Resolution Approving The College of New Jersey Fines, Penalties and Other Charges for Faculty, Staff, Students and Visitors for Academic Year 2017-2018 – Attachment P

It was moved by Ms. Horne, seconded by Ms. Williams, that the resolution be approved. The motion carried unanimously.

6. Resolution Approving Regional Graduate Tuition Rate – Attachment Q

It was moved by Ms. Williams, seconded by Ms. Ostrov, that the resolution be approved. The motion carried unanimously.

XVI. Report of the President

The attached president's report includes President Gitenstein's regular update and her retirement announcement.

XVII. Adjournment

The following motion was moved by Mr. Cimino, seconded by Mr. Gibson, that the resolution be approved. The motion carried unanimously.

Be It

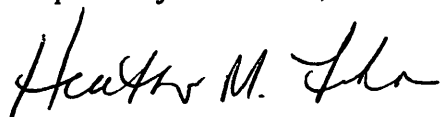
Resolved: That the next public meeting of The College of New Jersey Board of Trustees, will be held on Tuesday, October 24, 2017 at a time and location to be announced.

Be It

Further

Resolved: That this meeting be adjourned.

Respectfully submitted,



Heather M. Fehn
Chief of Staff and Secretary to
the Board of Trustees



TO: Timothy Grant,
Interim Chief of Police

FROM: Sgt. Marcie Montalvo,
Administrative Sergeant

DATE: July 1, 2017

RE: Crime Statistics from February 1, 2017 - June 30, 2017

In accordance with New Jersey Statute P.L. 2015, Chapter 220, S485, supplementing Chapter 3b of Title 18A, enacted on January 19, 2016, the president of each public institute of higher education shall report to the governing board of the institution, at each of its regular meetings, all crimes, fires and other emergencies which occurred on campus during the previous reporting period. For the purposes of this report, The College of New Jersey is following the Clery Act definitions for reporting crime statistics.

- Arson- 0 incidents
- Burglaries- 1 incident
- Hate Crimes- 0 incidents
- Drug Law Offenses- 9 incidents
- Liquor Law Offenses- 18 incidents
- Driving while Under the Influence or Intoxicated- 1 incident
- MV Theft - 2 incidents (2 golfcarts/both recovered)
- Sexual Assault- 0 incidents
- Dating Violence - 0 incidents
- Fire Statistics - 7 incidents
 - 1 woods fire behind Facilities, no damages
 - 4 incidents where accused was caught/admitted to lighting paper in stairwells of Wolfe Hall, some floor tiles damaged (accused charged/removed from Res Hall)
 - 1 incident where accused lit misc. paper in Lot #11, no damages
 - 1 incident where accused was caught/admitted to lighting paper in dorm room, no damage (accused charged/removed from Res Hall)
- Other Emergencies – 4 timely warnings issued during this period

****NOTE:** The numbers reported reflect the number of occurrences, *not* the number of victims.

New Appointments - Faculty - Tenure Track

Greer Burroughs	Assistant Professor Elementary and Early Childhood Education Effective: August 28, 2017 – June 30, 2020
Rebecca Bushby	Librarian 2/Assistant Professor Education Librarian Effective: July 17, 2017 – June 30, 2020
Lauren Foxworth	Assistant Professor Special Education, Language & Literacy Effective: August 28, 2017 – June 30, 2020
Alex Garlick	Assistant Professor Political Science Effective: August 28, 2017 – June 30, 2020
Matthew Greenblatt	Assistant Professor Economics Effective: August 28, 2017 – June 30, 2020
Xu Han	Assistant Professor Management Effective: August 28, 2017 – June 30, 2020
Jacqueline Ioli	Assistant Professor Nursing Effective: August 28, 2017 – June 30, 2020
Jinsil Kim	Assistant Professor Management Effective: August 28, 2017 – June 30, 2020
Ying Quan	Assistant Professor Accounting & Information Systems Effective: January 22, 2018 – June 30, 2020

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New Appointments - Faculty - Tenure Track – continued

Jonathan Rivera	Assistant Professor Art & Art History Effective: August 28, 2017 – June 30, 2020
Tamika Royal-Thomas	Assistant Professor Mathematics & Statistics Effective: January 22, 2018 – June 30, 2020
Brenda Seals	Associate Professor Public Health Effective: August 28, 2017 – June 30, 2020
Eddie Villanueva	Assistant Professor Art & Art History Effective: August 28, 2017 – June 30, 2020

New Appointments - Faculty – Temporary

Jennifer Del Nero	Assistant Professor Special Education Language & Literacy Effective: August 28, 2017 End: June 30, 2018
Raman Kannan	Assistant Professor Computer Science Effective: August 28, 2017 End: June 30, 2018
Jamie Kennedy	Assistant Professor Integrative STEM Education Effective: August 28, 2017 End: June 30, 2018
Matthew McAndrew	Assistant Professor Philosophy Effective: August 28, 2017 End: June 30, 2018

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New Appointments - Faculty – Temporary - continued

Laura Neuman	Assistant Professor English Effective: August 28, 2017 End: June 30, 2018
Sandra Sepulveda	Assistant Professor Psychology Effective: August 28, 2017 End: June 30, 2018
Jodi Weinstein	Assistant Professor History Effective: August 28, 2017 End: June 30, 2018

Resignations - Faculty

David Vickerman	Music Effective: July 1, 2017
Jia Tao	Computer Science Effective: July 1, 2017
Margaret Benoit	Physics Effective: July 1, 2017

Retirement – Faculty - Emeritus

Bernard Bearer	English Effective: July 1, 2017
James Bricker	Biology Effective: January 1, 2018
Xinru Liu	History Effective: July 1, 2017
Susan Mitchell	Nursing Effective: February 4, 2017

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Retirement – Faculty – Emeritus - continued

Alfred Pelham

Marketing

Effective: July 1, 2017

Kathleen Rotter

Special Education, Language, & Literacy

Effective: February 1, 2017

Deborah Thompson

Elementary & Early Childhood Education

Effective: July 1, 2017

Reappointments - Faculty – Temporary

Aleksey Berg

Assistant Professor

World Languages & Cultures

Effective: August 28, 2017

End date: June 30, 2018

Joanne Billmers

Assistant Professor

Chemistry

Effective: August 28, 2017

End date: June 30, 2018

Colin Bitter

Librarian 3

Library

Effective: August 28, 2017

End date: June 30, 2018

Vincent Czyz

Assistant Professor

English

Effective: August 28, 2017

End date: June 30, 2018

Karen Deaver

Instructor

The Liberal Learning Program

Effective: August 28, 2017

End date: June 30, 2018

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Reappointments - Faculty – Temporary - continued

Irene Ey	Librarian 2 Library Effective Date: July 1, 2017 End date: June 30, 2018
John Farrell	Assistant Professor Health & Exercise Science Effective: August 28, 2017 End date: June 30, 2018
Christopher Fazen	Assistant Professor Chemistry Effective: August 28, 2017 End date: June 30, 2018
Karen Fenner	Instructor World Languages & Cultures Effective: August 28, 2017 End date: June 30, 2018
Karen Gordon	Assistant Professor Educational Administration & Secondary Education Effective: August 28, 2017 End date: June 30, 2018
Eileen Heddy	Instructor Elementary & Early Childhood Education Effective: August 28, 2017 End date: June 30, 2018
Dorothy Johnson	Assistant Professor Special Education, Language & Literacy Effective: August 28, 2017 End date: June 30, 2018
Hetty Joyce	Assistant Professor Art & Art History Effective: August 28, 2017 End date: June 30, 2018

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Reappointments - Faculty – Temporary – continued

Isabel Kentengian	Instructor World Languages & Cultures Effective: August 28, 2017 End date: June 30, 2018
Mirela Manea Krichten	Assistant Professor Chemistry Effective: August 28, 2017 End date: June 30, 2018
Celia Liu	Instructor World Languages & Cultures Effective: August 28, 2017 End date: June 30, 2018
Melanie Phillips	Assistant Professor Special Education, Language & Literacy Effective: August 28, 2017 End date: June 30, 2018
Karen Prince	Assistant Professor Elementary & Early Childhood Education Effective: August 28, 2017 End date: June 30, 2018
Robert Richard	Assistant Professor Physics Effective: August 28, 2017 End date: June 30, 2018
Wilbur Sowder	Assistant Professor English Effective: August 28, 2017 End date: June 30, 2018

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Reappointments - Faculty – Temporary – continued

Diane Steinberg	Assistant Professor English Effective: August 28, 2017 End date: June 30, 2018
Nelly Taha	Instructor World Languages & Cultures Effective: August 28, 2017 End date: June 30, 2018
Anthony Uzwiak	Associate Professor Biology Effective: August 28, 2017 End date: June 30, 2018
Ann Warner-Ault	Assistant Professor World Languages & Cultures Effective: August 28, 2017 End date: June 30, 2018

Reappointments – Faculty

To a Fourth Year

Zakiya Adair	Women's, Gender & Sexuality Studies/ African American Studies
Mekala Audain	History
Richard Baker	Economics
Jared Beatrice	Sociology & Anthropology
Laura Bruno	Health & Exercise Science
Angela Capece	Physics
Jonathan Davis	Educational Administration & Secondary Education
Sarah Domire	Special Education, Language & Literacy
Josh Fishburn	Interactive Multimedia

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Reappointments – Faculty - continued

To a Fourth Year – continued

Leigh-Ann Francis	Women's, Gender & Sexuality Studies/ African American Studies
Craig Hollander	History
Tae-Nyun Kim	Finance
MinSoo Kim-Bossard	Elementary & Early Childhood Education
Anthony Lau	Biomedical Engineering
David Murray	Library
Trevor O'Grady	Economics
Lauren Shallish	Special Education, Language & Literacy
Aimee Stahl	Psychology

To a Fifth Year

Larry Pearlstein	Electrical & Computer Engineering
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To a Fifth & Sixth Year

Gerry Altmiller	Nursing
Joseph Baker	Chemistry
Tao Dumas	Political Science
Dolores Dzubaty	Nursing
Steffen Marcus	Mathematics & Statistics
David Mazeika	Criminology
Tracy Perron	Nursing
Alan J. Richards	Physics

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Reappointments – Faculty - continued

To a Sixth Year with Tenure

Ambrose Adegbege	Electrical & Computer Engineering
Thomas Brennan	Civil Engineering
Sharon Byrne	Nursing
Maureen Connolly	Educational Administration & Secondary Education
Amanda Cowell	Library
Maria Domingo	Accounting & Information Systems
Manuel Figueroa	Technological Studies
Constance Kartoz	Nursing
Seung-Yun Kim	Electrical & Computer Engineering
Mindi McMann	English
Dimitrios Papamichail	Computer Science
Colleen Sears	Music
Xeufeng Wei	Biomedical Engineering

Tenure at Appointment for Faculty in an Administrative Faculty Position

Suzanne McCotter	Professor
	Educational Administration & Secondary Education
	Effective: August 1, 2017

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Tenure by Exceptional Action – Roll call voice vote 2/3 majority

To a Fourth Year with Tenure

Belinda Haikes

Art & Art History

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Tenure by Exceptional Action – Roll call voice vote 2/3 majority

To a Fifth Year with Tenure

Jill Schwartz

Counselor Education

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New Appointments - Staff

Emily Behn	Assistant Director 3 Career Center Effective: July 3, 2017
Colleen Dallavalle	Assistant Director 3 Fraternity & Sorority Life Effective: March 6, 2017
Amanda DeMartino	Executive Director Athletics Effective: July 3, 2017
Casey Goff	Assistant Director 2 Athletics Effective: July 24, 2017
Francesca Jackson	Assistant Director 2 Athletics Effective: July 1, 2017
Heather Mayen	Professional Services Specialist 4 Grants & Sponsored Research Effective: June 5, 2017
Suzanne McCotter	Dean School of Education Effective: August 1, 2017
Luke Sacks	Assistant Director 2 Community, Marketing & Brand Management Effective: February 20, 2017
Patricia Smith	Director Facilities & Administrative Services Effective: March 20, 2017
Erin Jo Tiedeken	Project Specialist School of Science Effective: May 22, 2017

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New Appointments – Staff - continued

Norman Yacko
Professional Services Specialist 4
Athletics
Effective: July 3, 2017

Brandon Wagner
Professional Services Specialist 2
Enterprise Infrastructure
Effective: April 24, 2017

Alex Wehrenberg
Professional Services Specialist 4
Residential Education & Housing
Effective: June 12, 2017

Han Zhao
Professional Services Specialist 4
Records & Registration
Effective: April 10, 2017

New Appointments – Staff – Temporary

Amy Walton
Assistant Director
Development
Effective: February 27, 2017

Change of Status – Staff

Heather Camp
CELR Center
From: Sr. Program Director, CEL II
To: CEL Director
Effective: June 10, 2017

Kiley Cinelli
Student Center
From: Professional Services Specialist 4
To: Assistant Director 3
Effective: April 29, 2017

Krystal Corbett
Human Resources
From: Professional Services Specialist 2A (CWA)
To: Manager (NU)
Effective: January 23, 2017

Paul Eaton
User Support Services
From: Professional Services Specialist 3C (CWA)
To: Professional Services Specialist 3 (AFT)
Effective: January 9, 2017

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Change of Status – Staff - continued

Lisa Grimm	School of Humanities & Social Sciences From: Associate Professor (AFT-Faculty) To: Associate Dean (Non-Unit Staff) Effective: June 24, 2017
Michell Lin	College Advancement From: Professional Services Specialist 4A (CWA) To: Assistant Director (Non-Unit) Effective: June 10, 2017
Amy Moyer	Center for American Language & Culture From: Professional Services Specialist 3 To: Professional Services Specialist 2 Effective: January 1, 2017
Pamela Olliver	Records & Registration From: Principal Clerk (CWA) To: Professional Services Specialist 4 (AFT) Effective: June 12, 2017
Audrey Perrotti	Brower Student Center From: Assistant Director (Conf & Meeting Svcs) To: Director (Brower Student Center) Effective: July 1, 2017
Rhelda Richards	Facilities Management, Construction & Campus Safety From: Executive Assistant To: Director Effective: March 18, 2017
Christina Riso	President's Office From: Professional Services Specialist 3A (CWA) To: Deputy Chief of Staff (NU) Effective: April 29, 2017
Jamie Sirover	General Counsel From: Executive Assistant To: Paralegal Effective: June 10, 2017

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Changes of Status – Staff - continued

Tricia Torley

Residential Education & Housing
From: Professional Services Specialist 4 (AFT)
To: Associate Director (NU)
Effective: February 20, 2017

Amy Walton

Development
From: Assistant Director (Temporary)
To: Assistant Director (Permanent)
Effective: July 1, 2017

Change of Status – Staff – Temporary

Angela Chong

Student Affairs
From: Assistant Vice President
To: Interim Vice President
Effective: July 1, 2017

Jordan Draper

Student Affairs
From: Director
To: Interim Dean of Students/Title IX Coordinator
Effective: July 1, 2017

Karen Dubrule

Center for Student Success
From: Program Assistant
To: Interim Assistant Director 2
Effective: February 13, 2017

Mark Forest

Counseling & Psychological Services
From: Director
To: Interim Assistant Vice President of Health & Wellness/
Director of Counseling & Psychological Services
Effective: July 1, 2017

Margarita Leahy

Counseling & Psychological Services
From: Professional Services Specialist 2
To: Interim Assistant Director
Effective: July 1, 2017

Sean Stallings

Student Affairs
From: Assistant Vice President
To: Interim Associate Vice President

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Effective: July 1, 2017

Resignations - Staff

Alan Bowen

Enterprise Infrastructure
Effective: June 23, 2017

Joseph Cahill

Health and Wellness
Effective: March 17, 2017

Kilpatry Cuesta

EOF
Effective: July 1, 2017

Amy Hecht

Student Affairs
Effective: July 1, 2017

Heba Jahama

Records & Registration
Effective: August 4, 2017

Kerri Long

School of Education
Effective: June 30, 2017

Clara Paciulete

Human Resources
Effective: June 23, 2017

Susan Quinn

College Advancement
Effective: February 25, 2017

Christine Rizzo

Alumni Engagement
Effective: July 28, 2017

Kaitlyn West

Admissions
Effective: June 2, 2017

Retirement – Staff

Jeff Passe

School of Education
Effective: August 1, 2017

Retirement – Staff - Emeritus

Kathleen Ertel

Counseling & Psychological Services
Effective: July 1, 2017

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Retirement – Staff – Emeritus - continued

Dawn Henderson	Athletics Effective: July 1, 2017
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Patricia Karlowitsch	School of Business Effective: February 1, 2017
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Six-Month Reappointment (Effective July 1, 2017 – December 31, 2017) – Non Unit Staff

Jennifer Sparks	Director TCNJ Clinic
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One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff

Scott Allen	Project Specialist Trenton State College Corporation
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Aimee Alt	Project Specialist Athletics
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Alan Amtzis	Director – 10 Mo. School of Education
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Kelly Andrews	Associate Director Community, Marketing & Brand Management
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Mosen Auryan	Associate Provost Center for Institutional Effectiveness
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Elizabeth Bapasola	Assistant Vice President Student Engagement
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Erin Barnard	Assistant Director Admissions
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Lindsay Barndt	Director Student Engagement
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Brian Bishop	Associate Director Athletics
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One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Cynthia Bishop-Lyons	Manager Human Resources
Shari Blumenthal	Assistant Director Conference & Event Services
Matthew Bonomo	Project Specialist Campus Construction
Lynn Booth	Director Support for Teacher Education Programs
Beverly Breccia	Associate Director Student Accounts
Andrew Brunetto	Manager User Support Services
Deborah Bucca-Bedard	Project Specialist Trenton State College Corporation
Robert Buonocore	Director Enterprise Applications
Guy Calcerano	Assistant Director Development
Heather Camp	Project Specialist CELR Center
Michael Canavan	Associate General Counsel General Counsel
Wilbert Casaine	Executive Director Student Financial Assistance
John Castaldo	Executive Director

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Development & Alumni Engagement

One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Matthew Cesari	Manager Enterprise Infrastructure
Angela Chong	Assistant Vice President Health and Wellness
John Coburn	Associate Director Enterprise Infrastructure
Joseph Como	Project Specialist Campus Construction
David Conner	Director Student Activities
Judi Cook	Director Office of Instructional Design
Francis Cooper	Executive Director Records & Registration
Krystal Corbett	Manager Human Resources
Ivonne Cruz	Director Center for Student Success
James Day	Assistant Dean School of Arts & Communication
Tammy Dieterich	Assistant Dean School of Business
Jordan Draper	Director Student Affairs

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Kevin Fay	Assistant Director Admissions
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One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Paula Figueroa-Vega	Director Bonner Institute
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Delsia Fleming	Assistant Dean School of Education
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Thomas Foga	Associate Director Student Financial Assistance
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Mark Forest	Director Counseling & Psychological Services
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Marlena Frackowski	Assistant Dean Library
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Cindy Friedman	Director Community, Marketing & Brand Management
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Elizabeth Gallus	Director Student Conduct & Dispute Resolution
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Norma Garza	Director Academic Affairs
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Ryan Gladysiewicz	Associate Director Office of Instructional Design
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Mark Gola	Assistant Director Athletics
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Raymond Gonzalez	Project Specialist Residential Education & Housing
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Timothy Grant	Assistant Director Campus Police Services
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Alanna Gutchigian

Manager
Conference & Event Services

One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Dionne Hallback

Associate Director
Student Financial Assistance

Tomas Hammar

Director
Treasurer

Heather Hardwick

Director
Community, Marketing & Brand Management

Judith Hastie

Director
Payroll Office

Kelly Hennessy

Associate Dean
Health and Wellness

Susan Hydro

Director
Office of Graduate & Advancing Education

Monica Jacobe

Director
Center for American Language & Culture

Christen Jones

Assistant Director
Development

David Jurkin

Project Specialist
Campus Construction

Lynda Kane

Director
Campus Planning

Anup Kapur

Executive Director
Finance & Business Services

Debra Kelly

Director
Career Center

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Mark Kirchner	Project Specialist Campus Planning
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One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Debra Klokis	Associate Director Career Center
Shawn Kochis	Project Specialist Trenton State College Corporation
Richard Kroth	Director TCNJ Center for the Arts
Eileen Kurowski	Assistant Director Counseling & Psychological Services
Stephen Leddy	Associate Vice President Conference & Event Services
Allison Lengyen	Associate Director User Support Services
Laurel Leonard	Assistant Dean School of Science
Kathryn Leverton	Associate Vice President Facilities & Administrative Services
Melissa Lide	Associate Director Development
Loretta Maguire	Director General Counsel
Matthew Mastrianni	Assistant Director Development
David Matlack	Manager Campus Planning

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Ariel Matos

Assistant Director
Admissions

One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Vincent Matuza

Project Specialist
Campus Construction

Lisa McCarthy

Director
Alumni Engagement

James Mehalick

Director
Center for Institutional Effectiveness

Matthew Middleton

Associate Director
Admissions

Gary Miller

Director
General Counsel

Grecia Montero

Director
Admissions

Maura Moore

Associate Director
Records & Registration

David Muha

Associate Vice President
Community, Marketing & Brand Management

Christopher Murphy

Associate Provost
The Liberal Learning Program

LaKitha Murray

Senior Associate Director
Athletics

Frank Nardoza

Manager
Enterprise Infrastructure

Khaja Naseeruddin

Assistant Director
Enterprise Applications

July 11, 2017

Candyce Newell
Executive Director
College Advancement

Leonard Niebo
Director
Enterprise Infrastructure

One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Eric Nielsen
Project Specialist
Campus Construction

Michael Nordquist
Executive Director
CELR Center

Christine Nye
Assistant Director
Residential Education & Housing

Joseph O'Brien
Director
Enterprise Infrastructure

Jane O'Brien
Associate Director
Student Financial Assistance

Christa Olson
Executive Director
Center for Global Engagement

Susan Orecchio
Director
Student Affairs

Jennifer Palmgren
Assistant Provost
Academic Affairs

Audrey Perrotti
Director
Brower Student Center

William Petrick
Assistant Director
Residential Education & Housing

Margaret Pezalla-Granlund
Director
Art Gallery

Jeffrey Philburn
Associate Director
User Support Services

July 11, 2017

Ralph Pignatelli	Associate Director Enterprise Infrastructure
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One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Thomas Rakszawski	Associate Director Payroll Office
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Avani Rana	Director Leadership Development
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Rhelda Richards	Director Facilities Management, Construction, & Campus Safety
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Christina Riso	Deputy Chief of Staff President's Office
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Karen Roth	Director Auxiliary Services
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William Rudeau	Director Campus Construction
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Antonino Scarpati	Assistant Dean School of Nursing, Health & Exercise Science
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Stephen Schierloh	Director Enrollment Management
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Stacy Schuster	Associate Vice President College Advancement
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Scott Sferra	Director Student Accounts
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Robert Simels	Director Recreation and Wellness
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Rahmaan Simpkins	Director Human Resources
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July 11, 2017

Jamie Sirover

Paralegal
General Counsel

One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Patricia Smith

Director
Facilities & Administrative Services

James Spencer

Director
Development

Sean Stallings

Assistant Vice President
Student Affairs

Martha Stella

Assistant Dean
School of Engineering

Linda Strange

Project Specialist
Campus Planning

Victoria Swift

Project Specialist
School of Education

Sara Thomas

Associate Director
Residential Education & Housing

Lori Thompson

Director
Grants & Sponsored Research

Erin Jo Tiedeken

Project Specialist
School of Science

Kerri Tillett

Associate Vice President
Human Resources

Tricia Torley

Associate Director
Residential Education & Housing

Christina Tormey

Director
Residential Education & Housing

July 11, 2017

Dana Van Nostrand

Assistant Treasurer
Treasurer

Robby Varghese

Associate Director
Records & Registration

One Year Reappointments (Effective July 1, 2017- June 30, 2018) –Non Unit Staff - continued

Janice Vermeychuk

Director
Student Health Services

Amy Walton

Assistant Director
Development

Tiffani Warren

Director
EOF

Debra Watson

Assistant Controller
Finance & Business Services

Lisa Watson-Cotton

Assistant Director
Records & Registration

Brian Webb

Director
Facilities & Administrative Services

David Williams

Senior Associate Director
Athletics

Angela Winterrowd

Associate Director
Development

Lori Winyard

Director
Energy and Central Utilities

Kortnay Woods

Executive Director
Grants & Sponsored Research

Kimberly Woods

Director
Human Resources

Charles Wright

Associate Vice President
Development & Alumni Engagement

July 11, 2017

Ieva Zake

Vice Provost
Academic Affairs

One Year Reappointments (Effective July 1, 2017 to June 30, 2018) – AFT Staff

Christopher Larthey

Professional Services Specialist 2
User Support Services

Katie Caperna

Assistant Director 3
Records & Registration

Four Year Reappointments (Effective July 1, 2018 to June 30, 2022) – AFT Staff

Benjamin Akuma

Professional Services Specialist 3
User Support Services

Valerian Anderson

Professional Services Specialist 3
Office of Instructional Design

Five Year Reappointments (Effective July 1, 2018 to June 30, 2023) – AFT Staff

Dean Glus

Professional Services Specialist 2
Athletics

Victoria Edwards

Assistant Director 3
STEP Office

Jennifer Harnett

Professional Services Specialist 3
Athletics

Mark Kalinowski

Professional Services Specialist 4
TCNJ Center for the Arts

Helen Kull

Program Assistant
Biology

Wesley LaBar

Assistant Director 3
Records & Registration

July 11, 2017

Kevin Little

Professional Services Specialist 3
User Support Services

Todd McCrary

Professional Services Specialist 3
EOF

Five Year Reappointments (Effective July 1, 2018 to June 30, 2023) – AFT Staff - continued

Robin Selbst

Professional Services Specialist 3
Athletics

David Stillman

Assistant Director 3-10
World Languages & Cultures

Matthew Winkel

Professional Services Specialist 2
Community, Marketing & Brand Management

**Resolution Honoring
Ms. Dana DiSarno
For Service to
The College of New Jersey Board of Trustees**

- Whereas:** Ms. Dana DiSarno has served the community of The College of New Jersey for the past four years through active involvement in college standing committees, academic and social organizations, and community service; and
- Whereas:** Ms. DiSarno has maintained high academic standing while exhibiting extraordinary dedication to improving the quality of life on campus through leadership roles in Student Governing including Senator for the School of Science, Vice President for Academic Affairs and as a College Ambassador; and
- Whereas:** Ms. DiSarno was elected by the student body in 2015 to serve a year as the Alternate Student Representative followed by a year as a voting member of the Board as the Student Representative Trustee on The College's Board of Trustees; and
- Whereas:** During her time on the Board, Ms. DiSarno served as a member of the College Advancement, Building and Grounds, Finance and Investments, Student Affairs, and Business and Infrastructure Committees, consistently offering unique insight on issues brought before the Board for action; and
- Whereas:** As a member of the Board of Trustees, Ms. DiSarno participated in deliberations of interest to the citizens of New Jersey and to the students of The College of New Jersey.
- Therefore,
Be It
Resolved:** That The College of New Jersey Board of Trustees honors Ms. DiSarno for her service to the Board and to the State of New Jersey and wishes her continued success as she begins her career at Bank of America.

July 11, 2017

**Resolution Appointing Members to the
Board of Directors of the
Trenton State College Corporation**

Whereas: The College of New Jersey Board of Trustees approves and appoints the members of the Board of Directors of the Trenton State College Corporation, which shall be composed of one member of The College of New Jersey Board of Trustees, the President of The College of New Jersey, the President of the Corporation, one current member from The College of New Jersey faculty, and five citizens, two of whom shall be currently enrolled, full-time students of the College.

**Therefore,
Be It
Resolved:** That the following individuals be appointed by The College of New Jersey Board of Trustees to the Board of Directors of the Trenton State College Corporation:

Mr. Curt Heuring, President of Corporation, to a director term for the Corporation effective 7/01/17 through 6/30/20;

Ms. Anne LaBate, citizen, to a director term for the Corporation effective 7/01/17 through 6/30/20;

Dr. Brenda Leake, faculty member, to a director term for the Corporation effective 7/01/17 through 6/30/20;

Mr. Joseph Vales, citizen, to a director term for the Corporation effective 7/1/17 through 6/30/20; and

Mr. Albert Martin, student member, to a director term for the Corporation effective 7/01/17 through 6/30/19.

**Resolution Establishing the Schedule of Public Meetings
for The College of New Jersey Board of Trustees
2017 to 2018**

Whereas: The New Jersey Open Public Meetings Law, N.J.S.A. 10:4-6 requires that all public bodies publish the dates on which they will meet; and

Whereas: The College of New Jersey Board of Trustees is a public body within the definition of this law.

**Therefore,
Be It**

Resolved: That The College of New Jersey Board of Trustees establishes the following meeting dates in 2017-2018 and directs that this schedule be sent to the Secretary of State for posting and to the press for publication in conformance with the requirements of law.

Meeting Dates 2017 - 2018

Tuesday, October 24, 2017
Tuesday, December 5, 2017 – Teleconference Call
Tuesday, February 20, 2018
Tuesday, April 17, 2018 – Annual Tuition Hearing
Tuesday, July 10, 2018

**The College of New Jersey Board of Trustees
Resolution Approving a Master of Public Health (MPH)**

Whereas: The School of Nursing, Health, and Exercise Science, with representatives from the Schools of The Arts & Communication; Business; Humanities & Social Sciences; Education; Science; and Engineering, has developed the academic program, Master of Public Health; and,

Whereas: This program will prepare graduates to advance the public's health through education, health promotion, and the improvement of health outcomes of populations and individuals domestically and globally by fostering the critical thinking, leadership, and decision-making of our students; and,

Whereas: This program will offer premier interdisciplinary education, research, and policy development to respond to emerging areas of public health, health promotion, public health systems, population, and personalized health; and,

Whereas: A graduate degree program in Public Health is consistent with the mission of The School of Nursing, Health, and Exercise Science and the mission of The College of New Jersey; and,

Whereas: This program has been reviewed and recommended by the Curriculum Committee of the School of Nursing, Health, and Exercise Science; the Graduate Programs Committee; and the Committee on Academic Programs; and,

Whereas: This program has been reviewed and recommended by the Mission Fulfillment Committee of the Board of Trustees.

**Therefore,
Be It**

Resolved: That the proposed Master of Public Health be approved.

July 11, 2017

Master of Public Health (MPH)

The College of New Jersey

School of Nursing, Health, and Exercise Science

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The College of New Jersey
School of Nursing, Health, and Exercise Science

Master of Public Health (MPH)

In response to national, state, and regional needs for an adequate and well-prepared public health workforce, the School of Nursing, Health, and Exercise Science (SNHES) with input from TCNJ's six other schools, has developed and offered a bachelor's degree in public health and most recently a post-baccalaureate certificate program in public health. A minor in public health is also available. With this proposal, we request approval for the next step in meeting public health workforce needs in our region – that of a MPH degree program. Once again we have used a broad-based multidisciplinary approach to developing this degree with faculty expertise from the natural sciences, the social sciences, health and risk communication, social media, computer science, nursing, health and exercise science as well as significant input from community leaders in public and community health. With this approach we brought key partners and assets together for a strong collective impact in creating programs to address public health workforce needs. We believe that the broad-based approach enacted by the Public Health Task Force has enabled us to develop an innovative public health degree sequence (B.S. and MPH) along with a post-baccalaureate certificate program that will draw students from across the region and surrounding states and prepare the public health workforce needed in the rapidly changing and increasingly global healthcare arena.

This narrative describes the MPH which is a forty five credits (14 courses) program of study with three tracks. The tracks are: Health Communication, Precision Health, and Global Health. In addition there are two options for completion of the MPH – a 4 + 1 option for students who have a B.S. or B.A. in a relevant discipline and have taken up to 4 classes that may count towards the pre-requisites for the MPH, and a traditional MPH program, two years in length.

I. Program Goals and Objectives

The mission, vision, and core values that support the public health programs of the School of Nursing, Health and Exercise Science reflect the mission, vision and values of the School of Nursing, Health, and Exercise Science as well as TCNJ and are presented next.

Mission Statement: to prepare graduates to advance the public's health through education, health promotion, and the improvement of health outcomes of populations and individuals domestically and globally by fostering the critical thinking, leadership, and decision-making of our students.

Vision Statement: to offer premier interdisciplinary education, research, and policy development to respond to emerging areas of public health, health promotion, public health systems, population, and personalized health.

Core Values on which the programs are based:

- Excellence in teaching/learning including mentorship of students,
- Excellence in recruitment of the highest quality faculty, staff, and students,
- Engagement in interdisciplinary education both on campus and in the community,
- Integrity-treating each other with respect and consideration of cultural differences,
- Inclusivity-recognition of the uniqueness of individuals-domestically and globally,
- Self-reflection-nurturing dialogs across the campus, community, and globe.

The MPH curriculum was developed with the following program goals guiding the development:

1. Implement a competency-based curriculum and systematic evaluation plan to ensure that graduates are prepared with the knowledge, values, and skills to assume beginning leadership roles in public health.
2. Integrate experiential inter-professional teamwork with social and global perspectives into coursework, internships, and capstone projects designed to foster the development of core public health competencies and a commitment to achieving health equity in community service in diverse communities.
3. Link public health and health communication theory, research and practice by engaging faculty, students, public health professionals and the community in conducting public health scholarly projects and applied research designed to advance the field.

II. Evaluation and Learning Outcomes Assessment Plan

Academic programs offered through the School of Nursing, Health, and Exercise Science conduct systematic planning and evaluation of their programs. Assessment data are collected annually, reviewed by appropriate committees and faculty during end of academic year faculty meetings. These data are used in decision-making and support revisions to curriculum, strategic planning, procedures and policies with the aim of fostering student learning and success. Accredited programs conduct the periodic self-study and external review required by their respective accrediting bodies. A strategic plan for public health was developed in spring 2016 and approved in fall 2016 and is being implemented. The plan appears in Appendix A.

The following outcomes for the Master of Public Health degree were approved in fall 2016. They are based in the recommendations of the Council on Education for Public Health (CEPH), the accrediting body for Public Health, and the expressed needs and recommendations of the key partners of the SNHES Public Health Task Force. They also reflect the core public health competencies identified by the Association of Schools and Programs of Public Health (ASPPH) and a team of national public health experts.

MPH Program Outcomes:

Upon completion of the MPH (Tracks of Health Communication, Global Health, or Precision Health), graduates will be prepared to:

1. Function with competency in the five pillars of public health (Social & Behavioral Sciences, Biostatistics, Epidemiology, Environmental Health, and Health Policy and Management) as well as other functional competency areas identified by CEPH (Goal 1).
2. Collaborate with community-based health care professionals on public health initiatives (Goals 2 & 3).
3. Assume beginning leadership roles in public health (specific to tracks) and in organizations and coalitions that advance public health (Goal 1).
4. Critically analyze research evidence and relevant data (e.g. big data) to determine health care trends and develop appropriate public health interventions (Goals 1 & 3).

5. Manage public health intervention projects through phases of assessment, planning, implementation, evaluation and sustainability to realize best practices (Goal 2 & 3).

6. Use communication modalities effectively and efficiently to advance collaboration, teamwork, and achievement of communication and health outcomes for improved wellness, quality of life and optimal treatment (Goal 2).

Program Curriculum Matrix

Courses	Program Outcomes					
	1	2	3	4	5	6
CORE & CAPSTONE						
PBHG 504 Environmental Health & Occupational	X		X		X	X
PBHG 521 Health Systems and Policy	X		X	X	X	X
PBHG 540 Advanced Epidemiology	X			X	X	
PBHG 652 Biostatistics for Public Health	X			X		
PBHG 685/NURS 685 Health Promotion for Individuals, Families, and Communities	X	X	X	X	X	X
PBHG 705 Graduate Capstone Internship		X	X	X	X	X
TRACK REQUIRED						
PBHG 502 Health Analytics		X		X		
PBHG 503 Health Informatics		X		X		
PBHG/COM 515 International Communication	X	X	X	X		X
PBHG 551/COUN551 Substance Abuse and Addiction: Individual, Family, and Society			X	X		X
PBHG 560/COUN/560 Counseling Girls and Women	X		X		X	X
PBHG 561/COUN 561 Counseling Boys and Men			X	X		X
PBHG 572 Global Health	X	X	X	X	X	
PBHG 573 Public Health and Social Policy	X		X	X	X	X

PBHG 603/COM 403 Health & Risk Communication Campaigns: A Social Marketing Approach	X		X	X	X	X
PBHG 620/ECO 320 Health Economics			X	X		
PBHG 652 Biostatistics for Public Health	X			X		
PBHG 660/COM 460 Global Health Communication and Social Change		X	X			X
PBHG 667 Public Health Genomics	X		X	X	X	

The following matrix presents the program learning outcomes, the assessment methods used to measure attainment and the core and track required courses in which the assessments methods will be implemented.

Program Outcomes Assessment Matrix

Outcomes	Assessment Method	Courses (Core & Track Required)
1. Function with competency in the five pillars of public health (Social & Behavioral Sciences, Biostatistics, Epidemiology, Environmental Health, and Health Policy and Management) as well as other functional competency areas identified by CEPH (Goal 1).	<p>Course assessments (tests, quizzes, presentations, projects, papers)</p> <p>Portfolio analysis of scholarly papers</p> <p>Capstone Projects</p> <p>Internship preceptors evaluation</p> <p>Course Evaluations analysis</p> <p>Student self-evaluation (end of program survey)</p> <p>Graduate, Alumni and employer surveys</p>	<p>PBHG 504 Environmental & Occupational Health</p> <p>PBHG 515 International Communication</p> <p>PBHG 521 Health Systems and Policy</p> <p>PBHG 540 Advanced Epidemiology</p> <p>PBHG 551/COUN 551 Substance Abuse and Addiction: Individual, Family, and Society</p> <p>PBHG 560/COUN 560 Counseling Girls and Women</p> <p>PBHG 561/COUN 561 Counseling Boys and Men</p> <p>PBHG 603 Health and Risk Communication Campaigns: A Social Marketing Approach</p> <p>PBHG 652 Biostatistics for Public Health</p> <p>PBHG 685 Health Promotion</p> <p>PBHG 667 Public Health Genomics</p>

		PBHG 705 Graduate Capstone Internship
2. Collaborate with community-based health care professionals on public health initiatives (Goals 2 & 3).	Course assessments (tests, quizzes, class graded presentations, group projects, papers) Internship & faculty preceptors' evaluation, Internship site evaluation Student self-evaluation (end of program survey) Graduate, Alumni and employer surveys	PBHG 685 Health Promotion for Individuals, Families, and Communities PBHG 502 Health Analytics PBHG 572 Global Health PBHG 603: Health and Risk Communication Campaigns: A Social Marketing Approach PBHG 705 Graduate Capstone Internship
3. Assume beginning leadership roles in public health (specific to tracks) and in organizations and coalitions that advance public health (Goal 1).	Course assessments (tests, quizzes, graded presentations, group projects, papers) Capstone Project Internship & faculty preceptors' evaluation Internship site evaluations Student self-evaluation (end of internship) Graduate, alumni and employer surveys	PBHG 620 Health Economics PBHG 521 Health Systems and Policy PBHG 540 Advanced Epidemiology PBHG 573 Public Health and Social Policy PBHG 685 Health Promotion PBHG 705 Graduate Capstone Internship
4. Critically analyze research evidence and relevant data (e.g. big data) to determine health care trends and develop appropriate public health interventions (Goals 1 & 3).	Course assessments (tests, quizzes, presentations, projects, papers) Portfolio analysis of scholarly papers	PBHG 603 Health and Risk Communication Campaigns: A Social Marketing Approach PBHG 515 International Communication PBHG 502 Health Analytics PBHG 620 Health Economics PBHG 667 Public Health Genomics PBHG 540 Advanced Epidemiology PBHG 652 Biostatistics for Public Health PBHG 705 Graduate Capstone Internship
5. Manage public health intervention projects through phases of assessment, planning, implementation, evaluation and sustainability to realize	Course assessments (tests, quizzes, presentations, projects, papers) Portfolio analysis of capstone projects	PBHG 685 Health Promotion for Individuals, Families, and Communities PBHG 540 Advanced Epidemiology PBHG 603: Health and Risk Communication Campaigns: A Social Marketing Approach

best practices (Goal 2 & 3).		PBHG 705 Graduate Capstone Internship
6. Use communication modalities effectively and efficiently to advance collaboration, teamwork, and achievement of communication and health outcomes for improved wellness, quality of life and optimal treatment (Goal 2).	Course assessments (tests, quizzes, presentations, projects, papers) Portfolio analysis of scholarly papers Group project evaluation	PBHG 503 Health Informatics PBHG 603: Health and Risk Communication Campaigns: A Social Marketing Approach PBHG 660 Global Health Communication and Social Change PBHG 685 Health Promotion for Individuals, Families, and Communities PBHG 705 Graduate Capstone Internship

III. Relationship of the Program to TCNJ's Institutional Strategic Plan

In 2016, the TCNJ School of Nursing, Health, and Exercise Science developed a strategic plan for the Public Health programs outlining its goals and priorities. (Appendix A). This plan is consistent with the TCNJ Institutional Strategic Plan and embraces its commitment to living “a culture of diversity and inclusion” as well as an emphasis on distinctive signature experiences that focus on a personalized, collaborative, and rigorous education, field experiences, community engaged learning, global engagement, and leadership development.

IV. Need

Drehobl, Roush, Stover, and Koo, (2012) cite data from The Association of Schools of Public Health (ASPH) that projected a shortfall of 250,000 public health workers by 2020 if steps are not taken to increase the supply. Including all public health care workers, not just public health professionals, these projected shortages will directly affect the ability of federal, state and local public health agencies to protect the public health. In 2008 the Association of Schools of Public Health identified that there had been a decrease of 50,000 in public health workers over the past twenty years (ASPH, 2008) with workforce shortages to be exacerbated through attrition, retirement and economic downturn with estimates of the current workforce eligibility to retire as high as 50% by 2012 (Association of State and Territorial Health Officers, 2008).

The Patient Portability and Affordable Care Act (PPACA) commonly called the Affordable Care Act (ACA) passed in 2010 provided increased access to the traditional health care system (through insurance), and for the first time, expanded access to primary and secondary prevention services. The ACA was designed to realign and encourage collaboration between the public health and health care systems and a shift in emphasis from disease management to health promotion and disease prevention. Notably for Public Health the ACA called for two initiatives to promote prevention and public health: the Prevention and Public Health Fund which established a funding source for public health and the National Prevention Strategy (Jordan & Duckett, 2014). The National Prevention Strategy established national strategies and priorities to increase the number of Americans who are healthy at every stage of life. Thus the ACA expands the position and role of public health and population-based health services in improving the health of the entire US population. The need for a sufficient in number and adequately prepared public health workforce has never been greater.

Frenk and colleagues, as part of the Education of Health professionals for the 21st Century: A Global Independent Commission (2010) released a panel report *"Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World."* that called for transformation of the healthcare workforce for the 21st century in order to meet population needs globally. Part of this report acknowledged two previous reports by the Institute of Medicine (IOM) in 2002 and 2003 that focused on public health and reiterated that public health concepts and competencies were needed by all health professionals (Frenk et. al., 2010). The IOM in 2002 called for all undergraduate students need an understanding of public health. Community engagement by health professionals to address local, state, national, and global healthcare needs was declared essential to health, and the incorporation of this engagement in health professions education was called for to prepare a new workforce (Frenk et. al., 2010).

Due to the ever-changing landscape of health, common competencies are needed for all health professionals, and an understanding of population and public health is essential for all providing care and a commitment to lifelong learning (Frenk, et.al. 2010). This change moves towards patient focused versus institution or discipline focused health. More care is in the community and not in acute care hospital settings. While community based care and needs is not new, the emphasis on health promotion and prevention has significantly increased since the ACA passed in 2010. TCNJ and its seven schools have a strong commitment to education in Public Health. Even though the programs and certificates are located within the School of Nursing, Health, and Exercise Science, they were envisioned, developed and are taught by an interdisciplinary faculty and administrative team from across the College as well as stakeholders from a broad range of public health and community health agencies. As part of this assessment of need for an MPH program at TCNJ, three letters of support have been forthcoming in support of this proposal. Specifically we have letters from: 1) Mercer County Health Officer Association;

2) Greater Mercer Partnership; and 3) Capital Health. In each of these letters, the need for an MPH program is detailed that would enhance the skills of current health staff and to provide a well trained workforce for new hires (See Appendix B).

During the planning for the proposed program an important step was to examine the programs that already exist in the region. We examined programs from the following colleges and universities offering the MPH degree:

Montclair State University, Montclair NJ

Rutgers University – New Brunswick and Newark, NJ

Temple University, Philadelphia, PA

Drexel University, Philadelphia, PA

Johns Hopkins University, Baltimore, MD

New York University, NYC, NY

Hunter College, CUNY, NYC, NY

Graduate master's programs in Public Health in New Jersey (2 institutions, 3 campuses) award the MPH or and MS in Health Administration and range in length from 39 to 45 credits and are located 27-71 miles away from TCNJ. An additional 5 institutions in surrounding states offering the MPH are located anywhere from 36 to 139 miles away from TCNJ with credits ranging from 45 to 80 and in one instance a requirement for full time study. Three institutions, Rutgers – New Brunswick, Newark, Drexel, and Temple University, seem most comparable to TCNJ. Since comparable MPH programs are guided by the same accrediting body and national standards, several similarities are seen in, e.g., required core courses in epidemiology, biostatistics, environmental health, health policy, health administration and internship hours. A successful program in Public Health should be based on an interdisciplinary approach that goes beyond the theoretical articulation of disciplines and courses stated on curricula. One of the strengths of our MPH, and what makes it unique, is that all 7 schools of The College of New Jersey have been actively involved in the project since its conceptualization to its operationalization. We already have evidences of success from our current Public Health bachelor degree and post-bachelor certificate programs that have used this same inter-school approach. Beyond these comparable programs, TCNJ is already creating online classes (e.g. Advanced Epidemiology) and blended online/in-class courses to be competitive with online programs and schools like Drexel and Rutgers that have online courses.

The major differences lie in the track options or areas of concentration offered. Our tracks, particularly the Precision Health and the Health Communication tracks, are a distinguishing feature of the proposed MPH. The Precision Health track elucidates our commitment in providing our students training in an emerging, trendy, and growing area of expertise. NIH (2017) is leading the initiative into Precision Health by initiating the “All of Us” research program with the goal of using new technology to create some of the largest and most diverse longitudinal cohorts in history. Dr. Minor (2016), the Dean of Stanford School of Medicine, highlighted the importance of diving into Precision Health as a way to foster new integrations between health and other fields such as engineering, computer science, and business innovation to achieve our biggest common end: making people healthy. The Health Communication track is one of the fastest growing areas of specialization in leading US graduate programs both in communication studies and public health. Health communication experts are testing

innovative ways to motivate healthy behavior and reduce health risk at institutions and agencies throughout the nation including the Centers for Disease Control & Prevention, the US Agency for International Development (USAID), the World Health Organization and state and local health departments, as well as at leading advertising agencies.

V. Students

Students that may be interested in the MPH degree are students with a BA or BS degree from an accredited institution with a cumulative GPA of 3.0 in their major or higher including: 1) Current TCNJ students from Public Health, Biology, Education, Business and from majors with concentrations in health (Health and Exercise Science, Nursing, Sociology, Anthropology, Communication).; 2) Students from other academic institutions with a wide range of backgrounds who are interested in expanding their career options in public health particularly current employees from local Departments of Health and health agencies like hospitals; and 3) Currently employees such as School Nurses or professionals working in hospitals, insurance companies, pharmaceuticals and other areas seeking to improve their skills and be eligible for a wider range of career options.

Consistent with our strategic plan for public health, we have recruited students aggressively for our undergraduate public health degree program as well as the certificate program recently offered for the first time. Currently we have 80 students enrolled in the B.S program and 2 in the certificate program. Students also have the option to enroll in a minor in Public Health where there are currently 46. In our assessment of the need for an MPH program, current TCNJ students taking Public Health classes were asked about their interest in a 4+1 MPH program as well as a 2 year MPH program. The response was overwhelmingly positive with 32 students saying they would be interested in the program as early as fall, 2017. Thus we expect that the B.S. and certificate programs will be an important but not the only source of students for the MPH. We anticipate that the MPH program will begin in fall 2018 with a relatively small enrollment and steadily grow over time. Specifically we project the following:

MPH 4 + 1 Projected Admissions

YEAR 01	
New Admits	Continuing
15	0
YEAR 02	
New Admits	Continuing
20	5
YEAR 03	
New Admits	Continuing
25	8
YEAR 04	
New Admits	Continuing
30	10
YEAR 05	
New Admits	Continuing
40	15
Total New Admits	Total Continuing
130	38

2-Year MPH Projected Admissions

YEAR 01	
New Admits	Continuing
10	0
YEAR 02	
New Admits	Continuing
15	8
YEAR 03	
New Admits	Continuing
20	14
YEAR 04	
New Admits	Continuing
22	18
YEAR 05	
New Admits	Continuing
25	15
Total New Admits	Total Continuing
92	55

VI. Program Resources

Faculty and Support of Instruction: The proposed MPH program will utilize or adapt existing courses where appropriate and will add 4 new courses to the core curriculum. Existing courses are currently taught by full time faculty or adjunct faculty from all seven schools across TCNJ. Drs. Brenda Seals and Carolina Borges are full-time Public Health faculty and have extensive backgrounds in teaching, administration and research in Public Health. Drs. Lynn Gazley, Jessica Barnack-Tavlaris and Rachel Adler from the social sciences also have Public Health degrees and diverse backgrounds in Public Health. Dr. John Pollock from health communication has an extensive history of work in public health and public policy at national and global levels. Dr. Tracy Perron from nursing has been teaching Wellness for the past two years. These faculty members are a part of the Public Health Task Force and currently teach in the undergraduate program as well as the graduate certificate in public health program. Additionally, we are currently conducting a nationwide search for another full time faculty for the Public Health Program and a 0.5 FTE Public Health position has been hired for fall, 2017 housed in Communications.

A list of the Public Health Task Force and community members that have developed these programs as well as the new courses for the MPH appear in Appendix C.

Library Resources: The library resources are deemed adequate to support the MPH because the existing public health minor, nursing, and health and exercise science have been adding resources over time. Please see Appendix D.

Equipment, Laboratory Support, and Computer Support: MPH Students will have access to computer labs, smart classrooms, and technology support through TCNJ Information Technology Department. We do not anticipate additional equipment, laboratory or computer support at this time.

Facilities: No additional facilities will be required. The School of Nursing, Health, and Exercise Science, houses a computer lab, a state-of-the-art simulation center, and other existing classrooms. Since these programs are interdisciplinary and for the most part use existing courses, the classroom spaces currently used for these courses will be available for these students. Many of the MPH classes will be offered at night, off-site (such as at Capital Health), and with online or blended (part on-line and part in-class) options. Office space for new faculty will come from existing space.

Student Support: Information Technology and academic support are available to MPH students through TCNJ tutoring center (for writing and basic statistics). On admittance to the program, students will be assessed to evaluate their writing and quantitative skills. For students identified as needing support, their academic advisor will recommend, as needed, additional coursework, mentored experiences, and available resources and monitor students' academic progress. Online programs and periodic group study sessions will be recommended for statistics, epidemiology and biostatistics.

Administrative Costs (including Accreditation Costs): To date, two full time public health faculty (one tenure track and one visiting) are providing leadership and teaching in the Public Health program. An additional full time tenure track position has been approved for the 2017-18 academic year and recruitment is underway to fill this position. In addition, a joint request for one additional tenure track FTE between the Schools of Nursing, Health, and Exercise Science (.5 FTE) and Arts & Communication (.5 FTE) was approved for 2017-18, and John Leustek who will complete his PhD from Rutgers University in Communications in 2017 has accepted this position. Additional requests have been made to support student advisement, teaching, and assistance in coordination of the proposed program. Moreover, the Assistant Dean for Student Affairs and a program assistant in SNHES have been designated to provide administrative support for the Public Health program. In order to market the MPH program and TCNJ, an additional \$10,000 is requested.

The proposed MPH program is designed to meet the accreditation requirements of the Council for Education in Public Health (CEPH, <http://ceph.org/>) and to be consistent with the Public Health Accreditation Board (www.phaboard.org) that accredits local, state and tribal Departments of Health. Several benefits of accreditation can be advanced. CEPH accreditation provides guidelines, benchmarks and mentorship to stand alone baccalaureate and MPH programs including detailed student competencies. CEPH serves as a bridge between Public Health Programs and the Associated Schools of Public Health supporting articulation agreements and partnerships. In general, specialized accreditation attests to the quality of an educational program that prepares students for entry into a recognized profession and is an asset for recruitment of both faculty and students. The pathway to accreditation includes a year for the program to be established, two years of self-study, and a 1-2 probationary year where site visits and program data are reviewed. Once standards are met, accreditation applies to the initial year of the program. The costs associated with accreditation will be budgeted through the normal accreditation allocation process from the Provost's office.

Degree Requirements

Themes: The courses of the core and tracks were selected or developed to reflect the themes supported by the association of Schools of Public Health (ASPH) (2012) *Framing the Future: The Second 100 years of Education for Public Health.* This document outlines the knowledge, skills, and outcomes expected in Public Health programs. These themes are:

1. **Overview of Public Health:** History and Philosophy of Public Health
2. **Roles and Importance of Data in Public Health:** Methods and tools of Public Health

3. **Identifying and Addressing Population Health Challenges:** Interventions to identify health risks
4. **Human Health:** Health promotion across the lifespan
5. **Determinants of Health:** Socio-economic, behavioral, biological, and environmental factors affecting health and health communication
6. **Project Implementation:** Project management-assessment, planning, and implementation
7. **Overview of the Health System:** U.S. Health care delivery systems
8. **Health Policy, Law, Ethics, and Economics:** Basic legal, ethical, economic, and regulatory facets of health care and public policy
9. **Health Communication:** Communication including technical and professional writing and the use of social media, mass media, and technology (ASPA, 2012).

2-year and 4 + 1 Course Sequences: A traditional MPH degree requires 12-15 courses and is usually completed within 2 academic years including one summer. Of these requirements, 4 courses are designated as prerequisites. This proposal is based on that model. Concurrently, this proposal includes a “4 + 1” program that counts up to four classes that can be counted toward the 3 elective requirements and 1 that can be counted towards a track requirement. For TCNJ undergraduate students who elect to complete the graduate level requirements in hybrid courses, they can request that their work in up to five prerequisites be reviewed as satisfying Graduate courses including a Global Health class (PBHG 572), a Policy class (PBHG 573), a Health Economics Class (PBHG 620) and 1 Communications class (either PBHG 603 or PBHG 515). Students transferring to TCNJ from other programs would submit syllabi and evidence of graduate level performance in similar prerequisite courses for proof of satisfactory completion of such pre-requisites. The 4 + 1 curriculum would be completed as follows: 1) 4 prerequisite courses; 2) enrollment in the summer and taking 1 course; 3) 4 courses (8 total) in both fall and spring semesters; and 4) completing the second part of the capstone and 1 other course in their final summer for a total of 14 courses (45 credits). This allows for completing the baccalaureate and MPH degree in a total of 5 years. A similar program exists at Rutgers’ University where both a 2-year and 4 +1 BA/MPH or BS/MPH degrees are offered. Offering such programs attract traditional students as well as students who commit to taking hybrid or other graduate level courses while undergraduates. For current TCNJ students, the main advantage is that they may have satisfactorily completed up to 5 courses towards MPH electives and/or 1 track courses, leaving 30-33 credits to complete for the MPH degree. The traditional MPH degree would include completing 4 courses in 3 concurrent fall and spring semesters (total 12 courses) and 2 courses in addition to the second part of the capstone course in the last semester (14 courses and 45 credits total). All proposed core courses are graduate level courses either currently offered in the School of Education or School of Nursing, Health and Exercise Science or are newly developed courses only available to graduate students.

Core Courses: The proposed MPH sequence of core courses reflects five areas identified by ASPH and the Public Health Task Force as critical for public health workers in the US and globally. These include basic courses in health education and wellness, environmental and occupational health, epidemiology and biostatistics and health systems and policy. Together these courses give a basic foundation covering all areas identified by the ASPA (2012). The core courses are:

PBHG 540: Advanced Epidemiology (NEW COURSE)

PBHG 521: Health Systems and Policy (NEW COURSE)

PBHG 504: Environmental & Occupational Health (NEW COURSE)

PBHG 652: Biostatistics for Public Health (NEW COURSE)

PBHG 685/NURS 685 Health Promotion for Individuals, Families, and Communities

PBHG 705: Graduate Capstone Internship (6 credits over 1 or 2 semesters)

Field Experiences: An important feature of the proposed programs will be the incorporation of experiential and internship experiences. The graduate level capstone course requires an internship of at least 120 hours that meets or exceeds CEPH requirements (<http://ceph.org/assets/2016.Criteria.pdf>). In addition to the required graduate capstone internship, other courses will require a community engaged project/paper where students spend at least 30 hours on-site at health agencies or community based, health related organizations as volunteers.

Specialization Tracks: There are three tracks with the MPH. These are Health Communication, Precision Health and Global Health. Each specialization has a requirement of five courses. However, students may choose their courses from among 8 courses. The following table depicts the course number options. Specific courses for these tracks are found in Appendix E along with course descriptions.

MAJOR COURSE REQUIREMENTS

Core and Capstone Courses (6 Courses – 21 credits)	Specialization Track Courses (5 courses needed in each Track or 15 credits)	Electives (3 courses needed or 9 credits)
PBHG 685/NURS 685 Health Promotion for Individuals, Families, and Communities	Health Communication Track Choose from PBHG 515/551/560/561/603/605/660/685	PBHG 501/591/ 601/606/665/671
PBHG 540 Advanced Epidemiology (NEW COURSE)	Precision Health Track Choose from PBHG 502/ 503/551/560/561/620/660/667	PBHG 501/591/ 601/606/665/671
PBHG 521 Health Systems and Policy (NEW COURSE)		
PBHG 504 Environmental Health & Occupational (NEW COURSE)	Global Health Track Choose from PBHG 515/572/573/603/620/660	PBHG 501/591/ 601/606/665/671
PBHG 652 Biostatistics for Public Health (NEW COURSE)		
PBHG 705 Graduate Capstone Internship (6 credits over 1 or two semesters)		

Electives: Students will have three elective courses. To ensure the MPH in public health students gain a broad perspective in public health, the ASPH (2012) framework as outlined under the themes section of this document was followed in identifying elective courses for the students. The potential elective courses include two courses that will increase general skill sets (e.g. research methods and grant writing), courses addressing health concerns specifically identified as priority areas in the Trenton area (e.g., dental health, violence and injury), and courses offered in specialization tracks that can be selected

with the approval of the students' advisors. Additional graduate level courses offered through the School of Education, Department of Counselor Education and the School of Nursing, Health and Exercise Science, Department of Nursing will be added to the list of electives. Course descriptions for the currently designated elective courses also can be found in Appendix E.

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Appendix A

Strategic Plan for

The College of New Jersey School of Nursing, Health, and Exercise Science's Public Health Program

Approved December 2016

MISSION STATEMENT

The mission of the bachelor's and post baccalaureate/post master's certificate in Public Health offered by TCNJ's School of Nursing, Health, and Exercise Science is to prepare graduates to advance the public's health through education, health promotion, disease prevention, and the improvement of health outcomes of populations and individuals domestically and globally.

VISION STATEMENT

The TCNJ School of Nursing, Health, and Exercise Science's Public Health Program will offer premier interdisciplinary education, research, and policy development to respond to emerging areas of public health, health promotion, public health systems, population and personalized health.

VALUES STATEMENT

The TCNJ School of Nursing, Health, and Exercise Science's Public Health core values are:

- Excellence in teaching/learning including mentorship of students
- Excellence in recruitment of the highest quality faculty, staff, and students
- Engagement in interdisciplinary education both on campus and in the community
- Integrity-treating each other with respect and consideration of cultural differences
- Inclusivity-recognition of the uniqueness of individuals-domestically and globally
- Self-reflection-nurturing dialogs across the campus, community, and globe

STRATEGIC INITIATIVES

The School of Nursing, Health, and Exercise Science organizes its strategic plan by initiatives as described below. The initiatives listed here come from the TCNJ 2021: Bolder, Better, Brighter Strategic Plan.

Program Objectives

Prepare graduates to meet the complex health needs of populations and individuals by:

1. Assessing the social and political determinants of health.
2. Using data to develop public health interventions.
3. Discussing policy implications of public health and health care delivery.
4. Employing health risk communication strategies to improve health campaign effectiveness.
5. Evaluating current health practices and making recommendations for improvement.

STRATEGIC INITIATIVES

The School of Nursing, Health, and Exercise Science's Public Health Program organizes its strategic plan by initiatives as described below. The initiatives listed here come from the School of Nursing, Health, and Exercise Science and TCNJ's 2021: Bolder, Better Brighter, Strategic Plan.

PRIORITY I: ATTRACT AND RETAIN EXCEPTION STUDENTS, FACULTY, AND STAFF INTO A DIVERSE, INCLUSIVE PUBLIC HEALTH COMMUNITY

GOAL 1: Become a national leader in attracting, recruiting, and hiring underrepresented groups in order to diversity public health faculty, staff, and student populations.

GOAL 2: Retention of faculty, staff, and students

PRIORITY II: DEVELOP STUDENT ENGAGEMENT

GOAL 1: Broadening participation in student research, internships, capstones, and student/community/academic clubs.

GOAL 2: Deepen student-faculty engagement through advising and mentoring.

PRIORITY III: PROMOTE THE PUBLIC HEALTH PROGRAM'S DISTINCTIVE FOCUS TO CREATE STATE AND NATIONAL RECOGNITION

GOAL 1: Develop a shared understanding and ownership of the importance of participating in communicating the college's identity.

GOAL 2: Communicate consistent and resonating core messages that serve all audiences, augmented by messaging for specific audiences.

GOAL 3: Develop and implement specific programmatic strategies for reaching target audiences.

PRIORITY IV: ENHANCE THE TEACHING AND RESEARCH INFRASTRUCTURE

GOAL 1: Attain/Maintain needed infrastructure: Facilities, Technology, Equipment and Support of Technological Needs to Meet the Educational Needs for faculty, staff, and students.

GOAL 2: Anticipate, prioritize, coordinate, and address the instructional technology needs of the Public Health Program.

PRIORITY V: EXPAND AND DIVERSIFY FINANCIAL RESOURCES

GOAL 1: Explore/expand creative program/community offerings and partnerships to advance professional education.

GOAL 2: Secure grants for teaching, research, and service.

Mercer County Health Officers Association

2207 Lawrence Road

Lawrence, New Jersey 08648

December 8, 2016

Carole Kenner, PhD, RN, FAAN, FNAP, ANEF
Carol Kuser Loser Dean & Professor
School of Nursing, Health, and Exercise Science
The College of New Jersey
2000 Pennington Road
Mailing address: P.O. Box 7718
Ewing, NJ 08628-0718

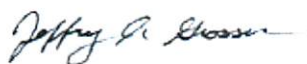
Dear Dean Kenner,

The Mercer County Health Officers Association recognizes the need for more individuals with public health experiences in the workforce. Public health is at the forefront of local to global health with the recent Ebola outbreak and the current Zika outbreak. We are very supportive of your proposal to develop a Master's of Public Health program at The College of New Jersey. We are very much interested in the concentrations in Personalized Health/Precision Medicine, Health Communications, and Global Health. Our organization will benefit from this program by hosting student interns, supporting school programs and involvement in community partnership programs and events.

This proposal presents an opportunity where highly trained new professionals are a ready pool for new hires throughout the New Jersey area. In addition, this program is a resource for our staff to seek additional training towards graduate certificates and the MPH.

We look forward to working with you in the future through the Master's of Public Health program and fully support this initiative.

Sincerely,



Jeffrey C. Grosser
President



December 7, 2016

Carole Kenner, PhD, RN, FAAN, FNAP, ANEF
Carol Kuser Loser Dean & Professor
School of Nursing, Health, and Exercise Science
The College of New Jersey
2000 Pennington Road
Mailing address: P.O. Box 7718
Ewing, NJ 08628-0718

Dear Dean Kenner,

The Greater Mercer Public Health Partnership recognizes the need for more individuals with public health experiences in the workforce. Given the outbreak of Zika and other health trends, public health is at the forefront of local to global health. We are very supportive of your proposal to develop a Master's of Public Health program at TCNJ. We are excited about the concentrations in Personalized Health/Precision Medicine, Health Communications, and Global Health. Our organization will benefit from this program by hosting student interns, supporting school programs and involvement in community partnership programs and events.

This proposal presents an opportunity where highly trained new professionals are a ready pool for new hires throughout the New Jersey area. In addition, this program is a resource for our staff to seek additional training towards graduate certificates and the MPH.

Sincerely,

A handwritten signature in black ink that reads 'Debra Birkenstamm'.

Debra Birkenstamm, RN, MBA
President
GMPHP



capitahealth

capitalhealth.org

Carole Kenner, PhD, RN, FAAN, FNAP, ANEF
Carol Kuser Loser Dean & Professor
School of Nursing, Health, and Exercise Science
The College of New Jersey
2000 Pennington Road
Mailing address: P.O. Box 7718
Ewing, NJ 08628-0718

Dear Dean Kenner,

Capital Health strongly supports the development of a Master's of Public Health program at The College of New Jersey. Our organization recognizes the need for more individuals with expertise and advanced education in public health in the workforce. Whether it is a health crisis such as the Zika Virus, or developing cogent responses to the challenges of health care reform persons with an MPH degree are a critical resource.

As a regional leader in population health, Capital is very excited about the concentrations in Personalized Health/Precision Medicine, Health Communications, and Global Health. Our organization will benefit from this program by hosting student interns, supporting school programs and involvement in community partnership programs and events.

This proposal presents an opportunity where highly trained new professionals are a ready pool for new hires throughout the New Jersey area. In addition, this program is a resource for our staff to seek additional training towards graduate certificates and the MPH.

Sincerely,

Robert Remstein, DO, MBA
Vice President, Accountable Care

Appendix C

TCNJ Public Health Task Force and Community Members

Carole Kenner, PhD, RN, FAAN, FNAP, ANEF (Nursing) Dean & Professor, School of Nursing, Health, and Exercise Science, Co-Conveners Kennerc@tcnj.edu

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Appendix D

Records added to TCNJ Library catalog between January 1, 2010, and February 5, 2015, for titles classified in RA

(RA: Library of Congress class for "Public aspects of medicine"), Databases and Other Resources

Titles

1. Howard Dean's prescription for real healthcare reform : how we can achieve affordable medical care for every American
2. and make our jobs safer / Howard Dean ; with Igor Volsky and Faiz Shakir.
3. Dead on arrival : the politics of health care in twentieth-century America / Colin Gordon.
4. Handbook of home health care administration / [edited by] Marilyn D. Harris.
5. Health care for us all : getting more for our investment / Earl L. Grinols, James W. Henderson.
6. Wellbeing : a cultural history of healthy living / Klaus Bergdolt ; translated by Jane Dewhurst.
7. Will to live : AIDS therapies and the politics of survival / Joaño Biehl ; photographs by Torben Eskerod.
8. Bacterial infections of humans : epidemiology and control / edited by Philip S. Brachman and Elias Abrutyn ; formerly edited by Alfred S. Evans and Philip S. Brachman.
9. Toward the healthy city : people, places, and the politics of urban planning / Jason Corburn.
10. Body in medical culture / edited by Elizabeth Klaver.
11. Fat economics : nutrition, health, and economic policy / Mario Mazzocchi, W. Bruce Traill, Jason F. Shogren.
12. Checklist manifesto : how to get things right / Atul Gawande.
13. Infectious ideas : U.S. political responses to the AIDS crisis / Jennifer Brier.
14. Medical uses of statistics / edited by John C. Bailar III, David C. Hoaglin.
15. Fat studies reader / edited by Esther Rothblum and Sondra Solovay ; foreword by Marilyn Wann.
16. Health and wellness for life / Human Kinetics.
17. Dread : how fear and fantasy have fueled epidemics from the Black Death to avian flu / Philip Alcabes.
18. Boundaries of contagion : how ethnic politics have shaped government responses to AIDS / Evan S. Lieberman.
19. Body in medical culture / edited by Elizabeth Klaver.
20. History of infectious diseases and the microbial world / Lois N. Magner.
21. Just caring : health care rationing and democratic deliberation / Leonard M. Fleck.
22. Changing the course of AIDS : peer education in South Africa and its lessons for the global crisis / David Dickinson ; foreword by Charles Deutsch.
23. Smallpox : the death of a disease : the inside story of eradicating a worldwide killer / D.A. Henderson ; foreword by Richard Preston.
24. Mental health aspects of women's reproductive health : a global review of the literature.
25. Principles of health care management : foundations for a changing health care system / Seth B. Goldsmith.
26. Price of perfection : individualism and society in the era of biomedical enhancement / Maxwell J. Mehlman.
27. Dynamic health and human movement / Human Kinetics.
28. Contagion and chaos : disease, ecology, and national security in the era of globalization / Andrew T. Price-Smith.
29. American public opinion and health care / Robert J. Blendon ... [et al.].
30. Bodies and language : health, ailments, disabilities / Vaidehi Ramanathan.
31. Fluoride deception / by Christopher Bryson.

32. Health issues in Latino males : a social and structural approach / edited by Marilyn Aguirre-Molina, Luisa Borrell, and William Vega.
33. Health disparities in the United States : social class, race, ethnicity, and health / Donald A. Barr.
34. Hyping health risks : environmental hazards in daily life and the science of epidemiology / Geoffrey C. Kabat.
35. Prescribed norms : women and health in Canada and the United States since 1800 / Cheryl Krasnick Warsh.
36. Conflicts of interest and the future of medicine : the United States, France, and Japan / Marc A. Rodwin.
37. Healing traditions : African medicine, cultural exchange, and competition in South Africa, 1820-1948 / Karen E. Flint.
38. Doubt is their product : how industry's assault on science threatens your health / David Michaels.
39. Healing the body politic : El Salvador's popular struggle for health rights--from civil war to neoliberal peace / Sandy Smith-Nonini.
40. Panic virus : a true story of medicine, science, and fear / Seth Mnookin.
41. Miraculous plagues : an epidemiology of early New England narrative / Cristobal Silva.
42. Miraculous plagues : an epidemiology of early New England narrative / Cristobal Silva.
43. Mental health and development : targeting people with mental health conditions as a vulnerable group.
44. Pox : an American history / Michael Willrich.
45. NIH vs. NSF : special report : a comparison & guide for biomedical researchers seeking grants.
46. Surviving HIV/AIDS in the inner city : how resourceful Latinas beat the odds / Sabrina Marie Chase.
47. Aids : science and society / Hung Y. Fan, Ross F. Conner, Luis P. Villarreal.
48. Cambridge handbook of forensic psychology / edited by Jennifer M. Brown and Elizabeth A. Campbell.
49. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen.
50. Saturday is for funerals / Unity Dow & Max Essex.
51. Nation's health.
52. Twenty-four hour mind : the role of sleep and dreaming in our emotional lives / Rosalind D. Cartwright.
53. Yoga body : the origins of modern posture practice / Mark Singleton.
54. Integrative women's health / edited by Victoria Maizes, Tieraona Low Dog.
55. Practice under pressure : primary care physicians and their medicine in the twenty-first century / Timothy Hoff.
56. War machine and global health : a critical medical anthropological examination of the human costs of armed conflict and the international violence industry / edited by Merrill Singer and G. Derrick Hodge.
57. Ancient bodies, modern lives : how evolution has shaped women's health / Wenda Trevathan.
58. Fitness for life / Charles B. Corbin, Ruth Lindsey.
59. Women's health research : progress, pitfalls, and promise / Committee on Women's Health Research, Board on Population Health and Public Health Practice, Institute of Medicine of the National Academies.
60. Women's health research : progress, pitfalls, and promise / Committee on Women's Health Research, Board on Population Health and Public Health Practice, Institute of Medicine of the National Academies.
61. HIV/AIDS, health, and the media in China : imagined immunity through racialized disease / Johanna Hood.
62. Men's health : body, identity and social context / edited by Alex Broom, Philip Tovey.
63. Counselor educator's survival guide : designing and teaching outstanding courses in community mental health counseling and school counseling / Dilani M. Perera-Diltz, Kathryn C. MacCluskie, editors.
64. Women and health : today's evidence, tomorrow's agenda.
65. Rethinking aging : growing old and living well in an overtreated society / Nortin M. Hadler.
66. Sexually transmitted infections : diagnosis, management, and treatment / edited by Jonathan M. Zenilman, Mohsen Shahmanesh.
67. Neoliberalism, globalization, and inequalities : consequences for health and quality of life / edited by Vicente Navarro.

68. Health literacy from A to Z : practical ways to communicate your health message / Helen Osborne.
69. Epidemiology for advanced nursing practice / edited by Kiran Macha, John P. McDonough.
70. Revolutionary doctors : how Venezuela and Cuba are changing the world's conception of health care / by Steve Brouwer.
71. Origins of AIDS / Jacques Pepin.
72. Disease eradication in the 21st century : implications for global health / edited by Stephen L. Cochi and Walter R. Dowdle ; program advisory committee, R. Bruce Alyward ... [et al.].
73. Global health 101 / Richard Skolnik.
74. Changing planet, changing health : how the climate crisis threatens our health and what we can do about it / Paul R. Epstein and Dan Ferber ; foreword by Jeffrey Sachs.
75. Challenging operations : medical reform and resistance in surgery / Katherine C. Kellogg.
76. Inside national health reform / John E. McDonough.
77. Health care in Canada : a citizen's guide to policy and politics / Katherine Fierlbeck.
78. Health policy : the decade ahead / James M. Brasfield.
79. Imagining illness : public health and visual culture / David Serlin, editor.
80. Why calories count : from science to politics / Marion Nestle and Malden Nesheim.
81. Weighing in : obesity, food justice, and the limits of capitalism / Julie Guthman.
82. Sick from freedom : African-American illness and suffering during the Civil War and Reconstruction / Jim Downs.
83. Doctoring freedom : the politics of African American medical care in slavery and emancipation / Gretchen Long.
84. AIDS at 30 : a history / Victoria A. Harden.
85. AIDS conspiracy : science fights back / Nicoli Nattrass.
86. Women, poverty, and AIDS : sex, drugs, and structural violence / edited by Paul Farmer, Margaret Connors, Janie Simmons.
87. AIDS, behavior, and culture : understanding evidence-based prevention / Edward C. Green and Allison Herling Ruark.
88. Obesity and the economics of prevention : fit not fat / Franco Sassi.
89. Paradox of hope : journeys through a clinical borderland / Cheryl Mattingly.
90. Africa in the time of cholera : a history of pandemics from 1817 to the present / Myron Echenberg.
91. Oxford handbook of stress, health, and coping / edited by Susan Folkman.
92. Oxford handbook of the social science of obesity / edited by John Cawley.
93. Fighting for our health : the epic battle to make health care a right in the United States / Richard Kirsch.
94. Beyond humanity? : the ethics of biomedical enhancement / Allen Buchanan.
95. Forensic psychiatry / Nigel Eastman ... [et al.].
96. Dose makes the poison : a plain-language guide to toxicology / Patricia Frank, M. Alice Ottoboni.
97. Caring self : the work experiences of home care aides / Clare L. Stacey.
98. Dementia care with Black and Latino families : a social work problem-solving approach / Delia Gonzalez Sanders, Richard H. Fortinsky.
99. Battle over health care : what Obama's reform means for America's future / Rosemary Gibson and Janardan Prasad Singh.
100. Complete guide to core stability / Matt Lawrence.
101. Community psychology and the socio-economics of mental distress : international perspectives / edited by Carl Walker, Katherine Johnson and Liz Cunningham.
102. Anatomy of stretching : your illustrated guide to flexibility and injury rehabilitation / Brad Walker.
103. Development and public health communication / edited by K. Tomaselli and C. Chasi.
104. Bending the aging curve : the complete exercise guide for older adults / Joseph F. Signorile.

105. Bending the aging curve : the complete exercise guide for older adults / Joseph F. Signorile.
106. Health and social justice / Jennifer Prah Ruger.
107. Measurement in sport and exercise psychology / editors, Gershon Tenenbaum, Robert C. Eklund, Akihito Kamata.
108. Global health : an introduction to current and future trends / Kevin McCracken and David R. Phillips.
109. Physical activity guidelines for Americans and a review of scientific literature used / editor, Hailey A. Cowell.
110. Physical activity guidelines for Americans and a review of scientific literature used / editor, Hailey A. Cowell.
111. Population mental health : evidence, policy, and public health practice / edited by Neal Cohen and Sandro Galea.
112. U.S. health policy and politics : a documentary history / Kevin Hillstrom.
113. Leveraging consumer psychology for effective health communications : the obesity challenge / edited by Rajeev Batra, Punam Anand Keller, and Victor J. Strecher.
114. Medicine and social justice : essays on the distribution of health care / edited by Rosamond Rhodes, Margaret P. Battin, Anita Silvers.
115. Salt, sugar, fat : how the food giants hooked us / Michael Moss.
116. Growing global public health crisis and how to address it / David H. Stone ; foreword by Michael Marmot.
117. Intervention research : designing, conducting, analyzing, and funding / Bernadette Mazurek Melnyk, Dianne Morrison-Beedy, editors.
118. Public health for an aging society / edited by Thomas R. Prohaska, Lynda A. Anderson, and Robert H. Binstock.
119. Addressing the social determinants of health : the urban dimension and the role of local government.
120. Gay, lesbian, bisexual, & transgender aging : challenges in research, practice, and policy / edited by Tarynn M. Witten and A. Evan Eyler.
121. Pick Your Poison : How Our Mad Dash to Chemical Utopia is Making Lab Rats of Us All / Monona Rossol.
122. Science of yoga : the risks and the rewards / William J. Broad ; illustrations by Bobby Clennell.
123. Our unsystematic health care system / Grace Budrys.
124. Black and blue : the origins and consequences of medical racism / John Hoberman.
125. Cultural fault lines in healthcare : reflections on cultural competency / Michael C. Brannigan.
126. Global public health : ecological foundations / Franklin White, Lorann Stallones, John Last.
127. American pandemic : the lost worlds of the 1918 influenza epidemic / Nancy K. Bristow.
128. Affordable excellence : the Singapore healthcare story : how to create and manage sustainable healthcare systems / William A. Haseltine.
129. Deluxe Jim Crow : civil rights and American health policy, 1935-1954 / Karen Kruse Thomas.
130. Disease maps : epidemics on the ground / Tom Koch.
131. Something to chew on : challenging controversies in food and health / Mike Gibney.
132. Health care reform and disparities : history, hype, and hope / Toni P. Miles.
133. Long shot : vaccines for national defense / Kendall Hoyt.
134. Human right to health / Jonathan Wolff.
135. Ugly beauty : Helena Rubinstein, L'Oreal, and the blemished history of looking good / Ruth Brandon.
136. Behavioral health response to disasters / edited by Julie Framingham, Martell L. Teasley.
137. Cultural diversity in health and illness / Rachel E. Spector.
138. Affordable excellence : the Singapore healthcare story : how to create and manage sustainable healthcare systems / William A. Haseltine.
139. Environmental health ethics / David B. Resnik.
140. Health care for some : rights and rationing in the United States since 1930 / Beatrix Hoffman.
141. New directions in conservation medicine : applied cases of ecological health / edited by A. Alonso Aguirre, Richard S. Ostfeld, and Peter Daszak.
142. Spillover : animal infections and the next human pandemic / David Quammen.
143. Transcultural health care : a culturally competent approach / [edited by] Larry D. Purnell.

144. Taking improvement from the assembly line to healthcare : the application of lean within the healthcare industry / Ronald Bercaw.
145. World's health care crisis : from the laboratory bench to the patient's bedside / by Ibis Sal• nchez-Serrano.
146. Therapeutic stretching / Jane Johnson.
147. Women's health : a primary care clinical guide / [edited by] Ellis Quinn Youngkin ... [et al.].
148. Predictive health : how we can reinvent medicine to extend our best years / Kenneth Brigham and Michael M.E. Johns.
149. Community organizing and community building for health and welfare / [edited by] Meredith Minkler.
150. Forensic nursing : a handbook for practice / edited by Rita M. Hammer, Barbara Moynihan, Elaine M. Pagliaro.
151. Food rules : an eater's manual / Michael Pollan.
152. Fat / Deborah Lupton.
153. Comparative health policy / Robert H. Blank and Viola Burau.
154. Statistics in medicine / R.H. Riffenburgh, Clinical Investigation Department, Naval Medical Center San Diego, San Diego, California, USA.
155. Tapping into The Wire : the real urban crisis / Peter L. Beilenson and Patrick A. McGuire ; featuring a conversation with David Simon.
156. In the kingdom of the sick : a social history of chronic illness in America / Laurie Edwards.
157. Sex work politics : from protest to service provision / Samantha Majic.
158. Health care "safety net" in a post-reform world / edited by Mark A. Hall and Sara Rosenbaum.
159. Health care reform and American politics : what everyone needs to know / Lawrence R. Jacobs and Theda Skocpol.
160. Governing health : the politics of health policy / William G. Weissert and Carol S. Weissert.
161. When people come first : critical studies in global health / edited by Joalfo Biehl & Adriana Petryna.
162. Our bodies, ourselves and the work of writing / Susan Wells.
163. It's enough to make you sick : the failure of American health care and a prescription for the cure / Jeffrey M. Lobosky.
164. Teaching in counselor education : engaging students in learning / edited by John D. West, Ed. D., Donald L. Bubenzer, Ph. D., Jane A. Cox, Ph. D., Jason M. McGlothlin, Ph. D.
165. Managing madness in the community : the challenge of contemporary mental health care / Kerry Michael Dobransky.
166. Reimagining global health : an introduction / [edited by] Paul Farmer, Jim Yong Kim, Arthur Kleinman, Matthew Basilico.
167. Women's global health : norms and state policies / edited by Lyn Boyd-Judson and Patrick James.
168. Vulnerable empowered woman : feminism, postfeminism, and women's health / Tasha N. Dubriwny.
169. Precarious prescriptions : contested histories of race and health in North America / Laurie B. Green, John Mckiernan-Gonzal• lez, and Martin Summers, editors.
170. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen, PhD.
171. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen, PhD.
172. Fragile wisdom : an evolutionary view on women's biology and health / Grazyna Jasienska.
173. Handbook of home health care administration / [edited by] Marilyn D. Harris.
174. Doctors without borders : humanitarian quests, impossible dreams of Mēdecins sans frontiēres / Renē e C. Fox.
175. Death before dying / Gary S. Belkin.
176. Virus hunt : the search for the origin of HIV / Dorothy H. Crawford.
177. Affordable Care Act : a missed opportunity, a better way forward / Guy B. Faguet.
178. Lead wars : the politics of science and the fate of America's children / Gerald Markowitz and David Rosner.
179. Comparative effectiveness research : evidence, medicine, and policy / Carol M. Ashton, Nelda P. Wray.

180. Best evidence structural interventions for HIV prevention / Rachel E. Golden, Charles B. Collins, Shayna D. Cunningham, Emily N. Newman, Josefina J. Card.
181. Ship of death : a voyage that changed the Atlantic world / Billy G. Smith.
182. Whole : rethinking the science of nutrition / T. Colin Campbell, PhD ; with Howard Jacobson, PhD.
183. Social movements and the transformation of American health care / Jane C. Banaszak-Holl, Sandra R. Levitsky, Mayer N. Zald.
184. What's wrong with fat? / Abigail C. Saguy.
185. Me medicine vs. we medicine : reclaiming biotechnology for the common good / Donna Dickenson.
186. Financing Medicaid : federalism and the growth of America's health care safety net / Shanna Rose.
187. Challenges of mental health caregiving : research, practice, policy / Ronda C. Talley, Gregory L. Fricchione, Benjamin G. Druss, editors.
188. Caring for America : home health workers in the shadow of the welfare state / Eileen Boris and Jennifer Klein.
189. Lethal but legal : corporations, consumption, and protecting public health / Nicholas Freudenberg.
190. Mother of invention : how the government created free-market health care / Robert I. Field.
191. Contagion : how commerce has spread disease / Mark Harrison.
192. Evaluation of PEPFAR / Committee on the Outcome and Impact Evaluation of Global HIV/AIDS Programs Implemented under the Lantos-Hyde Act of 2008, Board on Global Health, Board on Children, Youth, and Families, Institute of Medicine of the National Academies
193. Vaccine nation : America's changing relationship with immunization / Elena Conis.
194. Of medicines and markets : intellectual property and human rights in the free trade era / Angelina Snodgrass Godoy.
195. Selling our souls : the commodification of hospital care in the United States / Adam D. Reich.
196. Free clinics : local responses to health care needs / edited by Virginia M. Brennan.
197. Noncommunicable diseases in the developing world : addressing gaps in global policy and research / edited by Louis Galambos and Jeffrey L. Sturchio with Rachel Calvin Whitehead.
198. Violence of care : rape victims, forensic nurses, and sexual assault intervention / Sameena Mulla.
199. Food police : a well-fed manifesto about the politics of your plate / Jayson Lusk.
200. Unmanageable care : an ethnography of health care privatization in Puerto Rico / Jessica M. Mulligan.

DATABASES

[Applied Social Sciences Index and Abstracts \(ASSIA\)](#)

[CINAHL \(Cumulative Index to Nursing and Allied Health\)](#)

[EconLit](#)

[ICPSR Data Archive](#)

[Nursing Resource Center with Nursing & Allied Health Collection](#)

[PAIS International](#)

[ProQuest Congressional](#)

[ProQuest Statistical Insight](#)

[PsycINFO](#)

[PubMed](#)

[Social Services Abstracts](#)

[Sociological Abstracts](#)

[WestLaw Campus](#)

TCNJ Journal Subscriptions

These are titles to which TCNJ directly subscribes and whose records include the Library of Congress Subject heading “public health.” The Journal of the American Medical Association & New England Journal of Medicine seemed like such basic sources that they should be included as well.

[American Journal of Epidemiology](#)

[American Journal of Public Health](#)

[Annual Review of Public Health](#)

[Canadian Journal of Public Health](#)

[Epidemiologic Reviews](#)

[Journal of the American Medical Association](#)

[Morbidity & Mortality Weekly Report](#)

[Nation’s Health](#)

[New England Journal of Medicine](#)

[Social Science & Medicine](#)

Serials Solutions of TCNJ access subject listing

Serials Solutions is the service the TCNJ Library uses to consolidate access to journals to which we directly subscribe or which are included in databases to which we subscribe. The subject break-down and titles included in each category are generated by Serials Solutions.

- Public Health
 - [Adolescent & Adult Public Health \(2\)](#)
 - [Aged Public Health \(3\)](#)
 - [Communicable Diseases \(30\)](#)
 - [Emergency Medical Services \(8\)](#)
 - [Environmental Health \(19\)](#)
 - [Epidemiology & Epidemics \(29\)](#)
 - [Ethnic Minorities & Public Health \(6\)](#)
 - [Gender Specific Public Health \(32\)](#)
 - [Government Health Agencies, U.S. \(14\)](#)
 - [Home Health Care Services \(3\)](#)
 - [Hospitals & Medical Centers \(99\)](#)
 - [Legal & Forensic Medicine \(17\)](#)
 - [Long-Term Care Facilities \(6\)](#)
 - [Medical Care Plans \(8\)](#)
 - [Medical Economics \(32\)](#)
 - [Medical Geography \(4\)](#)

- [Medical Statistics \(16\)](#)
- [Mental Illness Prevention \(36\)](#)
- [Public Health - General \(304\)](#)
- [Regulation of Health Care \(3\)](#)
- [Social Medicine \(16\)](#)
- [Toxicology & Public Health \(51\)](#)
- [Transmission of Disease \(3\)](#)
- [World Health \(53\)](#)

Government documents

TCNJ Library's subscription to MARCIVE's Documents Without Shelves Service provides records which are added monthly to the TCNJ catalog with links for electronic federal government documents issued by agencies including divisions and agencies of the US Health & Human Services, US Senate, US House, Executive Office of the President, etc. Tens of thousands of records are in the catalog.

Book collection

The Library of Congress class RA is defined as "Public aspects of medicine." To give a sense of the kinds of material added to the library's collection in the past 5 years, the accompanying spreadsheet shows the book titles added to our catalog between January 1, 2010, and February 5, 2015 (file name: *Class RA - added 01-01-2010 thru 02-04-2015.xlsx*). There are additional titles of potential support to the study of public health scattered in other parts of the collection. For example, a very simplistic search on the keywords "public health" and "2014" brings up titles classified outside the "public health" area, such as the following:

Health inequalities and people with intellectual disabilities / Eric Emerson, Chris Hatton. Cambridge; New York: Cambridge University Press, 2014. Call number: RC570 .E54 2014 (psychiatry)

Childhood obesity in America: biography of an epidemic / Laura Dawes. Cambridge, MA; London, England: Harvard University Press, 2014. In cataloging for RJ399 (pediatrics)

Media and the well-being of children and adolescents / edited by Amy B. Jordan and Daniel Romer. New York, NY: Oxford University Press, 2014. Call number: HQ784.M3 M4193 2014 (family studies)

Global health law / Lawrence O. Gostin. Cambridge, MA: Harvard University Press, 2014. Call number: K3570 .G67 2014 (Law)

Schools and public health: past, present, future / Michael Gard and Carolyn Pluim. Lanham, MD: Lexington Books, 2014. In cataloging for LB3409 (education)

Titles from this discipline are being purchased both for the print collection and as e-books, primarily on a title-by-title basis but in FY14 a bundle of public health e-book titles was purchased. The 34 titles in the

bundle, published between 2012 and 2014, are shown in the table below. These e-books are included in the library's catalog and are accessed through the EbscoHost platform.

Introduction to Public Health	Churchill Livingstone Australia
What Makes Health Public?	Cambridge University Press
Essential Public Health	Cambridge University Press
Environmental Noise Pollution	Elsevier
Social Injustice and Public Health	Oxford University Press
Sprawling Cities and Our Endangered Public Health	Routledge
International Perspectives on Public Health and Palliative Care	Routledge
Healthy Cities	Edward Elgar
The Essential Guide to Public Health and Health Promotion	Routledge
European Union Public Health Policy	Routledge
Structural Approaches in Public Health	Routledge
Environmental Tracking for Public Health Surveillance	CRC Press
An Introduction to Global Health Ethics	Routledge
Ethics in Public Health and Health Policy	Springer
Introduction to Health Policy	Health Administration Press
Public Health Entomology	CRC Press
Environmental Policy and Public Health	Jossey-Bass
Building American Public Health	Palgrave Macmillan
Race, Ethnicity, and Health	Jossey-Bass
Public Health and Social Justice	Jossey-Bass/John Wiley & Sons
Transdisciplinary Public Health	Jossey-Bass

Public Health Policy	Jossey-Bass
Animals and Public Health	Palgrave Macmillan
Epidemiological Criminology	Jossey-Bass
Governing How We Care	Temple University Press
Public Health Practice	Oxford University Press
The Built Environment and Public Health	Jossey-Bass
When People Come First	Princeton University Press
Community Engagement, Organization, and Development for Public Health Practice	Springer Pub.
Handbook for Public Health Social Work	Springer Pub.
Lethal but Legal	Oxford University Press
Negotiating Public Health in a Globalized World	Springer
Public Health and Epidemiology at a Glance	Wiley-Blackwell
Contemporary Public Health	The University Press of Kentucky

Appendix E

Master of Public Health

Proposed Course Tracks

The proposed program consists of the following courses and tracks. Students take the core courses, the courses required in their track selection, and three courses in electives that support their interests.

Graduate and Hybrid Classes for MPH Degree, 2 year and 4+ 1 sequences	Core	Health Communi- -cation Track	Precision Health Track	Global Health Track	Elec- tives
PBHG 501 Research Methods for Public Health (Hybrid with PBH 401)					X
PBHG 502 Health Analytics			X		
PBHG 503 Health Informatics (Hybrid with PBH 403)			X		
PBHG 504 Environmental Health & Occupational (NEW COURSE)	X				
PBHG/COM 515 International Communication (Hybrid with COM 415)		X		X	
PBHG 521 Health Systems and Policy (NEW COURSE)	X				
PBHG 560/COUN 560 Counseling Girls and Women		X		X	
PBHG 540 Advanced Epidemiology (NEW COURSE)	X				
PBHG 551/COUN 551 Substance Abuse and Addiction: Individual, Family, and Society		X	X		
PBHG 561/COUN 561 Counseling Boys and Men		X		X	
PBHG 572 Global Health (Hybrid with PBH/SOC/ANT 372)			X	X	
PBHG 573 Public Health and Social Policy (Hybrid with PBH/SOC/ANT 373)			X	X	
PBHG 591 Graduate Independent Study					X
PBHG 603: Health and Risk Communication Campaigns: A Social Marketing Approach (Hybrid with COM 403)			X	X	
PBHG 606 Grant Writing in Public Health (Hybrid with PBH 406)					X
PBHG 620 Health Economics (hybrid ECO 320)			X	X	
PBHG 652 Biostatistics for Public Health (NEW COURSE)	X				
PBHG 660 Global Health Communication and Social Change (Hybrid with COM 460)		X	X	X	
PBHG 665 Dental Public Health (NEW COURSE)					X
PBHG 667 Public Health Genomics (NEW COURSE)			X		

PBHG 671 Public Health Approaches to Violence and Injury (NEW COURSE)					X
PBHG 685/NURS 685 Health Promotion for Individuals, Families, and Communities	X				
PBHG 705 Graduate Capstone Internship (Hybrid with PBH 405) – 6 credits taken over 1 or 2 semesters	X				
Total Number of courses required for completing core/concentration--Total of 15 Courses).	6	5	5	5	3

Course Descriptions for MPH Degree, 2 year and 4+1 sequences

PBHG 501 Research Methods for Public Health (Hybrid with PBH 401)

Evidence-based public health practice relies on systematic collection and analysis of data, including population health surveys, clinical trials, comparative effectiveness research, and social science research. In this course, students will learn to critically analyze public health research, including study designs, generalizability of findings, and ethics. Students will then conduct independent research by formulating and testing hypotheses using a quantitative data set such as Add Health, and will develop a research proposal for original data collection.

Proposed Faculty: Brenda Seals

PBHG 502 Health Analytics

How has the “big data revolution” affected the practice of public health? How do healthcare organizations, community groups, researchers and others find, collect, analyze, and use data to understand and improve population health? In this course, students will become familiar with key big data sources and analytic techniques, understand the differences between big data approaches and traditional statistics, and apply these techniques in various arenas including policy, health systems, and community health. Through case studies and examples, students will evaluate the application, ethics, and effectiveness of big data strategies.

Proposed Faculty: Katie Hooven

PBHG 503 Health Informatics (Hybrid with PBH 403)

Contemporary health organizations require sophisticated analysis of “big data” to improve operations, understand changing patterns of community health, and inform policy. In this course, students will gain facility with key tools used to analyze data found in electronic medical records, health systems, and other sources. Students will work with community partners to execute an informatics project such as identifying data needs, developing data strategies, and/or creating tools such as quality metrics.

Proposed Faculty: Katie Hooven

PBHG 504 Environmental & Occupational Health (New Course)

Environmental and Occupational health acquaints students with epidemiological, health risk and research areas linked to the physical and social environment. Students will look at risk and exposure methodologies and investigate health effects related to environmental and occupational exposures. Students will analyze, evaluate, summarize and present studies on specific diseases linked to such exposures.

Proposed Faculty: Brenda Seals

PBHG/COM 515 International Communication (Hybrid with COM 415)

Prerequisite: COM 103 or 172 This course examines contemporary issues in international communication with special emphasis on methods for comparing cross-national media coverage of critical issues, along

with explanatory explorations in areas such as structural/demographic measures (GDP, literacy rate, infant mortality rate, etc.) and media systems (relatively free, relatively closed).

Proposed Faculty: John Pollock

PBHG 521 Health Systems & Policy (New Course)

This course is designed to introduce students from multiple disciplines to the fundamental characteristics of health care systems; the organization, financing, and delivery of services in the US health care system; the role of prevention and other non-medical factors in population health outcomes; key management and policy issues in contemporary health systems; and the process of public policy development and its impact on the prospects for health system improvement.

Proposed Faculty: TBN (Options include faculty in business management)

PBHG 540 Advanced Epidemiology (New Course)

Epidemiology investigates the distribution and trends of health-disease conditions, causes, and risks for populations. Epidemiology is dynamic, considered one of the core pillars of Public Health. The overall goal of this course is provide graduate students a foundation of theory and tools to apply as a Public Health professional in research and practice settings. Students apply descriptive Epidemiology, calculate health indicators, and write Epidemiological reports for situational analyses; describe, propose, and apply appropriate study designs, and analyze health disparities. Calculation and interpretation of standard measures of frequency and association, and logistic and multiple regression are used to estimate the extent and impact of disease and injury on individuals' lives. Students will deeply comprehend key issues in Social Determinants of Health and propose interventions to solve real life Public Health problems.

Proposed Faculty: Carolina Borges

PBHG 551/COUN 551 Substance Abuse and Addiction: Individual, Family, and Society

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes, and the reinforcement of drinking and drug use, are examined. Basic knowledge and attitudes that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed.

Proposed Faculty: Cassandra Gibson

PBHG 560/COUN 560 Counseling Girls and Women

This course is focused on providing students with the opportunity to gain a greater understanding of the female experience from childhood throughout adulthood. Particular emphasis will be placed on the crucial years during adolescence. Students will be challenged to analyze both societal and personal beliefs, assumptions, and expectations regarding girls and women. In this interactive class, there will be an overview of the many counseling issues presented by female clients and the special needs of diverse populations. Lecture, discussion, readings, presentations, and experiential activities will combine to offer students greater insight into what their female clients bring into the therapeutic setting. Effective strategies and techniques for counselors working with woman and girls will also be discussed throughout the course.

Proposed Faculty: Jill Schwarz

PBHG 561 /COUN 560 Counseling Boys and Men

The purposes of this course are to provide students with accurate information about the emotional lives of boys and men and suggest effective strategies for counseling these populations in school and agency settings. Students will explore their implicit assumptions about boys and men and how those assumptions might impact their work as counselors. Myths about boys and men will be dispelled, and some of the common problems of boys and men will be described. Cultural variations in masculinity and diverse types of male sexual orientation will be reviewed. Important therapeutic challenges (e.g., using a strength-based approach to counseling and addressing problems such as misogyny and homophobia in males) will be discussed. The contributions of fraternal humanitarian clubs, men's support groups, and profeminist organizations will be highlighted. Students will identify ways to adjust the traditional process counseling to match the relational styles and needs of boys and men and the cultural background of the client. Strategies for establishing rapport and intervening with special populations of boys and men (e.g., aggressive males, boys and men who have been sexually abused, depressed and suicidal males) will be recommended.

Proposed Faculty: Mark Woodford

PBHG 572 Global Health (Hybrid with PBH/SOC/ANT 372)

This course introduces students to the field and disciplines of public health from across cultural perspectives, looking at both local and global public health issues. Course material and Sociology and assignments focus on public health initiatives in Western and non-Western societies with particular attention to core concepts of public health, responses to bio-terrorism and war, prevention of infectious diseases, alternative medical and healing practices, health of school age children and public health personnel. The course emphasizes the impact of culture, social structure, economics and politics on the health and illness and public health policies in both the developing and developed world. War, genocide, terrorism, guerrilla insurgencies, the global economy and international travel are viewed as public health issues.

Proposed Faculty: TBA

PBHG 573 Public Health and Social Policy (Hybrid with PBH/SOC/ANT 373)

This course covers material in the area of U.S. public health and social policy at both the macro and micro level. The course emphasizes conceptual approaches as well as the significant health care policy changes that affect everyone's lives. The macro section of the course will be under the rubric Revamping American Health Care Delivery concentrating on historical, current and proposed solutions. The micro section will cover specific area of health concerns. Co-requisite in Methods/Statistics

Proposed Faculty: Philip Prassas

PBHG 591 Graduate Independent Study (Variable Credits from 1 to 3)

Individual students or small groups of students elect to work with a faculty member on a discrete literature-based or empirical research project. Students may apprentice with a faculty member by working on a faculty-initiated research project, or students may propose a research project and seek mentorship by faculty. In both cases, students will have a substantive and specified role in the research process. Independent Research requires a formal proposal that is developed in collaboration between the student and faculty mentor and submitted to the Public Health Program Coordinator. The proposal, signed by both the student and faculty mentor, must be submitted in the semester prior to engaging in this learning experience. This proposal becomes the contract for the Independent Research arrangement.

Proposed Faculty: As negotiated through independent projects

PBHG 603 Health and Risk Communication Campaigns: A Social Marketing (Hybrid with COM 403)

This course examines the impact of public communication campaigns, in particular health communication campaigns, aimed at informing and persuading mass audiences. Special attention is given to the selection of achievable objectives, to the integration of carefully chosen strategies with specific tactics for designing successful campaigns, and to the evaluation of campaign effectiveness.

Proposed Faculty: John Pollock

PBHG 606 Grant Writing in Public Health (Hybrid with PBH 406)

This course will offer an introduction to grant writing for health related agencies interested in small grant and foundation opportunities. Students will be learning how to research a topic in the literature and then use key words to identify potential funding agencies from grants/foundation databases. Interactions with project staff from the funding agencies afford students the opportunity to learn how to develop their proposals. Coordination with agency staff allows students to tailor funding guidelines to agency needs and ideas. By the end of the course, students will be able to write a brief grant including the development of budgets, project timelines, and program outcomes.

Proposed Faculty: Brenda Seals

PBHG 620 Health Economics (Hybrid ECO 320)

Health Economics provides an examination of the health care system in the U.S. with particular emphasis on understanding the economic forces acting upon health care markets. Economic reasoning and tools of microeconomics are applied to the study of health and medical care and implications for individual health behavior and public health policies are examined. Topics include overview of the U.S. health care system, demand for health and medical services, health insurance, organization of health care providers, government's role, international health care system comparison, and pharmaceutical industry. A research paper is required.

Proposed Faculty: Donka Brodersen

PBHG 652 Biostatistics for Public Health (New Course)

Introduction to the use of statistical methods in the biological sciences. Emphasis is placed upon the application and interpretation of statistical analyses as an aid to drawing meaningful conclusions from field and laboratory investigations. Topics include: sampling methods, descriptive statistics, hypothesis testing, analysis of variance, correlation, regression, frequency analysis, and the design of experiments.

Proposed Faculty: Michael Ochs or Part-Time Faculty

PBHG 660 Global Health, Communication, and Social Change (Hybrid with COM 460)

This course uses the Johns Hopkins P-Process to help students draft papers that approximate professional papers presented by professionals at USAID, UNICEF, WHO, or other government or NGO agencies.

Proposed Faculty: John Pollock

PBHG 665 Dental Public Health (New Course)

The purpose of the course is to expose the student to the philosophy, practice, and scope of dental public health as it exists in the health care system today. Four areas identified by the American Board of Dental Public Health as knowledge needed for the specialty practice of dental public health—administration, research, prevention, and delivery and financing of dental care—are used as a framework for examining dental public health practice. The organization, delivery, and financing of oral health care, primarily in the United States, and how public health dentistry does and should fit into the health care system are emphasized.

Proposed Faculty: Carolina Borges

PBHG 667 Public Health Genomics (New Course)

The purpose of this course is to expose the students to the potential possibilities of integrating, Biology, Public Health, and Medicine genetic in favor of live by using genomic and computational approaches to human data and samples and manipulation of model organisms. The course is lab based. Students will learn and practice statistical and computer methods for genomes analysis, theory and evolution of genetics including genome-wide by sequencing, transcriptional and translational analysis, polymorphism detection and identification of complex network interactions.

Proposed Faculty: TBA in association with Biology

PBHG 671 Public Health Approaches to Violence and Injury (New Course)

This class will examine injury and violence from the public health perspective of prevention, epidemiology and treatment/elimination at the population level. Specific attention will be paid to diverse populations and variations in risk based factors such as age, sex, race, and ethnicity. Unintentional injuries are the leading cause of death for those ages one through 44 years. Fatal violence (i.e., suicide and homicide) is among the top ten causes of deaths for almost all age groups. Best practices for interventions and policy options will be examined.

Proposed Faculty: Brenda Seals

PBHG 685/NURS 685: Health Promotion for Individuals, Families, and Communities

This course focuses on health promotion and disease prevention for individuals, families, communities and populations. Primary, secondary, and tertiary prevention will be addressed. Prevention and modification of disease processes through program development, education, counseling, facilitating, stress reduction, and life style changes will be explored. Emphasis is placed upon strategies that promote health and prevent disease at the individual and aggregate levels. Ethical, cultural, economic, and legal issues will be explored.

Proposed Faculty: Katie Hooven

PBHG 705 Graduate Capstone Internship – 2 – 3 credit sequences for a total of 6 credits

This 6 credit internship provides students with practical experience in an approved public health agency. Students are required to complete at least 120 hours over one semester (15 weeks) in research, health education, program implementation and evaluation, or other approved objectives and goals. Completing the requirements in the handbook in a timely manner satisfies one 3 credit sequence. The second 3 credit sequence includes writing a Master's Capstone paper. This paper includes a thorough literature review of the disease, intervention or health area, discussion of highlights and feedback of the

internship experience, and linking the internship experience to national and/or global public health policy, research or practice implications. All Capstone students participate in on-campus seminars (once per month) to provide a forum for sharing experiences, further developing career objectives, and stimulating creative thinking related to their professional development. Students must attend at least one local or regional professional conference. Prerequisites: Advanced standing in the MPH program including completion of at least 11 courses with an overall grade point average of 3.0 or better. Depending on the internship placement, students may be required to complete several health requirements, drug testing and a criminal background check before the internship commences.

Proposed Faculty: Brenda Seals

**The College of New Jersey Board of Trustees
Resolution Approving a Bachelor of Science in Speech-Language
Pathology and Audiology**

Whereas: The Department of Special Education, Language, and Literacy has developed a proposed Bachelor of Science program in Speech-Language Pathology and Audiology; and,

Whereas: This program will prepare students to enter graduate programs in speech pathology and audiology; and,

Whereas: There is strong student interest in this program; and,

Whereas: This program is consistent with the mission of The School of Education and the mission of The College of New Jersey; and,

Whereas: This program has been reviewed and recommended by the Curriculum Committee of the School of Education and the Committee on Academic Programs; and,

Whereas: This program has been reviewed and recommended by the Mission Fulfillment Committee of the Board of Trustees.

**Therefore,
Be It**

Resolved: That the proposed Bachelor of Science in Speech-Language Pathology and Audiology be approved.

July 11, 2017

PROGRAM ANNOUNCEMENT COVER PAGE
The College of New Jersey
Creation of an Undergraduate Major in Speech-Language Pathology and Audiology

Date: March 2017

Institution:	The College of New Jersey	
New Program Title:	Speech-Language Pathology	
Degree Designation:	Bachelor of Science in Speech-Language Pathology and Audiology	
Degree Abbreviation:	B.S. in Speech Pathology & Audiology	
Programmatic Mission Level for the Institution	Post-Masters	
CIP Code and Nomenclature:	51.0203 Speech Pathology & Audiology	
Campus where the program will be offered:	Ewing, New Jersey	
Date when program Will begin:	Fall, 2018	
List the institutions with which articulation agreements will be arranged:	TCNJ has established articulation agreements with community colleges for the admission of undergraduate transfer students. New articulation agreements are being sought for students who complete the current Communication Disorders minor, or a related self-designed major, to allow streamlined admission into a master's degree in speech pathology. It would be helpful for these students to hold a formal bachelor's degree in speech pathology and audiology.	
Is licensure required of program graduates to gain employment? A graduate degree at an ASHA accredited program is needed for employment as a speech pathologist.	Yes	
Will the institution seek accreditation for this program?	No	

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**Program Announcement
The College of New Jersey
Creation of an Undergraduate Major in Speech-Language Pathology and Audiology**

I. Objectives

The School of Education at The College of New Jersey (TCNJ) proposes the creation of a Bachelor of Science in Speech Pathology and Audiology (BSSP) degree program. This major would be created by combining a standing minor in Communication Disorders with related appropriate courses already existing on campus. The major would not certify students as speech pathologists or audiologists but would prepare them with the prerequisites needed to enter an American Speech-Language-Hearing Association (ASHA) accredited graduate program in speech pathology or a Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) doctorate of audiology (AuD) degree program.

The Communication Disorders minor is currently offered through the Department of Special Education Language and Literacy (SELL) within the School of Education. The Communication Disorders minor is open to all matriculated students who, in their careers, will want or need a professional orientation to services for individuals with speech, language, or communication disorders. The course of study introduces students to the various types of communication problems found in children and adults and the clinical and educational needs associated with the various disorders. The Communication Disorders minor also provides the basic prerequisites necessary to prepare students for graduate study in speech pathology or in audiology. The minor consists of five courses (plus one optional course), considered by the accrediting agency, The American Speech-Language-Hearing Association (ASHA), as essential for students seeking admission to graduate programs in these fields. Some students have opted to create a self-designed major – in essence combining the Communication Disorders minor with the Deaf Studies minor or with other courses.

A coherent major would benefit students by providing them with a home department, strong advisement, an effective way to meet their goal of gaining acceptance into a speech pathology graduate program and more than just the minimum knowledge needed to fulfill the undergraduate prerequisites set by graduate speech pathology certification programs. Such a major would benefit the SELL department by increasing the enrollment in existing courses, making enrollment management more predictable, and increasing the total number of students enrolled in the department. A dedicated major would also assist SELL faculty with advisement of students with similar interests who are now opting to add minors or create self-designed programs, both of which are difficult to track and therefore create challenges in enrollment management in classes. Further, the ability to offer a major in speech pathology would benefit the College as the Office of Undergraduate Admissions reports that speech pathology ranks second among the most requested majors that is not currently available at TCNJ.

II. Evaluation and Learning Outcomes Assessment Plan

Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP) and through their individual Specialized Professional Association (SPA). For speech pathology and for audiology, the SPA is the American Speech-Language-Hearing Association (ASHA). As the proposed major is not a teacher preparation program, it would not be accredited through CAEP. The proposed major would also not be accredited by ASHA as it is an undergraduate major.

As per the College's procedures for program strategic planning and periodic review, the major will engage in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and analysis of assessment data. The major, as outlined in the following pages, will also meet all of the College's Liberal Learning goals and objectives (<https://liberallearning.tcnj.edu/>).

Assessing the Major's Learning Outcomes

Assessment will occur throughout a student's coursework and engagement in the major. Appendix A charts the learning outcomes associated with courses in the major and how each learning outcome will be assessed. While this is an undergraduate major, one of the significant learning outcomes is to prepare students for admission into an accredited graduate programs. The chart below correlates the major's learning outcomes with ASHA standards.

Learning Outcomes	Correlation to ASHA Standards
1. Students will be able to <i>identify and organize in a developmental sequence</i> the basic components of human communication including their biological, neurological, acoustic, psychological, developmental, linguistic, social and cultural bases.	ASHA Standard IV-A: - Demonstrate knowledge of the biological sciences, Physical sciences, statistics and the social/behavioral sciences ASHA Standard IV-B: - Demonstrate a solid theoretical foundation in basic human communication and swallowing processes (including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases)
2. Students will be able to <i>describe</i> current instrumentation & technology in the field of Speech-Language-Hearing Sciences and <i>differentiate</i> their use to match needs of diverse individuals.	
3. Students will <i>develop critical thinking, reasoning, and analytic skills</i> .	ASHA Standards IV-F and IV-A: - Demonstrate understanding of basic concepts and principles of research design and statistical analysis and be able to read, interpret and apply the latest research findings
4a. Students will develop their <i>written and oral communication skills</i> and information	

<p>literacy so as to <i>professionally evaluate, interpret, judge and assess</i> research reports.</p> <p>4b. Students will <i>utilize their information literacy skills</i> so as to <i>professionally evaluate, interpret, judge and assess</i> research reports.</p>	<p>in a clinical setting</p>
<p>5. Students will <i>describe</i> the nature of communication disorders and be able to <i>compare/contrast</i> communication differences in a variety of people.</p> <p>6. Students will <i>describe and analyze</i> ways in which cultural and linguistic diversity manifest in people with disabilities with consideration of their socio-cultural context, social justice, and advocacy.</p>	<p>ASHA Standards IV-B, IV-C, IV-D, V-B: - Demonstrate understanding of ramifications of cultural diversity on professional practice and cultural sensitivity in working with culturally and linguistically diverse populations - Serve as an advocate for patients, families, and other appropriate individuals</p>
<p>7. Students will <i>utilize professional practices</i> in Speech-Language Pathology and Audiology.</p> <p>8. Students will <i>demonstrate professional dispositions and basic professional knowledge & skill</i> when in field observations and internships.</p>	<p>ASHA Standard IV-G: - Demonstrate understanding of contemporary professional issues</p> <p>ASHA Standard IV-E: - Adhere to professional codes of ethics, legal and professional standards</p>
<p>9. Students will gain entry and successfully complete a graduate program in speech-language pathology, audiology, or related field such as special education, counseling, teaching English as a second language.</p>	

Courses in the speech pathology and audiology major are:

1. SPE 103 Social & Legal Foundations of Special Education
2. SLP 102 Language, Speech Communication Development
3. SLP 108 Anatomy & Physiology of Speech and Hearing Mechanism
4. PSY 212 Biopsychology (prerequisite is PSY 101)
5. SLP 205 Acoustic Phonetics (prerequisite is SLP 108)
6. SLP 304 Audiological Assessment and Management of Hearing Loss
7. SLP 307 Communication Disorders: Nature, Diagnosis and Treatment (prerequisites are SLP 102 and SLP 108)

8. SLP 320 Speech and Hearing Science (a mid-level writing intensive course; prerequisites is SLP 102, SLP 108, SLP 205, & SLP 304)
9. SLP 422 Assistive Listening Devices & Auditory Management (prerequisite is SLP 304)
10. SLP 410 Feeding & Swallowing Disorders (prerequisites are SLP 108)

While not required to do so, students will be encouraged to do an internship in speech pathology or in audiology through SLP 399.

III. Relationship of the Program to Institutional Strategic Plan and its Effect on other Programs at the Same Institution

The mission of the Department of Special Education, Language, and Literacy is

to prepare outstanding teaching professionals who will have a positive impact on children, adults, schools, families, and communities. Our goal is to prepare professionals who not only evidence the ability to apply research supported best practices but also embrace the core belief that all individuals can learn. We envision our teacher candidates as future professional leaders who have the courage to challenge assumptions and view themselves as transformative agents of change. Within the context of a social justice perspective, our programs, curriculum, pedagogy, and mentoring support our students to critically examine the ways in which schooling, institutional policies, and social attitudes often contribute to the creation, maintenance, reification, and reproduction of inequalities, particularly the lines of race, class, disability, culture, gender, language, sexual orientation, and other such categories, ultimately so we can construct more empowering alternatives (Adapted from Bell, 1997, p.3.)

The SELL Department is one of four departments in the School of Education. The school offers 4-year undergraduate programs, 5-year integrated BS and MAT programs, and master degree programs. The proposed major in speech pathology would complement the existing major offerings and would help to support the mission and the strategic goals of the institution by strengthening advising to foster student learning and success, creating signature experiences, and helping to define key outcomes for the major's graduates. In addition, the major is designed to easily provide opportunities for students to study abroad and pursue a minor. No negative impact on existing programs are foreseen. Rather, as explained above, the creation of minor should attract new students, benefit current students and faculty, and enable better course management and advisement.

Relationship to Institutional Strategic Plan and Priorities

A major in speech pathology and audiology would meet several of the College's strategic priorities:

III (Goal 4) - to promote the College's distinctive identity to enhance institutional and program recognition at the national level by developing and implementing specific institutional and programmatic strategies for reaching target audiences.

V (Goal 2) - to achieve a sustainable financial model that allow the College to realize its vision while maintaining quality and affordability for the students it serves guided by a comprehensive enrollment plan that addresses undergraduate, graduate, and continuing education, grow net tuition revenue by growing targeted enrollments.

As indicated below, the major is also designed to engage students in the College's Signature Experiences:

PERSONALIZED, COLLABORATIVE, and RIGOROUS EDUCATION

- Students will have a dedicated advisor and a well-defined program of study which meets the prerequisite requirements for most graduate programs in speech pathology and audiology.
- Retention in the major requires a GPA of 3.0 or higher as graduate schools in this field are highly competitive.
- Students will study with faculty from multiple departments and disciplines.
- Students will be introduced to a current knowledge-base and innovative practices in the field of speech pathology

UNDERGRADUATE RESEARCH, MENTORED INTERNSHIPS, and FIELD EXPERIENCES

- The major requires an internship and several courses with the opportunity for additional field experience.
- The major requires a course in research to well prepare students for graduate work.

COMMUNITY ENGAGED LEARNING

- Several courses in the major include opportunity for community engagement.
- The National Student Speech Language Hearing Association (NSSLHA) provides extracurricular engagement opportunities.

GLOBAL ENGAGEMENT

- Students wishing to study away--domestically or abroad--can work with their advisor to plan for this. The course sequence has been designed so that this would be possible in the Spring of the sophomore year or Fall of the junior year.

LEADERSHIP DEVELOPMENT

- We will maintain and grow the National Student Speech Language Hearing Association (NSSLHA) at The College of New Jersey.

Similar Programs in New Jersey and the Region

The following New Jersey institutions offer *graduate* certification programs in speech pathology:

Montclair State University
Kean University
Seton Hall University
Monmouth University
William Paterson University
Stockton University
Rutgers University

Some institutions in neighboring states that offer *graduate* certification programs in speech pathology include:

LaSalle University
Temple University
West Chester University
New York University
Hunter College of the City of New York

New Jersey institutions which offer an *undergraduate* major or minor that provides students with the prerequisite courses to enter graduate programs in speech pathology are listed below. These programs are located in northern or southern New Jersey. TCNJ however is located in the central part of the state. Consistent with the undergraduate mission of the TCNJ, this major would be offered primarily through on-campus courses.

Montclair State University
Stockton University
William Paterson University
Seton Hall University has a 4+2 program which admits students into their own graduate program

IV. Need

Demand for Speech Pathologists

The demand for speech pathologists and audiologists is growing across the country and around the world. The US Department of Labor Statistics' Occupational Outlook Handbook, 2016-17 Edition states: "Employment is expected to grow by 21 percent from 2014 to 2024, much faster than the average for all occupations. As the large baby-boom population grows older, there will be more instances of health conditions that cause speech or language impairments, such as strokes and hearing loss. This will result in increased demand for speech-language pathologists." (Bureau of Labor Statistics, 2016-17).

As mandated by the Council For Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA), to be hired as a speech pathologist an applicant must hold a master's degree from a Council on Academic Accreditation (CAA) in Audiology and Speech Pathology accredited program and have a passed a national licensing exam.

According to ASHA (n.d.),

More than 57% of certified speech-language pathologists work in educational facilities, 38% are employed in health care facilities and almost 15% are employed in nonresidential health care facilities including home health, private practice offices and speech and hearing centers....Speech-language pathology is expected to grow faster than average through the year 2014. Members of the baby boom generation are now entering middle age, when the possibility of neurological disorders and associated speech, language, swallowing, and hearing impairments increases. Medical advances are also improving the survival rate of premature infants and trauma and stroke victims, who then need assessment and possible treatment. Many States now require that all newborns be screened for hearing loss and receive appropriate early intervention services.

Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students. Federal law guarantees special education and related services to all eligible children with disabilities. Greater awareness of the importance of early identification and diagnosis of speech, language, swallowing, and hearing disorders will also increase employment.

The number of speech-language pathologists in private practice will rise due to the increasing use of contract services by hospitals, schools, and nursing care facilities. In addition to job openings stemming from employment growth, a number of openings for speech-language pathologists will arise from the need to replace those who leave the occupation.

It is expected that graduates from the TCNJ program would move on to earn their master's degrees and become valuable resources for schools, health care organizations, and residents within the State of New Jersey.

V. Students

TCNJ students who have opted to pursue a path toward becoming a speech pathologist have

demonstrated that there is a critical mass of individuals with interest in this area. While enrollment in the Communication Disorders minor and self-designed majors in speech pathology fluctuates, both tracks continually have robust numbers of students. Often freshmen enter TCNJ knowing that they will enroll in the Communication Disorders minor. More often however, students discover this minor or the ability to create a self-designed major after they have begun their studies at TCNJ. This means that many students change their major sometime in the freshman or sophomore year. As noted above, the Office of Admissions reports that a major in speech pathology is often requested by students interested in studying at TCNJ.

The enrollment goal for this new degree program would be 15 students/cohort with a plan to yield approximately 60 total students within four years. For the Special Education department, this would mean that planning course sections would become more predictable and that course sections would run at capacity. Students would be recruited through the College's ongoing processes and would be assisted by a web page on the SELL department's site. The Office of Admissions works diligently to attract, enroll, and retain a diverse student population. As with most undergraduates who study at TCNJ, it is expected that the majority of students will enroll in the College on a full-time basis. Through careful advisement, students could complete the major on a part-time basis.

VI. Resources to Support the Program

Faculty and Support of Instruction

All but one course in the major (PSY 212) is offered within the SELL Department. The Department of Psychology has approved the inclusion of their course as an option in the major. While some additional sections of SELL courses will be needed (see chart below), no additional faculty will be needed. Five of the courses required in the major (SLP 108, 205, 304, 307, & 3XX) are taught by a tenured faculty member who is an ASHA certified audiologist. Other courses in the major are taught by a variety of SELL faculty members, many of whom have a background in child development and/or language development. While not having ASHA certification, two SELL Department faculty members have a background in speech pathology. Several classes—SLP 102, SLP 422, and SLP 410 are or will be taught by highly qualified and practicing speech pathologists. SLP 422 is currently co-taught by two adjunct faculty members, both of whom have a long relationship with the College as adjunct faculty and both earn very high rankings in their course evaluations. Additionally both have LSLS and AVT certifications.

Faculty release time to coordinate the program will not be needed. The SELL department chair(s) will continue to schedule courses in this major. It is expected that one or two faculty members will serve as advisors to students in the major.

Courses in the Speech Pathology Major The current number of full-time faculty who teach a given course is listed in parentheses. (Highly qualified adjunct	Current # of Sections	Additional Sections Needed
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faculty are employed for specialized courses.)		
SLP 102: Language, Speech, and Communication Development (3)	2/fall and 2/spring	None
SLP 108: Anatomy & Physiology of Speech & Hearing Mechanism (1)	1/spring	None
SLP 205: Acoustic Phonetic (1)	1/fall	None
SLP 304: Audiological Assessment & Management of Hearing Loss (1)	2/fall	
SLP 307: Communication Disorders: Nature, Diagnosis and Treatment (2)	1/spring	None
SLP 320: Speech & Hearing Science (1)	1/spring This course has been offered as a special topics class.	
SLP 422 Assistive Listening Devices & Auditory Management (0)	1/fall Students had been enrolling in a graduate section. This major will have an undergraduate section of the course.	None
SLP 410 Feeding & Swallowing Disorders (0)	0	1
SPE 103 Social & Legal Foundations of Special Education (4)	2/fall and 1/spring	An additional section will be opened in spring semesters to accommodate secondary education majors and Speech Pathology & Audiology majors.
SPE 203: The Psychological Development of Children & Adolescents with Disabilities (3)	2/fall and 2/spring	1
PSY 212 Biopsychology	2 fall/ and 1/spring	The Psychology Department has approved including this course in the Speech Pathology & Audiology major.

Additional Equipment, Laboratory Support, Computer Support, Facilities

After the College closed its graduate programs in speech pathology and in audiology, the library continued to provide access to books and journals in those fields to support the Communication Disorders minor. The College's current library holdings, equipment, laboratory facility, and computer resources are sufficient to support the major. Support staff in the SELL office--one full-time secretary and one part-time student worker--is also sufficient to support the needs of the additional major. The Office of Students with Differing Abilities has recently hired additional staff. This office along with other student support services should be adequate to support the needs of all students admitted to the College.

Resources for the Bachelor of Science in Speech-Language Pathology and Audiology

Currently students work with faculty to identify speech pathologists in a variety of settings who are willing to have undergraduate students observe their work. It is anticipated that the relationships established to date with practicing speech pathologists will continue and that faculty advisors will build an even broader base of field opportunities for both observations and internships. Internships must follow the College policy (<http://policies.tcnj.edu/policies/digest.php?docId=9608>).

VII. Degree Requirements

The requirements of the Bachelor of Science in Speech Pathology and Audiology are summarized below. A semester-by-semester course sequence is outlined in Appendix B.

Speech Pathology & Audiology Major Requirements	10 Course Units (40 semester hours)
Liberal Learning Requirements	9 Course Units (36 semester hours)
First Year Seminar	1 Course Unit (4 semester hours)
World Language	3 Course Units (12 semester hours)
Electives	<u>9 Course Units (36 semester hours)</u>
Total	32 Course Units (128 semester hours)

To satisfy ASHA pre-requisites for admission to graduate study, students would be advised to select the following specific Liberal Learning courses:

<u>Liberal Learning Breadth Requirements</u>	<u>Course Required</u>
● Quantitative Reasoning	Statistics
● Behavioral, Social, & Cultural Perspectives &	PSY 101 Introduction to Psychology
	SPE 203 The Psychological Development of Children & Adolescent with Disabilities
● Natural Science	Biological Science AND Physical

Science

As noted in the course sequence (see Appendix A), the major includes three writing intensive courses:

- an FSP
- SLP 320 Speech & Hearing Science--a mid-level writing course
- SLP 410 Language & Swallowing Disorders in Adults--the capstone level writing course

Program Entrance, Retention, and Exit Standards

First time freshmen and external transfer students admitted to this major would need to meet the rigorous requirements for acceptance to the College. According to the College's Center for Institutional Effectiveness, freshmen admitted to TCNJ earned on average over a 600 on each section of the SAT exam. The national average for each section is around 500. To be competitive and considered for admission, transfer students generally need a GPA of 3.0 from their previous institution.

The Office of Admissions actively recruits a diverse student body. At present, approximately 30% of the College's undergraduate student body is non-Caucasian and 33% is male. All students have free access to a broad range of support services including such offices as The Center for Student Success (<http://css.tcnj.edu/>), the Educational Opportunity Fund (<http://eof.tcnj.edu/>), Counseling and Psychological Services (<http://caps.tcnj.edu/>). The student body has active and diverse clubs and special interest groups (<http://studentactivities.tcnj.edu/>). The mission of these offices, services, and clubs is to provide for the needs and interests of the student body and to ensure a welcoming and safe environment for everyone.

Both internal and external transfer students will be advised that the program is sequential in nature and structured with some courses offered only during certain semesters. The College prides itself on strong and consistent advisement of students. Dedicated advisors (typically a ratio of 1 to 30 in the SELL Department) will work with students in this major to ensure their timely completion of the program. (Seventy-three percent of TCNJ first-time freshmen graduate within four years.)

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the speech pathology and audiology major. Minimum grades are noted in parentheses.

- Retention in the program is based on the following academic performance standards in "critical content courses": a minimum grade of "B" in all courses required in the major. Students not able to meet this retention standard will be counseled out of the major.

- Transfer into the program from another program within the College is based upon the following performance standards in these “foundation courses”: WRI 102—if not exempted (B); FSP (B), SLP 102 (B).
- As graduate programs in speech pathology and audiology are highly competitive, students are advised that a GPA of 3.2 or higher is necessary for a serious graduate applicant. High GRE scores as well as strong letters of recommendation can however help compensate for a low GPA.

Specializations and/or Minors

While not required to select a specialization, course clusters are being identified for students who wish to utilize elective credits toward a specific focus. Such a focus will give students an opportunity to explore one aspect of their future career (either a specific population with whom they might work--school children--or a therapeutic function of the work--language development). At present, the major has identified three specializations and will continue to monitor the College's offerings to be able to add other courses to these specializations and/or develop new specializations.:

Students considering a *focus on working with deaf clientele* are advised to take the following courses as electives:

DHH 105 Programs & Services for D/HH Students & Their Families
 LNG 201 Introduction to the English Language
 DHH 303 Language Development
 *DFHH 530 Speech Development

Students considering a *focus on augmentative communication* are advised to take the following courses as electives:

*SPED 521 Assistive Technology
 *SPED 664 Research Trends
 *SPED 647 Communication Development in Students with Significant Disabilities

Students considering a focus on *culture and language* are advised to take the following courses as electives:

LNG 201 Introduction to the English Language
 WLC 215 Introduction to Linguistics
 WLC 390 Second Language Acquisition
 *ESLM 597 The Intersection between Culture, Language, and Abilities

***Undergraduate students wishing to take a graduate class must meet the College's requirements--a minimum GPA of 3.0, senior status, and permission from the department.**

Students wishing to declare a minor are strongly encouraged to do so.

VIII. Transition Related Issues

Students who have currently declared a Communication Studies minor or Self-Designed major with a goal of pursuing graduate studies in speech pathology or audiology will be allowed to continue in their respective programs or change their major to the speech pathology and audiology. The College will continue to offer the Communication Studies Minor.

References

**American Speech-Language-Hearing Association. Retrieved from
<http://www.asha.org/careers/professions/slp/>**

**Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Speech-Language Pathologists, Retrieved from
<http://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>**



Appendix A

B.S. Speech-Language Pathology & Audiology Curriculum Map

<i>Learning Outcomes</i>	1. Students will be able to <i>identify and organize</i> in a developmental sequence the basic components of human communication including their biological, neurological, acoustic, psychological, developmental, linguistic, social and cultural bases.	2. Students will be able to <i>describe</i> current instrumentation & technology in the field of Speech-Language-Hearing Sciences and <i>differentiate</i> their use to match needs of diverse individuals.	3. Students will <i>develop critical thinking, reasoning, and analytic skills.</i>	4a. Students will <i>develop</i> their <i>written and oral communication skills</i> so as to <i>professionally evaluate, interpret, judge and assess</i> research reports. 4b. Students will <i>utilize</i> their <i>information literacy skills</i> so as to <i>professionally evaluate, interpret, judge and assess</i> research reports.	5. Students will <i>describe</i> the nature of communication disorders and be able to <i>compare/contrast</i> communication differences in a variety of people.	6. Students will <i>describe and analyze</i> ways in which cultural and linguistic diversity manifest in people with disabilities with consideration of their socio-cultural context, social justice, and advocacy.	7. Students will <i>utilize professional practices</i> in Speech-Language Pathology and Audiology.
<i>Courses in the Major</i>							
SPE 103 Social & Legal Foundations of Special Education	CEA				CP CEA	CEA	
SLP 102 Language, Speech Communication Development	CEA		RP	RP	LA CP	CEA	
SLP 108 Anatomy & Physiology of	CEA	CEA					CEA

Speech and Hearing Mechanism							
PSY 212 Biopsychology	RP CP		RP CP	RP CP			
SLP 205 Acoustic Phonetics	CEA	CEA			CEA		
SLP 304 Audiological Assessment and Management of Hearing Loss	CEA	CEA					CH
SLP 307 Communication Disorders in Children: Nature, Diagnosis and Treatment	CEA	CEA	RP	RP	RP		CH
SLP 320 Speech and Hearing Science	CEA	RB	RP	RP	LA	CEA	CS
SLP 422 Assistive Listening Devices & Auditory Management	CEA	CEA RB	CP RP	RP CP	CP		CS CH
SLP 4104XX Language &	CEA	CEA RB	RP	RP CP	LA CP	CEA	CS CH

Swallowing Disorders in Adults							
SLP 399 Internship							IP

CEA Course Embedded Assessments: These include objective and subjective exams as well as written assignments and projects. Each assessment will have a rubric. Data will be collected and analyzed.

CH Clinical hours

CP Class presentations

CS Case studies: writing IEP goals & objectives

IP Internship project

LA Language analysis and development plan

PE Evaluations by professionals in the field who provide TCNJ students with an internship

RB Development of resource binders

RF Reflective journals, including annotation of best practices

RP Research paper

Appendix B
Speech Pathology and Audiology 4-Year Course Sequence

Fall	Spring
Year 1	
First Year Seminar (FSP)	SPE 103 Social and Legal Foundations of Special Education
Liberal Learning 1 Biological Science (<i>the following suggestions would meet ASHA requirements—BIO 171 Human Form and Function</i>)	SLP 108 Anatomy & Physiology of Speech & Hearing Mechanism
SLP 102 Language and Speech Communication Development	Liberal Learning 3 STA 115 (counts as Quantitative Reasoning) or PSY 1010
Liberal Learning 2 PSY 101 (counts as Social Sciences and History: a. Behavioral, Social or Cultural Perspectives) or STA 115	WRI 102 (if needed) or Elective 1
Year 2	
ASL 101 American Sign Language I	ASL 102 American Sign Language II
PSY 212 Biopsychology (PSY 101 is a pre-requisite) or SPE 203	SPE 203 (counts as Social Sciences and History: a. Behavioral, Social or Cultural Perspectives) Liberal Learning 5 or PSY 212
SLP 205 Acoustic Phonetics	Liberal Learning 6 Arts and Humanities: a. Literary, Visual and Performing Arts or b. Worldviews and Ways of Knowing
Liberal Learning 4 (counts as Social Sciences and History: b. Social Change in Historical Perspective)	Elective 2
Year 3	
Liberal Learning 7 <i>Liberal Learning 7 Physical Science (the following suggestions would meet ASHA requirements—PHY 103, PHY 121 Principles of Physics, CHEM 201 General Chemistry)</i>	✧ SLP 307 Communication Disorders: Nature, Diagnosis and Treatment
✧ SLP 304 Audiological Assessment and	*SLP 320 Speech and Hearing Science

Management of Hearing Loss	
ASL 103 American Sign Language III	Elective 4
Elective 3	Elective 5
Year 4	
Liberal Learning 8 Arts and Humanities: a. Literary, Visual and Performing Arts or b. Worldviews and Ways of Knowing	Liberal Learning 9 Arts and Humanities: a. Literary, Visual and Performing Arts or b. Worldviews and Ways of Knowing
✧ SLP 422 Assistive Listening Devices & Auditory Management	✧ *SLP 410 Feeding & Swallowing Disorders
Elective 6	Elective 8--SLP 399 Internship
Elective 7	Elective 9
Awarding of the BS Degree	

*writing intensive courses

✧ Courses with observation in the field of speech pathology or audiology (SLP 399 requires field work)

Summary:

10 courses in the Speech Pathology and Audiology Major

9 courses Liberal Learning (10 if WRI 102 is needed)

1 FSP class

3 courses in a world language

9 electives classes (7 if WRI 102 is needed)

Appendix C
Permissions From Other Departments for Inclusion of Courses

LNG 201 for speech pathology

Graham, Jean <graham@tcnj.edu>

Tue, Sep 27, 2016 at 9:13 AM

To: Barbara Strassman <strassma@tcnj.edu>

Cc: Felicia Jean Steele <steele@tcnj.edu>, Glenn Steinberg <gsteinbe@tcnj.edu>

Dear Barbara,

The English Department is able and willing to accept students majoring in speech pathology into LNG 201 Introduction to Linguistics. We understand that each cohort of speech pathology students will consist of no more than 15 students, and that LNG 201 will be one option for them.

best,

Jean

Dr. Jean E. Graham
Professor and Associate Chair
Department of English, The College of New Jersey
Bliss Hall 135 (inside Bliss 129, the department office suite)
Fall semester office hours: T 2-3:20, WR 2-4, and by appointment

Speech Pathology Major

Vivona, Jeanine <jvivona@tcnj.edu>
To: "Domire, Sarah" <domires@tcnj.edu>

Thu, Sep 22, 2016 at 6:25 PM

Hi Sarah,

Yes, I think we should be able to accommodate the students. Some such students already take those courses, so the increase will be somewhat less than it would be if we were adding the full cohort.

We offer many sections of PSY 101 every semester and often in the Summer and Winter terms as well, so I don't anticipate a problem with PSY 101. By contrast, we offer 2-3 sections of PSY 212 each year, and the cap on the course is 25 students. It is possible that students may have to wait for that course, perhaps taking one of the recommended PSY courses while they wait for a future semester.

In other words, I cannot promise that all the students will get the particular course they want in the particular semester they want it. We don't hold spots in courses for PSY majors and are not offering to do so for these students either. We advise our PSY majors to be flexible in terms of the sequencing of their courses, and I hope you will advise your students similarly. I fear I am beating a dead horse with all these disclaimers, but I do want to make sure I am being clear about what we can and cannot do.

Does that sound like it will work?

All best wishes,
Jeanine

Professor and Chair
Department of Psychology

On Thu, Sep 22, 2016 at 5:29 PM, Domire, Sarah <domires@tcnj.edu> wrote:
Hi Jeanine-

I hope the beginning of your semester is going smoothly! Our committee met regarding the proposed Speech-Language Pathology major, and we can divide our students across semesters for PSY 101 and PSY 212. Do you think the psychology department could accommodate these additional students with this adjustment if the major is approved?

Thank you!
Sarah

On Tue, Jul 26, 2016 at 11:52 AM, Domire, Sarah <domires@tcnj.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]

Re:

Beyers, James <beyers@tcnj.edu>

Tue, Jul 26, 2016 at 5:09 PM

To: "Dell'Angelo, Tabitha" <dellange@tcnj.edu>

Cc: "Strassman, Barbara" <strassma@tcnj.edu>, Sarah Domire <domires@tcnj.edu>

Hello Barbara,

I just looked up the enrollment for ELE203 over the last few years and there does seem to be quite a few students in it. However, enrollment never exceeded 30, and only hit 29 once. I think if it were 2-3, we could accommodate it as an elective. And, as Tabitha suggested, since we have additional Urban Ed faculty, we could potentially offer multiple sections, if we were aware that there would be increased demand.

This sounds like a wonderful new program and I hope that it takes off!

Take care,

James

[Quoted text hidden]

--

Chair, Department of Elementary and Early Childhood Education
Co-Director of the TCNJ Woodrow Wilson STEM MAT Teaching Fellowship
Associate Professor of Mathematics Education

Question About Courses for a Proposed New Major

Goebel, Joseph <goebel@tcnj.edu>

Wed, Jul 27, 2016 at 10:20 AM

To: "Strassman, Barbara" <strassma@tcnj.edu>

Hi Barbara,

Nice to hear from you. I am now chair so "relaxing summers" are things of the past! I hope your summer is going well!

Your major sounds very promising! With regards to the courses you named:

WLC 215: We generally offer this each fall and it fills to its cap at 29. But I think we can manage a student or two. If we get enough, I will seek permission to split it into 2 sections!

WLC 390: Offered every spring on Wed nights from 5:30-8:20. I teach it and I would love to have additional students from your program!!

SPA 373: You can put this in but the prof that designed that course left years ago and I can't remember the last time we actually offered it.

Thanks for the email. Good luck with the proposal.

best

joe

Dr. Joseph Goebel Jr

Associate Professor

Chair, Department of World Languages and Cultures

PO Box 7718 Ewing, NJ 08628-0718

609-771-2049

goebel@tcnj.edu

[Quoted text hidden]

The College of New Jersey Board of Trustees Resolution Approving the Revised Governance Structure and Processes Document

- Whereas:** The collegial governance system at The College of New Jersey is an internal process approved by the Board of Trustees designed to promote efficiency and facilitate the work of the College in achieving institutional mission and goals; and
- Whereas:** The College of New Jersey mandates the governance system be reviewed on a periodic basis; and
- Whereas:** Such a review was begun in 2016; and
- Whereas:** The review included extensive input from the campus community; and
- Whereas:** The resulting revised document maintained the many successful features of the 2011 governance document addressing policies, procedures, and programs; and
- Whereas:** The revised governance structure includes reductions to the overall size and number of committees to ease the burden on representative bodies; and
- Whereas:** The revised governance structure includes additions that respond to the governance review and the Strategic Plan, such as a new Campus Diversity Council, a new Signature Experiences Coordinating Council, and a strengthened Budget and Finance Planning Council; and
- Whereas:** The Board recognizes that revisions to the governance structure may be necessary prior to the next formal review. Ad hoc task forces in place for at least two years may be converted to permanent committees within the structure, and minor changes in committee representation may be made to reflect the composition of the community. These changes may be made upon recommendation by the Steering Committee and the provost, and approval of the President. The President will report such changes to the Board annually.
- Therefore,**
Be It
- Resolved:** That The College of New Jersey Board of Trustees approves the attached document, *Governance Structure and Processes 2017* and charges the president to institute the next review of governance no later than 2027.

July 11, 2017

GOVERNANCE STRUCTURE AND PROCESSES

The College of New Jersey 2017 Revision

I. OVERVIEW

Shared Governance is a process, authorized by the Board of Trustees, designed to promote efficiency and facilitate the work of the College in achieving its institutional mission and goals. The Association of Governing Boards of Universities and Colleges noted in its statement on institutional governance (1998) that, for practical reasons and given the unique nature of teaching and scholarship, boards delegate some kinds of authority to appropriate stakeholders. In particular, the inclusive nature of shared governance safeguards the academic principles from which the College derives its strength and credibility.

The Governance System makes recommendations to the administration with regard to policy, procedure, programs, and planning. These are defined as follows:

Policy: A guide based upon the mission and guiding statements of the institution, which influences the making of individual and collective decisions, and is put into practice by the necessary procedures.

Procedure: A listing of steps, rules, or regulations intended to implement a policy in a manner consistent with the spirit of that policy.

Program: Academic programs (e.g., degree programs, concentrations, minors, certificates) and other major initiatives involving any organization on campus.

Planning: The process of identifying and mapping out the strategic priorities and initiatives for the College.

These recommendations are generated through a structure of committees and councils. All stakeholder groups—faculty, staff, and students—have the opportunity to provide input into the process through representation on these bodies, as well as through testimony including that from their representative bodies: the Student Government (or the Graduate Studies Council for graduate student members), the Staff Senate, and the Faculty Senate. The structure is intended to support the president and other cabinet members by providing an organized forum for all stakeholder groups to become informed about issues and to influence the decision-making process.

II. BASIC PRINCIPLES

Nationally, it is recognized that at colleges and universities the aggregate expertise to design and deliver the academic product does not lie with the administration, but collectively with the faculty. For this reason, boards of trustees nationwide have established systems of shared governance through which their faculty tend to their responsibility for the academic aspects of institutional mission defined by the AAUP's Statement on Governance of Colleges and Universities as: "fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."

At The College of New Jersey, the standard model of shared governance is augmented by the inclusion of the voices of all stakeholder groups in a process of making recommendations regarding the policy and planning decisions of the administration. In this way, the entire community joins the faculty in its traditional role of shaping the institution. The Board of Trustees acknowledges the faculty's expertise in and responsibility for academic aspects of the mission. Moreover, it recognizes that TCNJ is strengthened by a broader vision of shared governance as defined by the following principles (AAUP 1990, AGB 1998).

- All members of the community have voice on all issues in the shared right to bring a concern to the Steering Committee.
- All stakeholder groups will have a direct voice in the system through committee membership and direct testimony on issues.
- All stakeholder groups must give appropriate consideration to balanced representation across academic disciplines, schools, campus offices, and programs, as well as underrepresented groups, in making committee appointments.
- Unfettered contributions of student, staff and faculty to governance are essential for the promotion of a healthy, vibrant community. Moreover, such contributions are in the best interest of the institution. As such, speech made in governance, as in other institutional academic matters, is not subject to institutional discipline or restraint.
- The governance system will support the administration by providing an organized structure through which all stakeholder groups may influence the decision-making process.
- The governance structure will encourage the buy-in of all stakeholders by providing an organized structure through which all stakeholders may become informed about issues.
- The community will be able to follow an issue as it goes through the process. When an issue completes the Governance Process, its ultimate form will be communicated to the campus community.
- If a recommendation is rejected by the administration, reasons for the rejection must be given.

The overall processes will be designed to promote transparency, appropriate representation, and appropriate consultation.

III. THE STRUCTURE OF THE GOVERNANCE SYSTEM

Governance consists of a system of committees and councils meant to facilitate the development of recommendations to administration on issues related to policy, procedure, programs, and planning in support of the mission of the College. These are organized into three categories: 1) Executive Committees, 2) Standing Committees, and 3) Councils.

Executive Committees

The two Executive Committees—the Steering Committee and the Committee on Strategic Planning and Priorities (CSPP)—provide oversight to the four specified areas for which Governance makes recommendations. The **Steering Committee** oversees work related to policies, procedures, and programs. The **Committee on Strategic Planning and Priorities** oversees work related to planning.

Standing Committees

The three Standing Committees—the **Committee on Academic Programs (CAP)**, the **Committee on Faculty Affairs (CFA)**, and the **Committee on Student and Campus Community (CSCC)**—recommend new or revised policy, procedures, and programs. They also serve an important role in terms of campus planning. CAP, CFA, and CSCC, whose work primarily relates to policy, procedures, and programs, report to the Steering Committee. However, when planning issues arise in the course of the committee's work, these may be brought directly to CSPP. The committees make recommendations through the appropriate executive committee to the provost, who in turn reviews them and forwards them as necessary to the appropriate cabinet member, the president, and/or the Board of Trustees for approval.

Councils

Councils promote efficiency by taking responsibility for specified tasks related to procedure, programs, and planning. They are comprised of a mix of faculty, staff, students, and administrators as appropriate to the issue they address. All councils report to at least one Executive Committee, Standing Committee or Coordinating Council. A council may also send a recommendation to a standing committee other than its oversight committee where appropriate.

Membership of Committees and Councils

Each committee and council is assigned members consistent with its stated charge, with representational balance appropriate to the committee or council charge.

Unless otherwise specified, stakeholder groups responsible for appointing committee members will choose both nomination and election procedures to determine membership. Appointing procedures followed by stakeholder groups should be well

documented within each stakeholder group, and those procedures must be fair and equitable to all qualified members. The elected Faculty Senate appoints faculty representatives. The elected Student Government appoints undergraduate student members; the Office of Graduate and Advancing Education, on behalf of the Graduate Studies Council, identifies and appoints graduate student members. The elected Staff Senate appoints staff members, and the president or appropriate cabinet member (often the provost) appoints administrative representatives and some designated staff.

There is a limit of two consecutive three-year terms for a committee member who serves as an elected or appointed representative of a constituent group. Similarly, with the exception of the provost or others named by their office or position, other members should not serve more than the equivalent of two consecutive terms. Service for named or elected members of committees should be staggered so that all terms do not end at the same time.

Leadership of Committees and Councils

Committees and councils elect leaders from among their membership. Executive committees are co-chaired by the provost and a faculty member elected by the committee. Committees and councils whose work is primarily concerned with faculty or curricular issues, namely CFA, CAP, GSC, HSC, LLC, and TLC, should also be chaired by an elected faculty member. All other committees and councils are chaired by an elected faculty or staff member chosen from among the Senate-appointed faculty and staff members. Elections should take place at the first meeting of the academic year. It is important to ensure that committees select their own leadership, and as such chairs and vice-chairs should not be elected by outgoing committee or council members.

Convening Meetings

Meetings should take place on the appropriate Wednesday of the month, and at the appropriate time, in accordance with the Wednesday Meeting Schedule (see Appendix I). The venue in which the meetings take place should be scheduled by the chair of the committee.

The first meeting of the academic year should be convened by the committee's chair or co-chair from the previous year, if that person still serves on the committee. If neither the chair nor the co-chair from the previous year still serves on the committee, the first meeting of the year should be convened by a representative of Academic Affairs.

Reporting

All Executive Committees, Standing Committees, and Councils are required to report their work to the campus community at regular intervals. This reporting should take the following forms:

1. The keeping of action minutes for all meetings. These should be submitted to Steering and the chair of the committee to which the committee or council reports within 7 days of approval. These will be filed and made available for public view on the Governance website.
2. Regular communication between committees and the committees or councils that report to them. Each of the Executive Committees and Standing Committees should ensure that the chairs of the committees that report to them should attend one meeting per semester to report on their activities.
3. Completion of an end-of-the-year summary. This should summarize the work of the committee or council for the year, as well as any issues that have been tabled or are on-going. These should be sent to Steering and the chair of the committee to which the committee or council reports by June 30.

The Role of the Stakeholder Representative Bodies

The three stakeholder representative bodies—the Faculty Senate, the Staff Senate, and the Student Government—are a vital part of Shared Governance at TCNJ. Each of these bodies maintains its own by-laws, which provide its specific mission statement, rules, and procedures. In general, they hold the following important roles within Governance.

1. Forwarding issues to Steering and/or CSPP on behalf of their constituents

As the representative groups for their stakeholders, the Faculty and Staff Senates and Student Government assembly may forward requests to one of the Executive Committees to address issues that involve policy, procedure, programs, or planning. The Executive Committees will determine if governance review is appropriate.

2. Placing representatives on Committees and Councils

The stakeholder representative bodies are responsible for placing their constituents in the appropriate seats on Executive Committees, Standing Committees, and Councils. They should choose these representatives in a way that is appropriate with their by-laws, and in a way that ensures fairness and transparency.

3. Providing testimony on issues that are moving through the Governance Process

The stakeholder representative bodies are responsible for providing feedback on issues moving through the Governance Process. This may take the form of assisting a committee or council with the gathering of preliminary data, responding to surveys or email requests sent out by these committees, and/or organizing public testimony at their meetings on the request of the committee. For issues assigned to Tier 3 testimony (see page 24 for a definition of Testimony Tiers), the representative bodies may, at their discretion, send a formal response to the committee that will become a part of the official testimony for the charge. The representative bodies may also request that a testimony tier be changed, or that a preliminary recommendation be brought for public testimony a second time if substantial revisions are necessary.

IV. COMMUNICATION

Effective communication between the various deliberative bodies is essential to collegial governance. For this reason, the governance structure includes various reporting processes including the distribution of minutes, annual reporting of councils to standing committees, and monthly attendance of vice-chairs at steering committee meetings. Such processes are not meant to be burdensome. They are intended to increase the efficiency and transparency of governance. It is imperative that the representatives in governance are committed to the goal of effective communication.

Moreover, it is incumbent upon a structure of shared governance to include processes by which the work of governance is communicated to the college community. Such communication increases transparency, encourages participation and develops ownership of the governance process. The campus community must be educated as to the place of collegial governance in the pursuit of the mission of an academic institution. More particularly, the community must be made aware of opportunities to serve on governance committees and councils, opportunities to provide input into the deliberation of governance issues, and the development of and changes to policies that are the product of governance.

The Faculty Senate, Staff Senate and Student Government should communicate to their constituents the importance of their roles in shared governance and the opportunities to serve on committees and councils. Additionally, the Graduate Studies Council and the Office of Graduate and Advancing Education act as the conduit through which graduate students interact with governance. Each committee should work with these constituent bodies and the administration to maximize the input it gathers as it deliberates an issue.

The Steering Committee is responsible for educating those serving on committees and councils on how governance functions. Moreover, the Steering Committee has primary responsibility to communicate the products of governance to the community at large. This communication should entail an active element in the form of regular

transmissions of recent developments on issues in governance, as well as the maintenance of an archive. This archive shall include all official documents concerning an issue being considered in governance, minutes of all committees and councils, and links to the planning archive maintained by the Committee on Strategic Planning and Priorities.

Several groups on campus are represented collectively by various bargaining units. Because of this, policy decisions of the administration that impact working conditions and responsibilities will need union approval and will often require negotiation. In these cases, governance serves to inform the administration of the collective position of all constituent groups as defined by governance which can be different from the position of an individual bargaining unit. As governance entities deliberate issues, input from bargaining unions should be sought. This input is different than the formal approval which will eventually need to be reached through negotiation between a bargaining unit and the administration. However, such input, which is purely advisory, may diminish the likelihood for issues to be brought back through governance if no satisfactory negotiated agreement can be reached between the administration and the bargaining unit.

V. COMMITTEES AND COUNCILS – CHARGES AND MEMBERSHIP LISTS

Executive Committees

A. Steering Committee

Steering is the coordinating body for the College Governance system. It consists of equal membership from each designated stakeholder group. It oversees the governance process for issues related to programs, policy, and procedure, and it manages requests from the campus community for changes in policies that apply across campus. The Steering Committee:

1. Receives all requests for policy/procedure/program-related issues to be considered within the Governance system and decides if these are issues for governance and, if so, where these issues are to be addressed (usually a standing committee, occasionally a council).
2. For matters of policy, determines the type of policy that will result and the level of administrative approval it will require, following TCNJ's Policy Framework.
3. Frames the charge to the designated committee and/or council, including a statement of the issue, relevant background information, limited guidance on the gathering of testimony, and description of the policy type and approval level, and transmits the charge to the appropriate committee or council chair. Also, Steering considers whether, following governance resolution of an issue, negotiations between the administration and a bargaining unit might be needed as is the case with issues relating to work conditions or responsibilities. When Steering anticipates that this is likely, it should be noted in the charge.

4. Returns a recommendation if the process has not been followed conscientiously or completely.
5. Ensures that issues are addressed in a timely manner.
6. Provides guidance to committees and councils on what constitutes their regular, ongoing business as specified in the charges in this document.
7. Forwards all final recommendations to the Office of the Provost, who will forward as needed to the president and/or other cabinet members.
8. Coordinates revisions by the relevant committee or council of any final recommendation not accepted in full by the administration.
9. Monitors the repository for official governance documents which is maintained by the Office of the Provost, striving to make them easily accessible to all through the governance website. These include committee and council membership lists, public action minutes from all committee and council meetings, and all documents relating to policy/procedure/program issues and charges being considered in governance.
10. Maintains active links on the governance website to web-based, archived planning documents that are coordinated by the Committee on Strategic Planning and Priorities.
11. Creates, annually assesses, and retires ad hoc governance task forces and publicizes and archives their work.
12. Recommends to the president changes in the College Governance Structure and Processes document periodically.
13. Reviews and oversees the College's Wednesday meeting schedule.

Meets: 1st and 3rd Wednesdays from 1:30-2:50pm

Oversees: CAP, CSCC, CFA, SECC (for policy, program, and procedure issues), and all their reporting councils

Membership: 10 total members: 3 faculty, 3 staff, 3 students, Provost or designee ex officio without vote

B. Committee on Strategic Planning and Priorities (CSPP)

The Committee on Strategic Planning and Priorities (CSPP) advises the president in promoting the TCNJ Mission, Vision, and Values statements as the primary guides in campus planning, decision-making, and resource allocation. In this capacity, it supports the president's monitoring, development, and periodic review of the College's institutional strategic plan, including the plan's strategic priorities and goals.

1. CSPP is responsible for the ongoing review of the College's Strategic Plan. As such, CSPP:

- (a) monitors the College's progress toward the goals outlined in the strategic plan, with regular reports from stakeholders responsible for undertaking action steps outlined in the plan;

(b) convenes experts and stakeholders to recommend revisions and additions to the plan (including changes in the multi-year calendar) in order to better meet strategic goals; and

(c) collects strategic plans from all cabinet officers and deans, reviews their alignment with the College's strategic plan, and stores them in a central repository accessible to the college community.

2. At the president's request, CSPP convenes experts and stakeholders from across the campus to draft and recommend a new strategic plan to the president and the Board of Trustees. As part of this process, CSPP facilitates a campus-wide conversation:

(a) to assess the accomplishments from the previous plan;

(b) consider the College's current strengths, weaknesses, opportunities, and threats;

(c) re-examine the College's Mission, Vision, and Values statements; and

(d) recommend a new set of strategic priorities and goals.

3. CSPP evaluates proposals for new and revised initiatives and procedures that emanate from College governance, major institutional planning areas, and institutional task forces. The Committee considers these proposals in terms of the College's Mission, Vision, and Values statements, as well as the strategic priorities and goals of the College's strategic plan. For example, when requests for feedback on new proposals emerge from the normal governance process, CSPP takes the initiative to consider the proposals in terms of the College's Mission, Vision, and Values statements, as well as with the strategic priorities and goals of the College's strategic plan in mind. CSPP determines whether to draft and share a formal document that summarizes its evaluation with relevant stakeholders.

4. Each year, CSPP invites up to four cabinet officers to make a formal presentation of their unit's activities to the larger committee. Typically at the beginning of the fall semester, CSPP decides which officers to invite. Invitations are based on which Strategic Priorities and Goals are points of emphasis that particular year, and on salient opportunities or threats to promoting the College's Mission, Vision, and Values. Invitations should be sent by the committee co-chairs. On the basis of the cabinet officer's presentation, CSPP may recommend that Faculty Senate, Student Senate, and/or Student Government invite additional presentations for their constituencies or may charge task forces (with representation from the faculty, staff, and students) outside the membership of CSPP to explore salient issues further and make recommendations to CSPP.

5. In the planning domain of Finance and Budget, CSPP charges an Advisory Council to the College's Treasurer.

Meets: 2nd and 4th Wednesdays from 1:30-2:50pm
Oversees: BFPC, CDC, SECC (for planning issues), and all their reporting councils

Membership: 16 total members: 6 faculty including the President of the Faculty Senate; the Provost, the Treasurer, the VP for Student Affairs or designee, and 1 additional Cabinet member; 3 staff members including the President of the Staff Senate; and 3 students including the President and Executive Vice President of Student Government and a graduate student. If no graduate student is able to serve, the third student will be an additional elected representative from Student Government.

Standing Committees

A. Committee on Academic Programs (CAP)

CAP addresses all issues related to improving the quality and maintenance of the academic program of the College. In meeting this responsibility, CAP is responsible for the regular review of academic policies and for making recommendations concerning degree programs, program structure, new programs, content for Liberal Learning, standards and guidelines for concentrations and minors, etc.

Meets: 2nd and 4th Wednesdays from 1:30 -2:50pm
Reports to: Steering Committee
Oversees: Community Engaged Learning Council (on program and procedure issues)
Cultural and Intellectual Community Council
Global Engagement Council (on program and procedure issues)
Graduate Studies Council
Honors and Scholars Council
Liberal Learning Council
Mentored Research and Internships Council (on program and procedure issues)
Self-Designed Major Council
Teacher Education Council
Teaching and Learning Council (together with CFA)

Membership: 15 total members: 8 faculty, including one with graduate teaching responsibilities and if possible a representative for Liberal Learning, Provost or designee, 1 academic dean, 3 students (one

graduate student if possible), 2 staff (representing academic support areas)

B. Committee on Faculty Affairs (CFA)

The CFA is responsible for making recommendations concerning standards and guidelines for faculty work including, for example, tenure, promotion, work load assignments, judicial procedures, academic behavior, etc. CFA receives recommendations from the CPTC (College Promotions and Tenure Committee), SOSA (Support of Scholarly Activities Council), and the Sabbatical Council regarding changes in policy, procedure, and program. CFA also advises the provost in the strategic area of faculty development.

Meets: 2nd and 4th Wednesdays from 1:30 -2:50pm
Reports to: Steering Committee
Oversees: College Promotions and Tenure Committee
Sabbaticals Council
Support of Scholarly Activities Council
Teaching and Learning Council (together with CAP)

Membership: 13 total members: 9 faculty (one from the Library), 1 academic dean, Provost or designee, 1 staff, 1 student

C. Committee on Student and Campus Community (CSCC)

CSCC is responsible for making recommendations concerning major principles and policies related to the quality of the student experience, student-focused programs and services, and general matters of concern to all members of the campus community (including health, wellness and safety, environmental issues, staff professional development, and standards of conduct). CSCC receives recommendations from the Athletics Advisory Council. CSCC also advises the Vice President for Student Affairs in the strategic area of student affairs and the Vice President for Human Resources in the strategic area of human resources.

Meets: 2nd and 4th Wednesdays from 1:30 -2:50pm
Reports to: Steering Committee
Oversees: Athletics Advisory Council

Membership: 16 total members: 5 faculty, 4 staff (one from Student Affairs, one in the area of Health and Wellness, if possible), 5 students (one graduate if possible), Vice President for Student Affairs or designee, Vice President for Human Resources or designee

Other Committees and Councils

A. Athletics Advisory Council (AAC)

AAC makes recommendations to the Committee on Student and Campus Community concerning issues related to intramural and varsity athletics.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesday if needed
Reports to: CSCC

Membership: 8 total members: 2 faculty, 2 staff, 2 students, NCAA Faculty representative, Director of Athletics

B. Budget and Finance Planning Council (BFPC)

BFPC ensures that the College's Mission, Vision, and Values, as well as Strategic Plan, is linked to decision-making and budgeting processes, and that planning processes are clearly communicated, provide for stakeholder participation, and incorporate the use of ongoing assessment. The council is to help in reshaping the culture of the campus to one which is more readily inclined to assume the responsibility of revenue generation and cost containment.

Meets: 2nd Wednesdays from 3:00-4:20pm, 4th Wednesdays from 4:00-5:00pm if needed, according to the timeline of the budget planning process, with the expectation that the Council will meet more frequently when the budget is being created.

Reports to: CSPP

Membership: The treasurer will serve as chair of BFPC alongside a co-chair elected from the membership. Membership on BFPC will be based primarily on relevant expertise. The Treasurer will define the most appropriate size of planning council membership with the following requirement: members will include representatives from faculty, staff, and students, appointed by the Faculty Senate, Staff Senate, and Student Government. Planning Councils need not have equal representation from these constituencies, but each constituency is to be represented by a minimum of two members. In addition, there should be representation from the division of Academic Affairs, the provost or the provost's designee, and a standing dean.

C. Campus Diversity Council (CDC)

The CDC furthers the development of TCNJ's commitment to diversity and inclusiveness. It provides advice regarding planning and makes recommendations

concerning the development of policies, procedures, and programs relating to issues of diversity and inclusion. These include the following areas: campus climate, curriculum development, faculty and staff recruitment, programming, and student recruitment and retention.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: CSPP

Membership: 12 total members: The Chief Diversity Officer, the Director of the Educational Opportunity Fund, one Academic Dean, 4 faculty, 3 staff (one from Student Affairs), 2 students. The Faculty and Staff Senates and Student Government should consult with the Chief Diversity Officer before appointing committee members.

D. College Promotions and Tenure Committee (CPTC)

The CPTC is responsible for evaluating each applicant on the basis of the criteria, standards, and qualifications contained in the Board of Trustees approved TCNJ Promotions and Reappointment Document and makes recommendations to the provost concerning those candidates who clearly warrant such promotion. CPTC also makes recommendations to the Committee on Faculty Affairs concerning changes in tenure and promotion policy and procedures.

Meets: See the TCNJ Promotion and Reappointment Document for more information. The CPTC carries out much of its work between mid-December and mid-January.
Reports to: CFA

Membership: See the TCNJ Promotion and Reappointment Document for nomination and election of committee membership, operating procedures, and other information.

E. Community Engaged Learning Council (CELC)

The CELC promotes the development of the Community Engaged Learning experience at TCNJ. It makes recommendations concerning planning and the development of policies, procedures, and programs in the area of community engaged learning. It also helps to facilitate campus wide discussions concerning curricular and co-curricular activities through which students learn by service to and engagement with diverse communities on and off campus.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: SECC and CAP

Membership: 10 total members: 4 faculty, 2 staff (one from student affairs if possible), 2 students (one a Bonner Scholar), Executive Director of the Center for Community Engaged Learning and Research, Director of the Bonner Institute for Civic and Community Engagement

F. Cultural and Intellectual Community Council (CICC)

CICC makes recommendations to the Committee on Academic Programs (CAP) concerning the nature and structure of the College's annual intellectual thematic programming. It also advises the Associate Provost about the annual theme, the related freshman summer reading, and the related Community Learning Day events. It awards grants for units to develop their own programming around the theme.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesday if needed
Reports to: CAP

Membership: 9 total members: 4 faculty, 2 staff, 2 students, Summer Reading Faculty Fellow

G. Facilities and Construction Planning Council (FCPC)

FCPC serves as an advisory group to provide input to the strategic planning of the Division of Administration concerning college facilities, grounds, and campus safety. It is responsible for advising the Vice President of Administration to ensure that the living and learning environment on campus is aligned with the College's Mission, Vision, and Values.

Meets: 2nd Wednesdays from 3:00-4:00pm
Reports to: CSPP

Membership: The Vice President of Administration or a designee will serve as chair of FCPC alongside a co-chair elected from the membership. Membership on FCPC will be based primarily on relevant expertise. The Vice President of Administration will define the most appropriate size of planning council membership with the following requirement: members will include representatives from faculty, staff, and students, appointed by the Faculty Senate, Staff Senate, and Student Government. Planning Councils need not have equal representation from these constituencies, but each constituency is to be represented by a minimum of two members.

H. Global Engagement Council (GEC)

The GEC promotes the development of the Global Engagement experience at TCNJ. It makes recommendations to the SECC and the Executive Director of Global Engagement concerning planning and the development of policies, procedures, and programs in the area of global engagement. It also helps to facilitate campus-wide discussions concerning global engagement.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: SECC and CAP

Membership: 10 total members: 5 faculty, 2 staff, 2 students, Executive Director of Global Engagement

I. Graduate Studies Council (GSC)

GSC makes recommendations to the Committee on Academic Programs (CAP) concerning the nature, practices, standards, and programs at the graduate level.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesday if needed
Reports to: CAP

Membership: 9 total members: 4 faculty (from departments or programs with graduate students), 1 staff, 2 graduate students, 1 academic dean, a representative from the Office of Graduate and Advancing Education

J. Honors and Scholars Council (HSC)

The HSC makes recommendations to the Committee on Academic Programs (CAP) concerning standards and practices of the Honors Program.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesday if needed
Reports to: CAP

Membership: 9 total members: 4 faculty, 2 staff (one from admissions if possible, one without vote), 2 students (both from the Honors Program), Coordinator of the Honors Program

K. Liberal Learning Council (LLC)

LLC makes recommendations to the Committee on Academic Programs (CAP) concerning the nature, structure, standards, requirements, and practices in liberal

learning; it also certifies courses for inclusion in liberal learning, after soliciting recommendations concerning these designations from the relevant school curriculum committees or the Global Education Council, as appropriate. The council also acts as the curriculum committee for Interdisciplinary Studies (IDS) courses.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: CAP

Membership: 11 total members: 5 faculty, 2 staff (one without vote), 2 students, Associate Provost of Liberal Learning, 1 director/coordinator (of either FSP or the Writing Program, designated by the Associate Provost)

L. Mentored Research and Internships Council (MRIC)

The MRIC promotes the development of rigorous Mentored Research, Creative Activity, and Internship experiences. It makes recommendations to the SECC and the Director of Faculty-Student Scholarly and Creative Activity concerning planning and the development of policies, procedures, and programs in the area of mentored research and internships. It also oversees the MUSE program, and makes recommendations to CAP concerning policy and procedures related to that program. In addition, the faculty members of MRIC, joined by five MUSE faculty alumni chosen by the Faculty Senate Executive Board from a list provided by the Director of Faculty-Student Research and Creative Activity, evaluate proposals for MUSE summer program awards and make recommendations for funding to the Director of Faculty-Student Research and Creative Activity.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: SECC and CAP

Membership: 10 total members: Director of Faculty-Student Scholarly and Creative Activity, 4 other faculty, 2 staff, 2 students, 1 academic dean

M. Sabbaticals Council

The Sabbaticals Council makes recommendations to the Committee on Faculty Affairs concerning institutional support for sabbatical leave. The Sabbaticals Council is also responsible for evaluating proposals for sabbatical leave on the basis of established criteria and standards and for issuing a report of recommended and non-recommended proposals to the provost for action.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: Provost and CFA

Membership: 11 total members: 10 faculty and Provost or designee ex officio without vote. Whenever possible faculty members will be appointed according to the following scheme:

- One person from each of the following schools: Arts and Communication, Business, Education, Engineering, Nursing and HES (total of 5)
- Two people from the School of Humanities and Social Sciences (one from Humanities, one from Social Sciences. Note that History is to be considered a Humanities discipline.)
- Two people from the School of Science (one from Math/Computer Science, one from Biology/Chemistry/Physics)
- One person from the Library

N. Self-Designed Major Council (SDMC)

Convened by the Coordinator of Self-Designed Majors, the SDMC reviews and approves self-designed major proposals and, as needed, reviews the design and requirements of the program.

Meets: 2nd Wednesdays from 3:00-4:20pm, as needed
Reports to: CAP

Membership: The committee has at least eight members, including the Program Coordinator and a representative from the Office of Academic Affairs. Other members are faculty chosen according to expertise by the committee. The addition of new members or the replacement of old members is done in consultation with the Faculty Senate.

O. Signature Experience Coordinating Council (SECC)

SECC is the oversight council for TCNJ's five Signature Experiences, working with its reporting councils (Community Engaged Learning, Global Engagement, and Mentored Research and Internships) to plan, develop, and coordinate the Signature Experiences across campus. For planning issues, the SECC reports to CSPP. However, if the SECC develops an issue that requires a new policy, procedure, or program, it will forward this issue to Steering, requesting that a charge be issued to the appropriate standing committee.

Meets: 2nd Wednesday from 1:30-2:50pm
Reports to: CSPP and Steering
Oversees: Community Engaged Learning Council
Global Engagement Council

Mentored Research and Internships Council

Membership: 12 total members: 3 elected chairs of CELC, GEC, and MRIC, One Academic Dean, Associate Provost for Curriculum and Liberal Learning or designee, Executive Director of Global Engagement, Executive Director of the Center for Community Engaged Learning and Research, Director of Faculty-Student Scholarly and Creative Activity, Associate Provost for Institutional Effectiveness, Assistant Vice President for Student Engagement, Director of Leadership Development, 2 students chosen by SG from among the students appointed to CELC, GEC, and MRIC

P. Support of Scholarly Activities Council (SOSA)

The SOSA Council makes recommendations to the Committee on Faculty Affairs concerning institutional support for faculty scholarship. SOSA is also responsible for evaluating research proposals and requests for advanced study on the basis of established criteria and standards, and issues an evaluative report for each proposal, recommended and non-recommended, to the provost for action.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: CFA

Membership: 11 total members: 10 faculty and Provost or designee ex officio without vote. Whenever possible faculty members will be appointed according to the following scheme:

- One person from each of the following schools: Arts and Communication, Business, Education, Engineering, Nursing and HES (total of 5)
- Two people from the School of Humanities and Social Sciences (one from Humanities, one from Social Sciences. Note that History is to be considered a Humanities discipline.)
- Two people from the School of Science (one from Math/Computer Science, one from Biology/Chemistry/Physics)
- One person from the Library

Q. Teacher Education Council (TEC)

The Teacher Education Council, convened by the Dean of the School of Education, monitors trends in teacher education; disseminates information regarding state and federal regulations pertaining to TCNJ students preparing to be educational professionals; implements accreditation standards for teacher preparation programs, state certification requirements for educational professionals, and local, state and federal educational policies; reviews and approves teacher education program requirements, and makes recommendations

to CAP and/or GSC when appropriate; and serves as an intermediary between school curriculum committees and the Steering Committee.

Meets: 2nd Wednesdays from 3:00-4:20pm
Reports to: CAP

Membership: Composition determined by the Dean of the School of Education, with faculty members appointed by normal departmental procedures

R. Teaching and Learning Council (TLC)

TLC makes policy recommendations concerning all aspects of faculty development. It makes recommendations in the areas of teaching and advising to the Committee on Academic Programs and the Committee on Faculty Affairs and advises the director of the Center for Teaching and Learning concerning the nature, structure, services, and programming of the Center for Teaching and Learning. It also advises the Director of Instructional Design concerning the nature, structure, services, and programming of that division.

Meets: 1st Wednesdays from 1:30-2:50pm, 3rd Wednesdays if needed
Reports to: CFA and CAP

Membership: 10 total members: 4 faculty (1 from Library, 1 from a program, with graduate students), 2 staff, 2 students, Director of the Center for Teaching and Learning, Director of Instructional Design

VI. AD HOC COMMITTEES

There are occasions when issues having substantial college-wide impact arise which are not addressed by current governance structures. At these times, ad hoc governance committees will be formed by the Steering Committee or CSPP as appropriate. Such ad hoc governance committees should benefit from the transparency and communication provided by the shared governance system. Therefore, they will report to the Steering Committee which will maintain a section on the governance website for such committees where membership will be listed, and all relevant documents (including action minutes) shall be posted and archived. All Ad Hoc bodies will be annually assessed by the Steering Committee or CSPP and will be retired as appropriate. In the event that a temporary task force or committee takes on a long-term existence and addresses policy, procedure, program or planning, its role in the governance system should be considered.

If the president or a cabinet member feels that an issue warrants the creation of an ad hoc governance committee, that individual will contact the Steering Committee to

determine whether the issue can be addressed within the current governance structure. If not, Steering will assist in convening an ad hoc governance committee. The cabinet member should be consulted as to the membership of the committee. In particular, the cabinet member might have suggestions as to which specialized skills and/or knowledge embodied by individuals or departments would best serve to meet the charge of the ad hoc committee. However, it is understood that general membership on the committee will be appointed by the Staff Senate, Faculty Senate, and Student Government as it is for standing committees.

VII. MEETING SCHEDULE

All committees and councils are expected to adhere to the regular Wednesday meeting schedule and to meet at their regularly designated times, at a minimum once per semester. It is understood that there may be periods of concerted work that may require additional meetings beyond the schedule. However, final decisions and votes on major issues should be held only at regularly scheduled meetings, or meetings when all members, including students, can attend.

VIII. ATTENDANCE

It is an expectation that all committee and council members attend every meeting. Permission for "absence for cause" should be sought from the Chair. The Chair of the committee or council must notify the stakeholder group when a member has missed three regular meetings without cause. Upon the fourth absence, the Chair of the committee or council shall notify the Steering Committee that the member has forfeited the position and request a replacement. The Steering Committee will notify the appropriate appointing body for a replacement. A person who is on sabbatical or other authorized leave for an extended period of time shall notify the Chair of the committee or council of his/her anticipated absence. The Chair shall request from the Steering Committee that a temporary replacement be appointed by the appropriate stakeholder group.

IX. THE GOVERNANCE PROCESS (for Policy, Programs, and Procedures)

All Governance committees and councils have a standing charge that lists the issues that are considered to be normal business. Standing committees and councils may undertake normal business without a formal charge from an executive committee. If a standing committee or council has a question as to whether or not an issue qualifies as normal business, they should consult with the executive committee or standing committee to which they report. Likewise, if a member of the campus community or stakeholder representative group has concern with work being undertaken by a committee or council without a formal charge, they should direct this concern in writing to the appropriate executive committee.

If any member of the campus community or a stakeholder group identifies an issue that needs to be addressed, then that person or representative of that group should approach the faculty co-chair of the appropriate executive committee. For issues related to policy, procedure, or programs, the contact person is the co-chair of the Steering Committee. For planning issues or concerns, the contact person is the co-chair of CSPP. If the stakeholder is unsure as to which executive committee is the appropriate body to address the issues, that person should direct it to the co-chair of Steering.

For issues related to policy, procedure, and programs, the Steering Committee will consider whether or not the issue is appropriate for Governance. If it decides that the issue is appropriate, it will be introduced into the 7-step Governance Process in the form of a charge to the appropriate standing committee or council.

Step 1 – Steering issues a charge

If Steering considers the issue appropriate for Governance, it will generate a charge and assign it to the appropriate committee or council. The charge will include:

- a. A clearly defined statement of the issue;
- b. A specific action that the committee or council should undertake;
- c. A list of individuals or groups with which the committee should consult in the development of a preliminary recommendation;
- d. The testimony tier (see page 24) that the committee or council should use in presenting the preliminary recommendation to the campus community;
- e. A suggested timeline for completing the charge.

Copies of all charges will be cc'd to the presidents of the three representative bodies. This will notify them that Governance is undertaking a new charge. It will also give them the opportunity to request that the testimony tier (see page 24) of the charge be changed. If such a request is made, it must be made within one week of receiving the charge.

Step 2 - Governance prepares a Preliminary Recommendation

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony

may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

Step 3 – The Relevant Stakeholders provide Testimony

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see page 24) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

Step 4 – Governance prepares a Final Recommendation

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community.

When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Step 5 – Steering considers the Final Recommendation

Once Steering receives a final recommendation from a committee or council, it should consider whether or not the proper process has been followed. If it determines that the full process has been followed and that the recommendation is sound, it should approve the final recommendation and forward it to the provost.

If Steering decides that the process has not been followed, or that the recommendation is not sound, it should return the final recommendation to the appropriate committee or council and the charge should move back to Step 4.

Step 6 – The Provost and/or President and Board consider the Final Recommendation

The provost will consider the final recommendation and then accept it, accept it with minor revisions, accept it with major revisions, or reject it. In the case of acceptance, the final recommendation will either be sent to the next relevant individual for approval or will become policy, and will proceed to step 7.

If a final recommendation is rejected, or if changes are suggested, the provost will relay concerns and suggestions to Steering and the relevant committee or council chair. The steps listed under section X of this document – Governance Resolution – will then take place.

Step 7 – Steering notifies the Campus Community

Once an issue has been formally approved and has become policy, the provost will notify the faculty co-chair of the Steering Committee, who will in turn notify the campus community through the appropriate means. This may include email, a notification on the Governance website, and/or email to the presidents of the stakeholder representative bodies.

Special Cases

Regular business of committees and councils may be conducted without a charge from Steering and without the full 7-step governance process described above. Similarly, documents requiring regular review may be forwarded to committees by Steering without a charge and/or with a recommendation that an abridged process be followed for the review. If the committee or council has questions as to whether or not an issue needs a formal charge, or if the committee or council desires Steering's input regarding whether an issue is appropriate for governance, this should be directed to the chairs of the Steering Committee.

Testimony Tiers

To aid councils and committees in their work, Steering will designate the testimony tier appropriate to each charge.

Tier 1 – The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

Examples: creation of a new minor, minor tweaks to existing policies.

Tier 2 – The issue requires moderate testimony from the campus community. The assigned council or committee should consult with relevant individuals and groups in developing a preliminary recommendation. The completed preliminary recommendation should then be made available to the relevant stakeholder groups, and testimony should be solicited in the form of written feedback (through a survey and or e-mail).

Examples: revisions to policy and procedures that relate to non-controversial issues.

Tier 3 – The issue requires a high degree of testimony from the campus community. The assigned council or committee should consult with relevant individuals and groups in developing a preliminary recommendation. The completed preliminary recommendation should then be made available to the relevant stakeholder groups. Testimony should be solicited in the form of both written and oral feedback, as well as approval by the appropriate representative bodies.

Written feedback should take the form of a survey and/or email feedback. Oral feedback should take the form of public testimony at a meeting of the appropriate representative body or bodies (as identified by Steering). These meetings should be open to the general public, and publicized so that individuals not represented by that group but interested in the issue may attend. Following that meeting, the representative body may, at its discretion, issue a formal response to the preliminary recommendation, which should be sent to the relevant council or committee as well as Steering. On the completion of a final recommendation, this response should accompany the final recommendation to Steering, and it should be considered as part of Steering's final review.

Examples: significant new policies or substantial changes to existing policies.

The presidents of the three representative bodies may, at their discretion, ask that the testimony tier of a given charge be changed. This request should be made to Steering within one week of receiving their copy of the initial charge.

X. GOVERNANCE RESOLUTION

If the cabinet member recommends acceptance of a final recommendation only after modifications/revisions, or rejects the final recommendation, the cabinet member must inform the Steering Committee and the chair of the governance committee. If modifications/revisions are recommended, the Steering Committee shall determine how significant the suggested modification is:

- If Steering considers the modification to be minor, Steering shall return the recommendation to the standing committee to consider the suggested modification. The standing committee then develops a new final recommendation considering the suggested modification with or without additional testimony as it sees fit.
- If Steering considers the modification to be considerable, it shall request that the cabinet member meet with the relevant committee to reconcile the differences, so that the governance committee can prepare a new final recommendation to forward to Steering.

If the final recommendation has been rejected (for example, if the final recommendation has an impact on working conditions or responsibilities and therefore needs to be negotiated with a bargaining unit), the reason for rejecting the final recommendation must be conveyed in writing to the Steering Committee, and discussed with the relevant committee.

Continuing communication by all groups, including the administration, should limit the number of instances where the administration does not accept final recommendations that come out of the governance structure.

Where disagreements persist, the president can call for an informal meeting of affected stakeholder groups for the purpose of resolving the disagreements. If a resolution cannot be achieved, the president shall make a final recommendation to the Board of Trustees with a statement of the dissenting objections.

XI. THE PLANNING PROCESS

CSPP will follow a standardized process for college-level planning that allows stakeholder input at various stages of planning. All plans must be aligned with the Mission, Vision, and Values statements of the College, as well as the College's Strategic Priorities and Goals. The planning process must conform to the principles of shared governance outlined in this document as well as to the procedures below.

Step one: Identifying and reporting the planning issue.

When CSPP identifies or receives information of a planning issue, it will inform the presidents of the representative bodies and post notice of impending action on the

issue on the planning website. The notice should contain a description of the goals and expected results of the planning process, identify the planning body involved, offer a provisional timeline for the final plan, and describe how interested parties can offer preliminary input. In all cases, preliminary input can be sent via email or campus mail to the co-chairs of CSPP.

Step two: Preparing a preliminary plan.

CSPP assesses the issue brought forth, surveys preliminary public input and collects other data as needed. CSPP may request quantitative data from the Center for Institutional Effectiveness (CIE). Using all available information, CSPP will revise the relevant plan to address the underlying problem identified in the previous stage. The plan should include a means of assessing the proposed change, as well as a timeline for assessment. The planning unit should be cognizant of how such changes will affect other units' plans.

Step three: Soliciting public input.

Once CSPP has a revised plan, it must offer it for public input. A draft of the revised plan will be posted on the planning website and a campus-wide email should notify all students, staff and faculty about such a posting. CSPP can invite testimony during its regularly-scheduled meetings. In addition, CSPP will make every effort to identify affected parties and by email solicit the view of their representative. For issues that garner campus-wide attention or significant controversy, the CSPP will have a campus-wide forum at a time or times that allow substantial public access.

It is important to give every stakeholder enough time to consider the proposed changes and form an opinion on them. From the time of posting the preliminary plan on the planning website and the emailed notification of such posting, stakeholders must have at least ten working academic days before the closure of the input process or the holding of an open forum. Longer periods may be considered for more controversial or far-reaching changes. The adoption of substantial planning changes during the summer is discouraged, and CSPP should consider awaiting public input until the academic community reconvenes. The guiding principal is to err towards generosity in opportunities for public input to ensure a well-informed and legitimate process.

Step four: Creating a final plan.

When, in the best judgment of CSPP, the campus community has had ample opportunity to respond to the preliminary plan, CSPP will prepare a final plan. The plan should be accompanied by a memo that summarizes the input received from the college community and explains how the plan was revised in light of the input.

CSPP reviews the final plan to make sure it followed the process above and that the plan is consistent with other strategic plans on campus and with the College's Mission. If CSPP feels that additional and substantial revisions are necessary, it posts these on the planning website, informs the campus community and begins a process

of public input. If CSPP is satisfied with the substance and process of the final plan, it sends it to the president for consideration.

XII. SCHOOL-BASED STRATEGIC PLANNING

As part of institutional strategic planning, each School should establish its own collegial planning process and develop its own strategic plans. The Library should follow the planning process for Schools. School-wide strategic plans should be developed in accordance with the principles of shared governance, and should be coordinated with the College's Mission, Vision, and Values statements and with the college-wide strategic plan. Individual departments or programs within each School should also create their own strategic plans, and these should also be developed in accordance with the principles of shared governance. Schools may determine how best to organize their own internal planning and assessment activities, with the proviso that the results of these activities be communicated to CSPP, which will ensure that there are appropriate linkages and coordination between School-wide strategic plans and College-wide strategic planning. The planning website maintained by CSPP shall provide links to each School's own strategic plans. Each year, the president and provost will review unit-level strategic plans and present their alignment to CSPP.

XIII. GOVERNANCE SYSTEM REVIEW

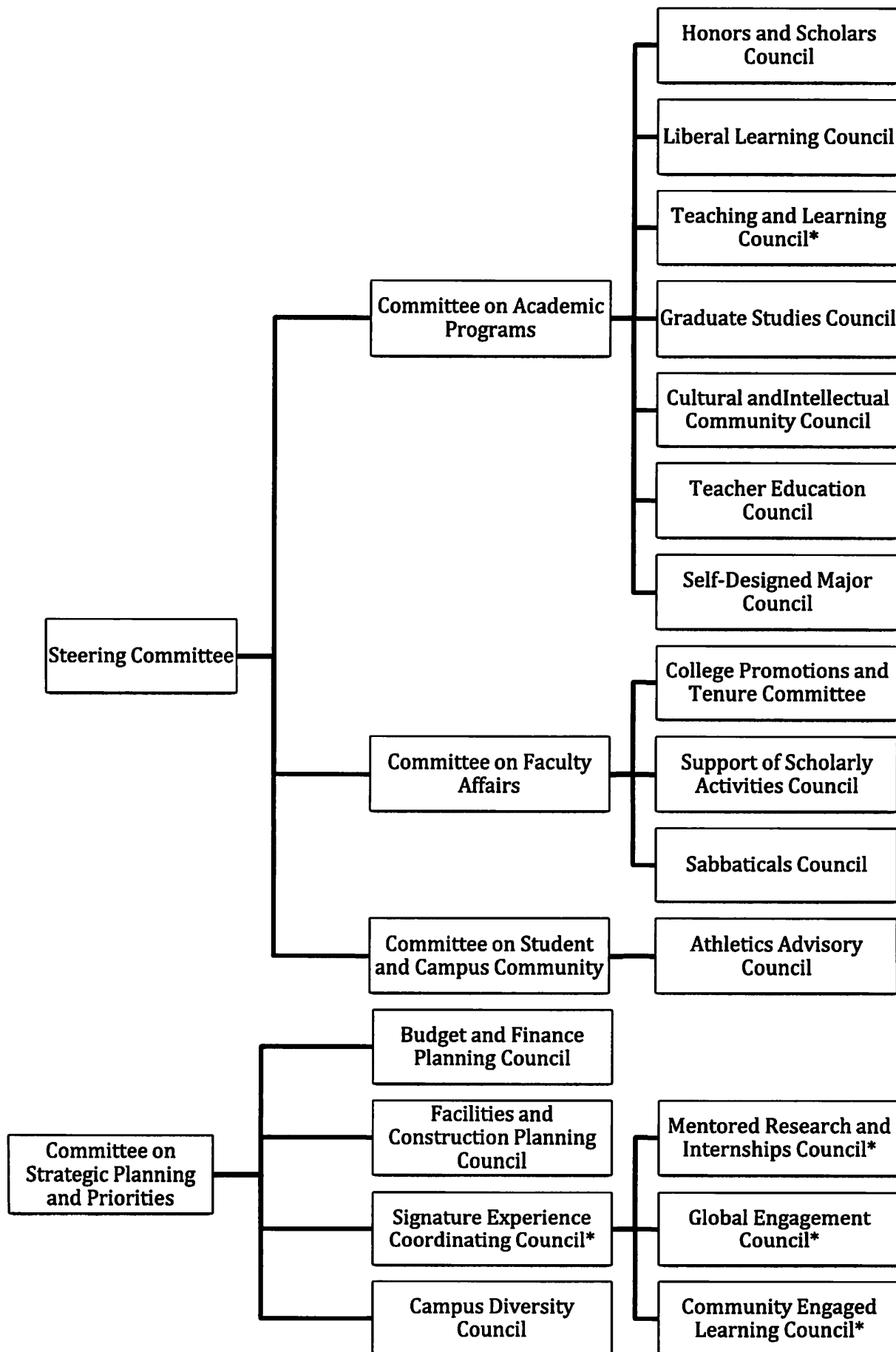
Because governance is an ongoing process, it is important that the College's governance processes be regularly reviewed and adjusted. The Steering Committee is the body responsible for overseeing the Governance System and reviewing the Governance Document on a periodic basis. This review should take place as needed, but not less frequently than every ten years. The stakeholder representative groups may request to Steering that a review of part or all of Governance be undertaken earlier than the scheduled interval.

Appendix I: Schedule for Wednesday Meetings

	1 st (except September)	2 nd	3 rd (except March, some Novembers)	4 th (except some Novembers)
12 – 1:20	Senates	Departments	Senates	Campuswide events
1:30-2:50	Steering with reps Councils	CSPP Committees SECC Ad hoc task forces	Steering Councils (only if needed)	CSPP Committees Ad hoc task forces
3:00 – 3:50	Schools	Interdisciplinary TEC SDMC BFPC FCPC	AFT	Departments
4:00 – 4:50	Academic Leaders	Extended Interdisciplinary, TEC, SDMC, BFPC, TEC, FCPC, if needed	Extended AFT if needed	BFPC if needed

Notes:

1. SG meetings weekly at 3pm



*TLC reports to CFA as well
 *CEL, GEC, and MRIC report to CAP as well as SECC
 *SECC reports to Steering as well as CSPF

Index of Abbreviations

AAC: Athletics Advisory Council
BFPC: Budget and Finance Planning Council
CAP: Committee on Academic Programs
CDC: Campus Diversity Council
CELC: Community Engaged Learning Council
CFA: Committee on Faculty Affairs
CICC: Cultural and Intellectual Community Council
CPTC: College Promotions and Tenure Committee
CSCC: Committee on Student and Campus Community
CSPP: Committee on Strategic Planning and Priorities
FCPC: Facilities and Construction Planning Council
GEC: Global Engagement Council
GSC: Graduate Studies Council
HSC: Honors and Scholars Council
LLC: Liberal Learning Council
MRIC: Mentored Research and Internships Council
SDMC: Self-Designed Major Council
SECC: Signature Experience Coordinating Council
SG: Student Government
SOSA: Support of Scholarly Activities Council
TEC: Teacher Education Council
TLC: Teaching and Learning Council

**Resolution Approving Waivers
Of Advertising
For College Business Purposes
(Audit, Risk Management and Compliance Committee)**

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of \$33,000, and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees, and

Whereas: Waiver requests have been reviewed and are recommended by the Audit, Risk Management and Compliance Committee, a subcommittee of The College of New Jersey Board of Trustees,

**Therefore,
Be It**

Resolved: The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein:

VENDOR	PURPOSE	FUNDING SOURCE
Baker Tilly \$165,000	Internal Audit Services	College Operating
Borden Perlman \$198,847	Athletic Accident Insurance	College Operating
First Risk Advisors, Inc. \$749,060	Student Health Insurance	Student Charges
FM Global \$2,711,852	All Risk Property Insurance Purchases for New Jersey Association of State College and Universities Member Institutions	Reimbursements from NJASCU- \$2,387,382 TCNJ Share - \$324,470

July 11, 2017

**The College of New Jersey
Board of Trustees
Resolution Approving
Revised Protection of Children on Campus Policy**

Whereas: At its meeting on February 26, 2013, the Board previously approved the Protection of Children Policy as an Interim Policy to allow for consideration of the policy through the governance review process in a thoughtful and deliberate manner; and

Whereas: The governance review has been completed with recommendations made by the Committee on Student and Campus Community to and accepted by the Steering Committee incorporated in the attached revised *Protection of Children on Campus Policy* (the “Revised Policy”); and

Whereas: Management has presented to the Audit, Risk Management and Compliance Committee the Revised Policy and recommended its adoption and the Audit, Risk Management and Compliance Committee has recommended adoption of the Revised Policy to the Board.

**Therefore
Be It**

Resolved: That the College of New Jersey Board of Trustees hereby approves the attached revised *Protection of Children on Campus Policy*, which shall supersede the prior existing version of that policy and become immediately effective as of this date.

July 11, 2017

Section:	IV.1.1	
Title:	Protection of Children on Campus Policy	
Effective Date:	July 11, 2017	
Approved By:	Board of Trustees	
Responsible Unit:	Campus Police (609-771-2345; tcnjpd@tcnj.edu)	
Related Documents:	New Jersey Statutes Section 9:6-8.10 (Report of Abuse), 9:6-8.13 (Immunity), 9:9-8.14 (Violations including failure to make report; disorderly person), 9:6-8 (Definition of Abused Child), 9:6-8.84 (Definition of Sexual Abuse), 9:6-8.21 (definition of parent or guardian).	
History:		
<u>Version</u>	<u>Date</u>	<u>Notes</u>
2.0	07/11/2017	Governance review and updates
1.0	02/26/2013	This policy was instituted as an interim policy that became established policy per the <i>Policy Framework</i> on February 26, 2013

I. INTRODUCTION

The College of New Jersey ("TCNJ" or the "College") takes pride in providing a first class educational experience in a safe and supportive environment. Children frequently visit our campus, and it is important that we protect them while they are on our campus or participating in College activities, and take the necessary precautions to ensure that the campus community is safe. The purpose of this policy is to identify when acts of child abuse must be reported in the event an individual becomes aware of alleged abuse at The College of New Jersey.

II. DEFINITIONS

"Abused Child" means a child under the age of 18 years whose parent, guardian, or other person having his custody and control commits or allows to be committed an act of physical, emotional, or sexual abuse against the child.

“Sexual Abuse” means contacts or actions between a child and a parent, caretaker, or other person, for the purpose of sexual stimulation of either that person or another person.

“Parent or guardian” means any natural parent, adoptive parent, resource family parent, stepparent, paramour of a parent or a person, who has assumed responsibility for the care, custody, or control of a child or upon whom there is a legal duty for such care. Parent or guardian includes a teacher, employee or volunteer, whether compensated or uncompensated, of an institution who is responsible for the child’s welfare and any other staff person of an institution regardless of whether or not the person is responsible for the care or supervision of the child. Parent or guardian also includes a teaching staff member or other employee, whether compensated or uncompensated, of a day school as defined according to New Jersey law.

“Institution” means a public or private facility in the State which provides children with out-of-home care, supervision, or maintenance. Institution includes, but is not limited to, a correctional facility, detention facility, treatment facility, day care center, residential school, shelter and hospital. For purposes of this policy, a camp operated on campus by a third-party organization would be considered an institution.

III. POLICY

Any faculty, staff or student of TCNJ who has reason to believe that a child¹ who is on campus or participating in a College activity has been abused, must report the suspected abuse to TCNJ Campus Police at:

**TCNJ Campus Police
609-771-2345**

After the individual has notified TCNJ Campus Police and any immediate emergency has been stabilized, TCNJ Campus Police will assist the reporter in contacting Child Protections and Permanency (CP&P) (formerly the Divisions of Youth and Family Services, “DYFS”) to make a report as needed.²

Individuals contacting TCNJ Campus Police should provide as much information as possible to assist in the investigation of the allegation. The information reported may be helpful with respect to identifying child abuse and the alleged perpetrator. Examples of the type of information that may be helpful are the names and addresses of the child and the child’s parent,

¹ For purposes of this policy, the child must be under the age of 18 at the time the faculty, staff, or student becomes aware of the alleged abuse.

² New Jersey law requires all persons who have reasonable cause to believe that a child has been subject to abuse or neglect to report it to the New Jersey Division of Child Protections and Permanency (CP&P) (formerly the Division of Youth and Family Services, “DYFS”) at **1-877-NJABUSE (1-877-652-2873)**.

guardian, or other person having custody of the child, the child's age, type of injuries, and any other information that might be helpful with regard to the child abuse and the identity of the alleged perpetrator.

Although complete confidentiality and anonymity cannot be guaranteed to a reporter, the College will strive to treat all parties with equal care, respect, and dignity and will, to the best of its ability, preserve the privacy of all parties involved. Under New Jersey law, anyone who with reasonable cause immediately reports suspected child abuse to CP&P shall have immunity from any liability incurred or imposed by said reporting. In addition, retaliation by TCNJ against students, faculty, and staff, who make good faith reports under this policy is prohibited. Any person who is discharged from employment, or discriminated against for reporting a good faith allegation of child abuse may file a complaint in the appropriate Superior Court.

**The College of New Jersey
Board of Trustees
Resolution Approving
Revised Compliance Policy**

- Whereas:** The Board approved the *Compliance Policy* at its meeting on February 26, 2008; and
- Whereas:** The College of New Jersey *Policy Framework* requires periodic review of policies; and
- Whereas:** The Compliance Office has proposed revisions to the *Compliance Policy* incorporated in the attached revised Compliance Policy (the “Revised Policy”); and,
- Whereas:** Management has presented to the Audit, Risk Management and Compliance Committee the Revised Policy and recommended its adoption and the Audit, Risk Management and Compliance Committee has recommended adoption of the Revised Policy to the Board.
- Therefore,
Be It**
- Resolved:** That the College of New Jersey Board of Trustees hereby approves the attached revised *Compliance Policy*, which shall supersede the prior existing version of that policy and become immediately effective as of this date.

July 11, 2017

Section:	VIII.1.3	
Title:	Compliance Policy	
Effective Date:	July 11, 2017	
Approved By:	Board of Trustees	
Responsible Unit:	Office of the General Counsel (609-771-2734; ogc@tcnj.edu)	
Related Documents:	TCNJ Compliance Best Practices	
History:		
<u>Version</u>	<u>Date</u>	<u>Notes</u>
2.0	07/11/2017	Review; minor updates
1.0	02/26/2008	New policy; initial release

I. INTRODUCTION

The Compliance Policy promotes compliance with applicable laws, regulations, College policies and recognized best practices in the governance and operations of The College of New Jersey ("TCNJ" or the "College") with a goal of reducing and eliminating fraud, waste, and abuses, and operating with integrity, consistent with the strategic initiatives of accountability and transparency.

II. DEFINITIONS

N/A

III. POLICY

The College recognizes the importance of an effective compliance program in promoting the oversight, accountability, and transparency necessary for ensuring the proper conduct of the College's operations and governance in realizing the missions of the College and maintaining the trust of the College community and the people of New Jersey.

The College endorses the following elements for the College's compliance program:

1. Implementing written policies and procedures;
2. Designating a compliance officer and compliance committee (Audit, Risk Management and Compliance Committee of the Board of Trustees);

3. Conducting effective training and education;
4. Developing effective lines of communication;
5. Conducting internal monitoring and auditing;
6. Enforcing standards through well-publicized disciplinary guidelines;
7. Responding promptly to detected problems and undertaking corrective action;
8. Conducting periodic risk assessments to identify potential compliance risks, and take appropriate steps to develop or modify the compliance program to mitigate new or existing risk

The Compliance Office shall work with the President and other officers of the College in coordinating compliance efforts and on such matters shall advise and report to the Audit, Risk Management and Compliance Committee of the Board of Trustees.

**Resolution Approving Waivers
Of Advertising
For College Business Purposes**

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of \$33,000, and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees, and

Whereas: Waiver requests have been reviewed and are recommended by the Business and Infrastructure Committee, a subcommittee of The College of New Jersey Board of Trustees,

**Therefore,
Be It
Resolved:** The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein:

VENDOR	PURPOSE	FUNDING SOURCE
Instructure \$613,125	Canvas Learning Management System (5 Year Contract)	College Operating
Oracle \$893,283	HCM Oracle Cloud Database Licenses and Maintenance	College Operating
NJEdge \$400,000	Annual Dues/Membership, Network, Software, Licenses and Maintenance	College Operating
Blackboard \$100,000	Blackboard Analytics Data Warehouse Support	College Operating
Degy Booking International, Inc. \$55,000	Event Sponsored by the College Union Board: Fall 2017 Comedy Show	Student Activity Fee
Concert Ideas \$120,000	Event Sponsored by the College Union Board: Fall 2017 Concert	Student Activity Fee

Council for International Educational Exchange (CIEE) \$72,900	Study Abroad-South Africa and Ghana	Program Fees
Edge Hill University \$34,200	Study Abroad-Ormskirk, England	Program Fees
Foundation for International Education \$134,900	Study Abroad-London	Program Fees
Instituto Franklin, University of Alcala de Henares, Spain \$180,000	Study Abroad-Spain	Program Fees
International Studies Abroad (ISA) \$143,500	Study Abroad-Chile and Cape Town	Program Fees
International Studies Abroad (ISA) \$40,500	Study Abroad-Jordan	Program Fees
CEPA GmbH \$64,000	Study Abroad-England	Program Fees
The Washington Center (TWC) \$103,200	Study Abroad	Program Fees
Spring Hill College \$118,800	Study Abroad-Italy	Program Fees
Universita Cattolica del Sacro Cuore, Milan \$36,540	Study Abroad-Milan	Program Fees

UIW European Study Center GmbH \$356,000	Study Abroad-Germany	Program Fees
Undergraduate Program in Central European Studies \$131,050	Study Abroad-Prague	Program Fees
InFocus Urgent Care Campus Town, LLC \$49,820	Pre-College Summer Program Health Care Services Provided to Enrolled Students	Program Fees
Huron Consulting Services, LLC \$66,000	Oracle Financial Cloud Supplemental	College Operating
SimpsonScarborough \$85,000	Brand Development Professional Consulting Services	Strategic Funding

**Resolution Approving Waivers
Of Advertising
Business and Infrastructure Committee
(Facilities and Construction)**

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of \$33,000; and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees; and

Whereas: Waiver requests have been reviewed and are recommended by the Business and Infrastructure Committee, a subcommittee of The College of New Jersey Board of Trustees.

**Therefore,
Be It**

Resolved: The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein.

VENDOR	PURPOSE	FUNDING SOURCE
Kimmel Bogrette Architecture + Site \$2,637,305	Design services related to Travers-Wolfe renovation project	Housing Reserves to be reimbursed from future bond
Parette Somjen Architects, LLC \$28,200	Additional design services related to Trenton Hall roof and water infiltration project	E&G Asset Renewal
KSS Architects \$95,000	Additional design services related to BSC renovation and addition project	Housing Reserves/Sodexo Contribution
STPCx \$146,377	Commissioning services related to Travers-Wolfe renovation project	Housing Reserves to be reimbursed from future bond
Campus Town Education Association \$298,176	Fitness Center rent and common area maintenance charges	College Operating

July 11, 2017

Resolution Authorizing the Full Scale Renovation of Travers and Wolfe Halls

- Whereas:** The College of New Jersey is primarily an undergraduate and residential college and residence halls are centers for educational living and learning in which all students are encouraged to develop and participate in programming that is beneficial to the betterment of the College and the greater community; and
- Whereas:** Travers and Wolfe Halls provide over 1000 beds for first year students and serves as the home of the College's First Year Experience (FYE) which is a comprehensive program of academic and co-curricular activities promoting the successful transition of entering students to college life at TCNJ; and
- Whereas:** Travers and Wolfe Halls, the largest residence hall complex at the College, is a ten story, concrete and masonry building, built in 1971, and has only received piecemeal renovations over the last 46 years; and
- Whereas:** The building systems in Travers and Wolfe Halls, such as the mechanical, electrical, plumbing, fire protection, windows, façade and interior finishes have reached the end of their useful life; and
- Whereas:** The renovation of Travers and Wolfe Halls is necessary to maintain the occupancy of the building, to provide a suitable environment for the College's first year experience, and to provide the requisite living and learning amenities expected by prospective students; and
- Whereas:** Travers Wolfe Halls represent the single largest deferred renewal liability of the College; and
- Whereas:** The College has explored both the feasibility of demolishing Travers Wolfe and replacing it with a new facility as well as the renovation of the existing building and the construction of a new replacement building was determined to be financially unfeasible; and
- Whereas:** The feasibility investigation concluded that a renovation could be accomplished for approximately \$87,000,000 in project costs and take up to six years to design, obtain permits, and renovate; and

- Whereas:** The College of New Jersey Board of Trustees intends to authorize the issuance of debt to finance the project at a later date and expect that the architectural and engineering fees and expenses will be reimbursed from the future bond proceeds; and
- Therefore,
Be It
Resolved:** The College of New Jersey Board of Trustees authorizes the President and/or her designee(s) to undertake the planning, design and renovation of Travers and Wolfe Halls for a total project cost of \$87,000,000 which is to be completed by August 2022; and
- Be It Further
Resolved:** That the contract for renovation of Travers and Wolfe Halls be awarded to a responsible bidder who shall be in compliance of the requirements of all state college contract and bidding laws and requirements.

**Resolution Approving the College Of New Jersey FY 2018
Unrestricted Current Fund Budget and Establishing
Student Charges to the Level Sufficient To
Balance the Approved Budget**

- Whereas:** The State College Autonomy Law vests the responsibility with the Board of Trustees to approve the college's unrestricted current fund budget and adjust student charges as necessary; and
- Whereas:** The College's Treasurer has prepared an unrestricted current fund budget for FY 2018 totaling \$257,433,000 of which \$27,177,000 is the anticipated base state appropriation and \$32,737,000 is the anticipated state funded fringe benefits; and
- Whereas:** The President has reviewed the proposed unrestricted current fund budget and the student charges required to implement this budget and recommends their approval; and
- Whereas:** The Business and Infrastructure Committee of the Board of Trustees has reviewed the proposed unrestricted current fund budget and the student charges required to implement this budget and has recommended their approval; and
- Therefore
Be It
Resolved:** That the Board of Trustees approves the FY 2018 college unrestricted current fund budget totaling \$257,433,000; and
- Be It
Further
Resolved:** That the Board of Trustees approves the student charges for FY 2018 to implement this budget.

July 11, 2017

THE COLLEGE OF NEW JERSEY

FY 2018 TOTAL UNRESTRICTED CURRENT FUND BUDGET

CURRENT OPERATING FUND (including fringe benefits)	\$ 167,777,000
GSF/CAPITAL FEE	20,532,000
RESIDENCE LIFE	53,947,000
STUDENT CENTER	2,459,000
SUMMER SCHOOL	4,434,000
MISCELLANEOUS REVENUE ACCOUNTS	8,284,000
	<u>\$ 257,433,000</u>

Undergraduate Global Programs	\$ 2,507,000
Parking Services	\$ 627,000
New Jersey Risk Management Program	3,155,000
Graduate Global Programs	1,995,000
	<u>\$ 8,284,000</u>

**THE COLLEGE OF NEW JERSEY
FY 2018
TUITION & FEE INCREASE**

FULL TIME UNDERGRADUATE IN-STATE STUDENT

FY 2017 ACTUAL CHARGES

TUITION & MANDATORY FEES	\$	15,794
ROOM & BOARD*	\$	12,881
TOTAL	\$	28,675

	<u>FY 2018 PROPOSED CHARGES</u>	<u>COMPARISON TO FY 2017 ACTUAL DOLLAR INCREASE</u>	<u>PERCENT INCREASE</u>
TUITION & MANDATORY FEES	\$ 16,149	\$ 355	2.25%
ROOM & BOARD*	\$ 13,200	\$ 319	2.48%
TOTAL	\$ 29,349	\$ 674	2.35%

***Include: Room Charge and Ala Carte 1 Board Plan**

**THE COLLEGE OF NEW JERSEY
ANNUAL TUITION AND MANDATORY FEES
FISCAL YEAR 2018**

FULL TIME STUDENTS (Flat Rate Over 12 Credits) / 3 Units		CHANGE		
	FY 2017	FY 2018	AMOUNT	PERCENT
UNDERGRADUATE - NEW JERSEY RESIDENT				
TUITION*	12,353.74	12,631.70	277.96	2.25%
GSF/CAPITAL	2,903.66	2,968.99	65.33	2.25%
STUDENT CENTER FEE	254.58	260.31	5.73	2.25%
STUDENT ACTIVITY FEE	281.60	287.93	6.34	2.25%
TOTAL	\$ 15,793.58	\$ 16,148.93	\$ 355.36	2.25%
ROOM AND BOARD (BASE PLAN: ALA CARTE 1)	12,881.13	13,200.06	318.93	2.48%
TOTAL COST	\$ 28,674.71	29,348.99	\$ 674.29	2.35%
UNDERGRADUATE - OUT OF STATE RESIDENT				
TUITION*	23,531.18	24,060.63	529.45	2.25%
GSF/CAPITAL	2,903.66	2,968.99	65.33	2.25%
STUDENT CENTER FEE	254.58	260.31	5.73	2.25%
STUDENT ACTIVITY FEE	281.60	287.93	6.34	2.25%
TOTAL	26,971.02	27,577.86	606.85	2.25%
ROOM AND BOARD (BASE PLAN: ALA CARTE 1)	12,881.13	13,200.06	318.93	2.48%
TOTAL COST	39,852.15	40,777.93	925.78	2.32%
CARD SERVICE FEE (FALL AND SPRING)	\$ 20.00	\$ 20.00	-	0.00%
Pass through annual charge for all students without personal insurance				
UNDERGRADUATE STUDENT HEALTH INSURANCE	\$ 1,605.00	\$ 1,756.00	151.00	9.41%
GRADUATE STUDENT HEALTH INSURANCE	\$ 3,033.00	\$ 3,465.00	432.00	14.24%
<i>* Fiscal Year 2017 tuition includes the Student Service and Computing Access mandatory fees.</i>				

**THE COLLEGE OF NEW JERSEY
ANNUAL TUITION AND MANDATORY FEES**

FISCAL YEAR 2018

<u>PART-TIME UG STUDENTS Per Credit/.25 Units</u>	<u>FY 2017</u>	<u>FY 2018</u>	<u>CHANGE AMOUNT</u>	<u>PERCENT</u>
UNDERGRADUATE - NEW JERSEY RESIDENT				
TUITION*	438.16	448.02	9.86	2.25%
GSF/CAPITAL	120.24	122.94	2.71	2.25%
STUDENT CENTER FEE	10.84	11.08	0.24	2.25%
STUDENT ACTIVITY FEE	11.81	12.07	0.27	2.25%
TOTAL COST	581.04	594.12	13.07	2.25%
UNDERGRADUATE - OUT OF STATE RESIDENT				
TUITION*	833.31	852.06	18.75	2.25%
GSF/CAPITAL	120.24	122.94	2.71	2.25%
STUDENT CENTER FEE	10.84	11.08	0.24	2.25%
STUDENT ACTIVITY FEE	11.81	12.07	0.27	2.25%
TOTAL COST	976.19	998.16	21.96	2.25%
<u>PART-TIME GRAD STUDENTS Per Credit Hour</u>				
GRADUATE - NEW JERSEY RESIDENT (including counties of Bucks, Montgomery and Philadelphia)				
TUITION*	754.52	771.50	16.98	2.25%
GSF/CAPITAL	120.24	122.94	2.71	2.25%
STUDENT CENTER FEE	10.84	11.08	0.24	2.25%
TOTAL COST	885.60	905.53	19.93	2.25%
GRADUATE - OUT OF STATE RESIDENT				
TUITION*	1,164.69	1,190.89	26.21	2.25%
GSF/CAPITAL	120.24	122.94	2.71	2.25%
STUDENT CENTER FEE	10.84	11.08	0.24	2.25%
TOTAL COST	1,295.77	1,324.92	29.15	2.25%
<u>FLAT RATE</u>				
CARD SERVICE FEE (FALL AND SPRING)	20.00	20.00	0.00	0.00%

** Fiscal Year 2017 tuition includes the Student Service and Computing Access mandatory fees.*

Description of Mandatory Fees

- **General Service Fee/Capital** – All income from this fee is dedicated exclusively to fund the annual debt service requirements relating to educational and general (E&G) facilities, in-addition to funding the capital plan that addresses the continuing asset renewal of existing E&G facilities.
- **Student Center Fee** – The Student Center Fee is dedicated exclusively to support the operations and maintenance (including personnel costs) of the Student Center, including asset renewal and other capital expenditures.
- **Student Activity Fee** – The Student Activity Fee is collected by The College of New Jersey (TCNJ) on behalf of the Student Finance Board (SFB).The SFB is responsible for allocation and management of the funds. The SFB is an elected Board of student representatives. The primary goal of the SFB is to allocate the Student Activity Fund to various student clubs and student service organizations for the purpose of enriching the co-curricular life (including personnel costs) of the college community.
- **Card Service Fee** – The Card Service Fee is dedicated exclusively to partially support the operations (including personnel costs) and equipment maintenance of the College's ID card program.

**THE COLLEGE OF NEW JERSEY
BOARD CHARGES
FISCAL YEAR 2018**

Room and Board Plans (Annual Charges)	2018 BOARD ONLY (per year)	2018 BOARD ONLY (per semester)	Increase from FY17 (Amount)	Increase from FY17 (Percent)
MEAL RATES				
Ala Carte 1	\$4,230.56	\$2,115.28	\$143.06	3.5%
Ala Carte 2	\$3,553.55	\$1,776.77	\$120.17	3.5%
Ala Carte 3	\$2,871.11	\$1,435.56	\$97.09	3.5%
The Apartment Plan (Phelps and Hausdoerffer Apartment Residents)	\$1,724.52	\$862.26	\$58.32	3.5%
College Houses Plan (Off Campus Apt. Plan)	\$627.09	\$313.54	\$21.21	3.5%
*Carte Blanche Plus (includes \$721 Flex Points per semester) - FALL	\$4,981.43	\$2,554.39	\$168.45	3.5%
*Carte Blanche Plus (includes \$721 Flex Points per semester) - SPRING		\$2,427.04		0.0%
*Carte Blanche A (includes \$443 Flex Points per semester) - FALL	\$4,472.87	\$2,293.90	\$151.26	3.5%
*Carte Blanche A (includes \$443 Flex Points per semester) - SPRING		\$2,178.96		
*Carte Blanche B (includes \$277 Flex Points per semester) - FALL	\$4,152.53	\$2,129.80	\$140.42	3.5%
*Carte Blanche B (includes \$277 Flex Points per semester) - SPRING		\$2,022.73		
*Carte Blanche C (includes \$166 Flex Points per semester) - FALL	\$3,620.61	\$1,856.69	\$122.44	3.5%
*Carte Blanche C (includes \$166 Flex Points per semester) - SPRING		\$1,763.92		
*Carte Blanche Costs are allocated between fall (110.5) and spring (105) feeding days for a total of 215.5 days.				
Meal Equivalency LUNCH or DINNER (for all Carte Blanche Plans)	\$8.03	n/a	\$0.27	3.5%
Carte Blanche Door Rates (Eickhoff Dining):				
Breakfast	\$5.81		\$0.20	3.5%
Lunch	\$8.67		\$0.29	3.5%
Dinner	\$10.10		\$0.34	3.5%
Optional Additional Block Meal Plan	25 Meals	\$189.93	\$6.42	3.5%
Plan (student) * staff pay tax	50 Meals	\$377.03	\$12.75	3.5%
Optional 1855 Block Meal Plan	10 Meals	\$78.97	\$2.67	3.5%
(student) * staff pay tax	25 Meals	\$194.16	\$6.57	3.5%

ROOM RATES	2018 ROOM ONLY (per year)	2018 ROOM ONLY (per semester)	Increase from FY17 (Amount)	Increase from FY17 (Percent)
Room Rate (Per Year)	\$ 8,969.50	\$ 4,484.75	\$ 87.94	2.0%
Weekly Housing Charge	\$ 280.30			
Summer Weekly Charge	\$ 210.22			
January Term Room Rate	\$ 220.00			

CCS Room Rate (per year)	\$ 11,200.00	\$ 5,600.00	\$0	0.0%
Includes Overhead Costs and Program Services				

**The College of New Jersey
Student Revenues
Fiscal Year 2018**

	FY 2017	FY 2018
One-Time Program Fees		
Admissions Application Fee (1)	75	75
Graduation Services Fee	100	100
LiveText Learning Assessment Fee	115	115
Transfer Orientation Fee	55	55
First Year Student Transitions Fee	211	215
Transfer Student Welcome Program Fee	125	125
Requested Services Fees		
All Parking Decal Fees:		
· Commuter (Annual cost excluding NJ State sales tax)	95	95
· Residence (Annual Cost)	280	280
· Commuter (Per semester cost excluding NJ State sales tax)	54.00	54
· Residence (Per semester cost)	150	150
· Weekly Parking	15	15
Specialized Programs Fees		
ESLAS Program Tuition	4,150	4,275
ESLAS Program Tuition - Fall 2017 and Spring 2018	5,125	5,280
ESLAS Program Summer Meal Plan	900	1,000
ESLAS Program Summer Housing Fee	1,212	1,237
CALC High School Prep ESL Program Course Fee (per unit)	2,000	2,000
ESLAS Language Testing Fee (per semester/term)	150	165
Optional Summer Transition Program (Operation Be Well)	450	450
Lions Plus Program (Academic year)	5,000	5,000
Lions Plus Program (Per semester)	2,700	2,700
Government Program Fee	6,365	6,365
Provisional Cohort - Freshman	6,505	6,668
Cooperman Academy Summer Program (Summer 2018)	4,500	4,500
Pre-College Academy – Credit (includes tuition, room, board, activities):		
· General	3,640	3,722
· TCNJ Faculty/Staff	3,120	3,190
Pre-College Academy – Non-Credit (two weeks): Summer 2017		
· Basic Fee Standard Rate (includes course fee, lunch, workshop, activities)	1,900	N/A
· Reduced Fee for Faculty/Staff Dependents Faculty/Staff Dependent Rate	1,700	N/A
Pre-College Academy – Non-Credit (one week): Summer 2017		
· Basic Fee Standard Rate (includes course fee, lunch, workshop, activities)	950	N/A
· Reduced Fee for Faculty/Staff Dependents Faculty/Staff Dependent Rate	850	N/A
RN-to-BSN Off-Site Programs	1,348	1,378
Regional Training Center 1 Credit Fee	160	N/A
Regional Training Center 3 Credit Fee	479	531
Summer Visiting Fee	75	75
Pass Through Fees		
Credit Card Payment Fee	2.45% of amount charged	2.75% of amount charged
Nursing Testing Package		
· Sophomore	165	165
· Junior	245	245
· Senior	245	245
Payment plan enrollment fee (annual)	45	45
Payment plan enrollment fee (semester)	25	25
Other Fees		
Ewing High School Partnership Tuition - Per Course	150	150
International Student Teaching Fee	450	450
Music Fee	100	100

**The College of New Jersey
Student Revenues
Fiscal Year 2018**

	FY 2017	FY 2018
Private Music Lesson Charge		\$500(per 0.25 unit)
Fitness Class Program Fee - Per Semester	25	25
NEW Fraternity & Sorority Life Involvement Fee		
• Fall Semester	N/A	45
• Spring Semester	N/A	45
Career and Community Studies		
Career and Community Studies Program (per term)	11,119	11,460
Career and Community Studies Program (per half term) Summer Term-5 weeks	5,559	5,730
Career and Community Studies - General Services fee (per semester -.5 units)	240	245
Career and Community Studies - Student Center fee (per semester -.5 units)	21	21
Career and Community Studies - Student Life fee (per semester -.5 units)	24	25
Career and Community Studies - Residential Life Program fee (per semester)	300	307
Graduate Global Programs		
Tier 1 off-site programs (per credit)	654	669
Tier 2 off-site programs (per credit)	573	586
Tier 3 off-site programs (per credit)	491	502
Tier 4 off-site programs (per credit)	409	418
International Internships (per credit)	755	755
Performance Learning Systems 3rd Learning Course Fee	307	300
Principal's Training Center Course Fee	307	300
Princeton Center for Teacher Education (PCTE) Certificate (per credit)	128	128
PCTE Degree (per credit)	772	789
Undergraduate Study Abroad Programs		
National Student Exchange	425	425
Short-term program deposit fee	500	500
Study Abroad Late Application Fee	50	50
International Student Fee (in-coming) – for Matriculating Students	400	400
TCNJ Cape Town - Semester (includes tuition, fees, room and cultural excursions)	14,500	14,500
TCNJ Cape Town - Semester (includes tuition, fees, room, service learning and cultural excursions)	17,000	17,000
TCNJ Chile - Semester (includes tuition, fees, room and cultural excursions)	14,000	14,000
TCNJ Chile - Semester (includes tuition, fees, room, service learning and cultural excursions)	16,000	15,000
TCNJ England (includes tuition, fees, room and board)	11,175	11,675
TCNJ London – Semester (includes tuition, fees and excursions)	9,085	9,275
TCNJ London – Summer (includes tuition, fees and excursions)	6,950	7,200
TCNJ Prague – Semester (includes tuition, fees and excursions)	9,150	9,850
TCNJ Prague Deposit Fee-Semester	500	500
TCNJ Spain – Semester (includes tuition, fees, room and board plan - Ala Carte 3)	13,681	13,995
TCNJ Heidelberg – Semester (includes tuition, fees, room and excursions)	11,990	12,500
TCNJ Heidelberg – Summer (includes tuition, fees, room and excursions)	5,300	4,800
TCNJ Heidelberg – 2 Summer Sessions (includes tuition, fees, housing and excursions)	9,100	8,800
TCNJ Heidelberg – Single Room Option	400	450
TCNJ Italy – Semester (includes tuition, fees, room and board)	13,500	13,100
TCNJ Italy Excursion - Semester (co-curricular travel package required for all TCNJ Italy students)	1,350	1,750
TCNJ Washington Center - Semester (tuition, fees and internship placement)	7,907	8,300
TCNJ Washington Center - Summer (tuition, fees and internship placement)	6,700	6,900
NEW - TCNJ Milan- Summer (tuition, fees and housing)	N/A	9,200
Transcribing fee for short term programs	500	500
Transcribing fee for non-TCNJ students in Int'l programs (semester long)	1,000	1,000
Transcribing fee-per credit	125	125
Undergraduate International & Off-Campus Programs (out-going) – Study abroad application fee	425	425
Undergraduate Global Course Travel Fee – Application Fee for Short-Term, Faculty-Led Programs	150	150

**The College of New Jersey
Student Revenues
Fiscal Year 2018**

	FY 2017	FY 2018
Insurance Fees		
Study Abroad Travel Insurance - Weekly (HTH)	11.15	11.80
Study Abroad Travel Insurance- Annual 6/30/17-6/29/18 (First Risk)	95	95
Study Abroad Travel Insurance- Semi-Annual 6/30/17-12/31/17 & 1/1/18-6/29/18(First Risk)	48	48
Study Abroad Travel Insurance- Quarterly (First Risk)	25	25
Undergraduate Health Insurance- Annual 6/30/17-6/29/18 (First Risk)	1,605	1,756
Graduate Health Insurance- Annual 6/30/17-6/29/18 (First Risk)	3033	3465
Undergraduate Health Insurance- Spring/Summer 1/16/18-6/29/18* (First Risk)	726	799
Graduate Health Insurance- Spring/Summer 1/16/18-6/29/18* (First Risk)	1371	1576
J-1 International Exchange Health Insurance (First Risk):		
· Fall Undergraduate (8/23/17 - 12/31/17*)	576	630
· Spring/Summer Undergraduate (1/1/18 -5/31/18*)	664	649
ESLAS Summer 7/10/17-8/22/17 Health Insurance (First Risk)	193	212
Tuition Refund Insurance (2)	% varies based on coverage selected	% varies based on coverage selected

**coverage date range changed from FY17*

- (1) Admissions application fee may be waived for students from new, targeted, out of state districts for one year to support institutional recruitment strategies.
- (2) For example: An annual cost of College of \$15,000 at a suggested tuition refund insurance coverage of \$7,500 per semester, would cost \$214.50/year or 1.43%.

**THE COLLEGE OF NEW JERSEY
SUMMER 2018
TUITION AND FEES**

Undergraduate In-State

Units	TCNJ Students	Visiting Students
0.25	\$ 587.04	\$ 667.04
0.50	\$ 1,169.08	\$ 1,249.08
0.75	\$ 1,751.12	\$ 1,831.12
1.00	\$ 2,333.16	\$ 2,413.16
1.25	\$ 2,915.20	\$ 2,995.20
1.50	\$ 3,497.24	\$ 3,577.24
1.75	\$ 4,079.28	\$ 4,159.28
2.00	\$ 4,661.32	\$ 4,741.32
2.25	\$ 5,243.36	\$ 5,323.36
2.50	\$ 5,825.40	\$ 5,905.40
2.75	\$ 6,407.44	\$ 6,487.44
3.00	\$ 6,989.48	\$ 7,069.48

Above based on the following per quarter unit costs:

Tuition \$448.02
 General Service \$122.94
 Student Center \$11.08
 Card Service Fee \$5.00 *
 Visiting student's total includes a \$75.00 Visiting Fee
 plus \$10.00 Card Service Fee

Undergraduate Out-of-State

Units	TCNJ Students	Visiting Students
0.25	\$ 991.08	\$ 1,071.08
0.50	\$ 1,977.16	\$ 2,057.16
0.75	\$ 2,963.24	\$ 3,043.24
1.00	\$ 3,949.32	\$ 4,029.32
1.25	\$ 4,935.40	\$ 5,015.40
1.50	\$ 5,921.48	\$ 6,001.48
1.75	\$ 6,907.56	\$ 6,987.56
2.00	\$ 7,893.64	\$ 7,973.64
2.25	\$ 8,879.72	\$ 8,959.72
2.50	\$ 9,865.80	\$ 9,945.80
2.75	\$ 10,851.88	\$ 10,931.88
3.00	\$ 11,837.96	\$ 11,917.96

Above based on the following per quarter unit costs:

Tuition \$852.06
 General Service \$122.94
 Student Center \$11.08
 Card Service Fee \$5.00 *
 Visiting student's total includes a \$75.00 Visiting Fee plus
 \$10.00 Card Service fee

Graduate In-State

Credit Hours	TCNJ Students	Visiting Students
0.5	\$ 457.76	\$ 537.76
1	\$ 910.52	\$ 990.52
2	\$ 1,816.04	\$ 1,896.04
3	\$ 2,721.56	\$ 2,801.56
4	\$ 3,627.08	\$ 3,707.08
5	\$ 4,532.60	\$ 4,612.60
6	\$ 5,438.12	\$ 5,518.12
7	\$ 6,343.64	\$ 6,423.64
8	\$ 7,249.16	\$ 7,329.16
9	\$ 8,154.68	\$ 8,234.68
10	\$ 9,060.20	\$ 9,140.20
11	\$ 9,965.72	\$ 10,045.72
12	\$ 10,871.24	\$ 10,951.24

Above based on the following per credit costs:

Tuition \$771.50
 General Service \$122.94
 Student Center \$11.08
 Card Service Fee \$5.00 *
 Visiting student's total includes a \$75.00 Visiting Fee
 plus \$10.00 Card Service Fee

Graduate Out-of-State

Credit Hours	TCNJ Students	Visiting Students
0.5	\$ 667.46	\$ 747.46
1	\$ 1,329.91	\$ 1,409.91
2	\$ 2,654.82	\$ 2,734.82
3	\$ 3,979.73	\$ 4,059.73
4	\$ 5,304.64	\$ 5,384.64
5	\$ 6,629.55	\$ 6,709.55
6	\$ 7,954.46	\$ 8,034.46
7	\$ 9,279.37	\$ 9,359.37
8	\$ 10,604.28	\$ 10,684.28
9	\$ 11,929.19	\$ 12,009.19
10	\$ 13,254.10	\$ 13,334.10
11	\$ 14,579.01	\$ 14,659.01
12	\$ 15,903.92	\$ 15,983.92

Above based on the following per credit costs:

Tuition \$1,190.89
 General Service \$122.94
 Student Center \$11.08
 Card Service Fee \$5.00 *
 Visiting student's total includes a \$75.00 Visiting Fee plus
 \$10.00 Card Service Fee

* A flat \$5.00 Card Service Fee will be assessed to all continuing TCNJ students taking summer course(s)

WINTER "J-TERM"
TUITION AND FEE RATES
FISCAL YEAR 2018

Course Cost - Undergraduate – 1 Unit

Description	Amount		Description	Amount
Tuition (In-State and Out-of-State)	\$1,792.07		Tuition (In-State and Out-of-State)	\$1,344.06
Total	\$1,792.07		Total	\$1,344.06

Course Cost - Undergraduate – .75 Units

Course Cost – Undergraduate - .5 Units

Description	Amount
Tuition (In-State and Out-of-State)	\$896.04
Total	\$896.04

Course Cost - Graduate – 3 Credits

Description	Amount
Tuition (GIS and GOS)	\$ 2,314.50
Total	\$ 2,314.50

NOTE:

1. Students will be charged an In-State tuition and fee rate regardless of residency status
2. Visiting students will not be charged a visiting student's fee

**Resolution Approving The College of New Jersey
Fines, Penalties and Other Charges
for Faculty, Staff, Students, and Visitors**

Whereas: Title 18A of the New Jersey statutes vests the government, control, conduct, management and administration of the College in the Board of Trustees of the College; and

Whereas: Title 18A of the New Jersey statutes provides that the Board of Trustees has general supervision over and is vested with the conduct of the College, including the power and duty to manage and maintain the College's properties and with the power and duty to regulate parking on the College's property; and

Whereas: In order to ensure that the College provides efficient and effective services to members of the campus community and our visitors, other charges and fines are necessary and appropriate.

Whereas: Campus parking penalties and other Fines and Charges, which are applicable to faculty, staff, students and visitors, have been reviewed for Academic Year 2018-2019.

**Therefore
Be It**

Resolved: That the Board of Trustees approves the imposition of parking penalties, charges for requested services and fines on faculty, staff, student, and visitors for specified services and violations of the College's parking and other regulations; and

**Be It Further
Resolved:**

Violations of the College's parking or other regulations shall be issued by the College's Campus Police or other appropriate department and fines shall be collected by College employees designated by the College's administration; and

**Be It Further
Resolved:**

Charges related to requested services shall be issued by the appropriate department and shall be collected by College employees designated by the College's administration; and

**Be It Further
Resolved:**

That the Board of Trustees approves the following fines and charges for Academic Year 2018-2019:

July 11, 2017

**Charges, Fines and Parking Penalties
Academic Year 2018-2019
Campus Parking Penalties**

Parking Violation	Fine/Penalty
Improper parking	\$25.00
Parking in an unpaved area	\$25.00
Parking in a "Caution Area"	\$25.00
Improperly mounted decal	\$25.00
Parking in a No Parking zone	\$25.00
Exceeding 15 Minute Time Limit	\$25.00
Altered decal/pass	\$50.00
Obstructing traffic	\$50.00
Obstructing dumpster	\$50.00
Illegal entry into lots	\$50.00
Parking in a loading area	\$50.00
Parking on a walkway/sidewalk	\$50.00
Parking in the roadway	\$50.00
Parking in a Faculty/Staff lot without proper decal or permit displayed	\$50.00
Parking in a Visitor/Vendor spot without proper decal or permit displayed	\$50.00
Parking in a Service Vehicle spot without proper decal or permit displayed	\$50.00
Not parked in Assigned Lot as per decal displayed	\$50.00
Parking in a fire zone	\$100.00 + Tow
Parked in a handicapped space	\$250.00 + Tow
Fraudulent use of decal or reproduction of decal	Cost of the highest decal + Boot + Revocation of parking privileges for the balance of the semester, as well as for the following academic semester
Parking in a designated winter restriction lot during the designated winter restriction period (as per campus email)	<i>1st Offense:</i> \$50.00 <i>2nd Offense:</i> \$50.00 + Boot <i>3rd Offense:</i> \$50.00 + Boot + Revocation of parking privileges for the balance of the semester, as well as for the following academic semester
Vehicle operators who have three or more outstanding unpaid parking violations (not including tickets issued, for a period of 24 hours)	Boot + Cost of all tickets

Vehicle operators who receive six violations or more in one academic semester will lose parking privileges on campus for the balance of the semester, as well as for the following academic semester.	On receipt of the <i>sixth</i> violation: Boot + Cost of all tickets + Revocation of parking privileges for the balance of the semester, as well as for the following academic semester. If vehicle operator is a student, his/her name will be submitted to Student Affairs for student conduct.
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Additional Fees:

Boot Removal Fee	\$50.00 + Cost of all tickets
Towing/Storage Fee	Established by towing company
Municipal Summons Fines/Penalties	Established by Ewing Township

Citations Appeals Board continues to have the authority to reduce a fine (rather than uphold or dismiss) based on the appeal provided to this group.

Service Charges

Diploma Replacement Charge	\$20.00
Credential Services Charge	\$3.00
Res. Net Software Services including: Operating System, New Application, and Virus Software Installation, Virus and Spyware Removal and General Trouble Shooting Res. Net Hardware Services including: PCI Card, Memory and Hard Drive Installation	\$15.00
Res. Net Data Migration Services Res. Net Data Recovery	\$30.00
Credit by Exam Fee – One Course Unit	\$66.84
Print Sense	5¢ per page for printing

Other Fines/Charges

Late Registration Fine	UG \$150.00 Grad \$125.00
Late Bill Payment Monthly Fine for Balances over \$,1000	Fine equal to the greater of \$25 or a flat amount calculated by multiplying 1.5% by the outstanding balance
Bad Check Fine/Insufficient funds	\$25

Return ACH PMT (A/C not found)	\$10
Lost ID Card Fine	\$10
Late Graduation Filing Fine	\$35
Emergency HELP Loan Per Month Late Fine	\$50
Pre-Entrance Health Requirement Late Fine	\$50

Library Fines/Charges

Overdue Fines	\$0.50/day
Overdue Reserves Fines	\$1.00/hour
Lost Book Charges	current cost of item or \$50.00
Membership Charge – individual	\$25.00/year
Membership Charge - institution	\$75.00/year

Housing Cancellation Fee – Fall 2017 Rate Schedule

Contract cancellations 12/5/16-2/5/17	\$0
Contract cancellations 2/6/17-3/6/17	\$250
Contract cancellations 3/7/17-5/16/17	\$375
Contract cancellations 5/17/17-6/29/17	\$500
Contract cancellations 6/30/17-8/14/17	\$625
Contract cancellations 8/15/17-9/6/17	\$750
Contract cancellations 9/7/17-9/19/17	4 weeks housing charge
Contract cancellations 9/20/17-10/3/17	8 weeks housing charge
Contract cancellations 10/4/17 and after*	16 weeks housing charge

*All contract release requests received after 10/5/17 will be reviewed for a contract release for the spring semester.

Housing Cancellation Fee – Spring 2018 Rate Schedule

Contract cancellations prior to 10/31/17	\$250
Contract cancellations 11/1/17-11/29/17	\$375
Contract cancellations 11/30/17-12/18/17	\$500
Contract cancellations 12/19/17-1/8/18	\$625
Contract cancellations 1/9/18-1/30/18	\$750
Contract cancellations 1/31/18-2/12/18	4 weeks housing charge
Contract cancellations 2/13/18-2/26/18	8 weeks housing charge
Contract cancellations 2/28/18 and after	16 weeks housing charge

The College of New Jersey
Resolution Approving Regional Graduate Tuition Rate

- Whereas:** TCNJ2021 Strategic Plan calls for the College to take steps toward reaching the goal of 500 additional students (undergraduate, graduate or the revenue equivalent) by 2021; however
- Whereas:** during the last year graduate program enrollments fell below the flat projection; yet
- Whereas:** recruitment of out-of-state graduate students from nearby Pennsylvania counties is an area of potential growth; but
- Whereas:** TCNJ's Fiscal Year 2017 graduate out-of-state tuition is higher than that of its regional competitors most of which charge the same tuition for both in-state and out-state students; and
- Whereas:** current enrollment of graduate students from Pennsylvania has been low (between 26 and 17 students per year); and
- Whereas:** introducing a more competitive regional tuition rate will provide the opportunity for the College to generate more revenue by enrolling more out-of-state graduate students;
- Whereas:** the Provost has proposed to extend the Fiscal Year 2018 graduate in-state tuition rate to graduate students residing within an approximately 40-mile radius in Pennsylvania, namely, 276 zip-codes in counties of Bucks, Montgomery, Chester and Philadelphia(Per Exhibit A); and
- Whereas:** the President has reviewed the proposed regional tuition rate and recommends their approval; and
- Whereas:** the Business and Infrastructure Committee of the Board of Trustees has reviewed the proposed regional graduate tuition rate and has recommended their approval.
- Therefore,
Be It
Resolved:** That the Board of Trustees approves the regional graduate tuition rate effective for the fall semester of 2017.
- Be It
Further
Resolved:** That the regional graduate tuition rate will be established annually as part of the College's tuition and fee structure.

July 11, 2017

Good afternoon, everyone.

As you've heard, I'm Monica Jacobe, and I was honored this spring to be reelected Staff Senate Vice President. The new Staff Senate President, our colleague Joe O'Brien, is here today in his capacity as Staff Representative to the Board of Trustees. As a result, I'm sharing updates and announcements from Staff Senate in Joe's place. Here at TCNJ, I serve as the Director of the Center for American Language & Culture, which houses English Language Learning programs at the College, and Joe, as the Board already knows, is the Director of Business and Computer Operations in Information Technology.

On behalf of Joe, myself, and all of our Staff Senate colleagues, I would like to thank the Board and President Gitenstein for this time to share a brief update on the Staff Senate.

The Senate currently has 73 total members: 45 full members and 28 associate members from across campus, with representation from all divisions of The College. This past year, our members filled nearly 70 seats on college-wide committees and councils of various types, in addition to filling all seats on the four internal councils that make Staff Senate operations possible, and positions on several ad-hoc groups, notably the Student Transitions Council and the President's Advisory Commission on Social Justice: Race and Educational Attainment.

Just recently, we held elections to fill 17 seats for next year's Senate. We are happy to report that for the first time in many years, we had many more candidates run for election than seats to fill. As a result, not only did we fill those 17 seats but gained several new associate members as well. This accomplishment is a result of the wonderful work our Elections and Constitution Committee did reaching out to staff across the campus. We are proud of our diversity and the engagement of staff in governance work and look forward to the coming year and its new energy.

Our monthly meetings are instrumental in keeping staff up-to-date on campus initiatives and providing space for staff to comment and discuss important campus issues.

This past year, we focused a great deal of our time, effort, and work on one critical issue: the review and revision of TCNJ's governance system. Our members worked tirelessly across this year in a variety of ways to contribute to this complex process and its outcome. Many Staff Senate members attended open fora on campus in the early fall to provide feedback on proposed changes, and we opened our October meeting to all staff specifically to provide space for staff feedback, which was gathered there by Cindy Curtis, chair of Steering, and Assistant Provost Jennifer Palmgren. Also in October, the Staff Senate Executive Board participated in a joint governance meeting with faculty and student governance leaders to discuss critical items of the governance revision. Our goal

was to create campus solidarity and strength around proposed changes.

Additionally, of course, staff representatives to the governance groups overseeing revision spent many meeting hours engaged in governance discussions and keeping staff current on these critical conversations. While certainly many individuals and even stakeholder groups may not like all the changes made to campus governance, I know Joe and my Staff Senate colleagues will agree with me that we are excited to operationalize the revised system with our colleagues from across campus.

Our monthly meetings, when not engaged with governance revisions, featured a diverse range of topics and stakeholders. We value such opportunities because it allows staff voice and concerns to be a central part of decision-making and shaping the future of The College. This year, we received a comprehensive and important update on campus construction from Vice President Curt Heuring; heard valuable updates from Dining Services and Sodexo on changes in campus dining options; and learned about changes in staffing and programming related to Professional Development operations in Human Resources. We also provided preliminary testimony on the degree-level goals being developed by the Liberal Learning Program Council; feedback on defining TCNJ's distinctive identity per Strategic Priority III of *TCNJ 2021: Bolder, Better, Brighter*; and, testimony on revisions to policies for change of undergraduate major procedures and student complaints.

Staff Senators also actively engage in contributions to our community not explicitly through governance. This year's Day of Giving featured a number of staff "champions" drawn from the Staff Senate and its leadership, and we were collectively proud to help TCNJ not just meet but exceed its one-day giving goal for November 3, 2016 and raise \$133,000 for The College. In January, a Staff-Senate driven initiative collected 330 pairs of donated shoes from across campus for the Soles 4 Souls organization, a national non-profit that gathers and redistributes donated shoes and clothing to over 127 countries around the world—including the United States.

Of course, one of our shared goals is always to generate interest and engagement from TCNJ staff with campus governance and our wider community. Toward that end, we held a number of staff outings that included an open staff happy hour; a "Wine and Paint" event, the proceeds of which went to "Puppies behind Bars," a Veterans organization; and, most recently, a Staff Senate night at a Trenton Thunder baseball game.

The final event I would like to highlight this year honored staff work from Academic Year 15-16 and took place this past October. Each year, the Staff Senate leads the selection and honoring of recipients of the Helen Shaw Staff Excellence and Special Achievement Awards, and in this cycle, two such awards were given—one to Michelle Gervasi from Student Affairs, who won an individual

award and another to the team in the Center for Community Engaged Learning & Research, housed in Academic Affairs, which won an “office” award. The Helen Shaw award criteria and Fund allow for both such award types, but historically, individuals have been honored more than offices. For me, this was an important reminder of how we get things done here at TCNJ: as a team, one team.

Sometimes in smaller units or parts, but through team work, nonetheless.

And it is the strength in our collective that strikes me in this review of the last year of Staff Senate work. Not just the work of staff or a particular governance body, but the way each of us helps TCNJ become what it is, in whatever role we may play, but always in it together—today, tomorrow, and beyond.

Thank you, again, for this time to share a year of the work of Staff Senate, and for the opportunity to reflect on our shared work and common goals.

**R. Barbara Gitenstein
President's Report
TCNJ Board of Trustees Meeting
July 11, 2017**

This has been a very busy time since the Tuition Hearing on April 25, the last time I gave a report to the Board of Trustees. For instance,

1. We have continued our tradition of exciting lectures and student productions, including Patricia Wright who enlightened us about lemurs and the student production of Legally Blond.
2. We had a great spring season in athletics. In fact, two of our teams had particularly successful post seasons. Baseball made it to the New York Regional NCAA DIII Championship and Lacrosse came in second in the national championship in a heart break game.
3. On May 18 and 19, we celebrated Commencement with 2056 graduates (1693 undergraduates and 363 graduate students) and their families.
4. On June 9, we welcomed back our community partners, New Jersey Special Olympics. Nearly 2500 athletes and thousands and thousands of volunteers from across the state, including the entire law enforcement community, came to TCNJ that weekend.
5. During the spring, I had wonderful opportunities to update alumni across the country: Andy and Maria Polansky hosted alumni in the New York City offices of Weber Shandwick and John and Marcia Beake hosted alumni at the new Denver Broncos facility in Denver, Colorado. Alumni Weekend (April 27-29) was a huge success. Just to give you a sense of the impressive growth in this program: in 2013, 90 alumni joined us for 8 events; this spring 1552 alumni joined us for 37 events.
6. Don Hart and I continued two series of dinners at 110 Murphy drive: eight dinners celebrating and thanking the volunteers of the Campaign Committees and five dinners honoring faculty, staff and administration on the years of services and/or retirements. In the first series, we had the exciting opportunity of highlighting the great work of the faculty, staff and students in all areas of the College. In the latter, I had the personal opportunity to thank individuals for their many years of exceptional service to TCNJ.

And of course, we continue to improve our facilities. Earlier today, members of the board had the opportunity to tour three fabulous construction projects that are nearing completion: the amazing renovation of the Brower Student Center, the renovation of the Chemistry building and the state of the art new STEM building, including the beautiful new Forum.

Almost everything, however, pales in comparison to the results from our first ever comprehensive fund raising campaign:

1. When we began this project, the author of a feasibility study for a possible fund raising campaign indicated that \$25million would be a stretch.
2. We have certainly proved her wrong. As of today, we have raised over \$47million--\$7million above our original goal.

3. While there were a number of extraordinary large gifts, including those from Barbara Pelson, Joan and Bob Campbell, and the Helene Fuld Foundation, the real story of this campaign is the large number of individual participants. To date, 13, 118 donors contributed to this campaign.

I am thrilled to report that we are continuing to see great interest in TCNJ. The Office of Admissions reports that we are experiencing historic interest in the College.

1. Right now we are expecting
 - a. 1570 freshmen
 - b. 265 transfers
 - c. 64 students in the provisional admit program
 - d. 25 students in the new January admit program
 - e. Every single one of these is above target
2. Of the total class, I am pleased to report that we continue to see growing diversity
 - a. 21% of the total class is represented by Black, Hispanic and Puerto Rican students
 - b. in spite of the national challenges, we have seen growth in international enrollment
3. The one category where we are not seeing growth is in out of state national enrollment.
 - a. While there was a growth of 10% in applications and of 5% in admissions from out of state, we saw a drop in out of state enrollment in the freshman class.

Despite these amazing successes, this past spring also presented some challenging moments for the College. Some of these were global issues and some were particular to TCNJ. For instance, I have continued to spend a lot of time advocating for higher education funding and protection of the autonomy of the College and the authority of our Board of Trustees. There have been two particularly stressful issues that we have had to confront: the threatened state government shutdown and the seemingly interminable negotiations of our unions with the Governor's Office of Employee Relations.

Even more stressful were the discussions, protests, and advocacy that followed on the heels of the uncovering of the history of Dr. Paul Loser, former superintendent of schools of Trenton School District and previous namesake for the Nursing, Health and Exercise Sciences and Admissions building. Just last Friday, I received the excellent report from the Advisory Commission on Social Justice: Race and Educational Attainment that provides five recommendations for institutional consideration. These recommendations list specific actions in three time frames (immediate, that is actions that should be completed within the year; intermediate, those that should be accomplished within 3 years; and long term, those that should be accomplished within 5 years). The recommendations are to:

1. Increase the number of students from Trenton and Ewing public schools who are deemed ready to matriculate and graduate from TCNJ;
2. Increase the awareness of and engagement with cities of Trenton and Ewing by TCNJ undergraduates, leading to a deeper sense of community, history and institutional identity;

3. Promote a community, curriculum and culture that is more inclusive among faculty, administrators and staff;
4. Identify an office or individual to oversee the implementation of all accepted recommendations; and
5. Rename the Admissions, Nursing, Health and Exercise Science Building. As we are all aware, on May 24, based on my recommendation (which was based on a May 16 preliminary recommendation from the Commission), the Board of Trustees took action to rename the building Trenton Hall.

The second topic of great concern to the campus and to the community focused on the decision to close an academic unit, the TCNJ Clinic. This unit was originally envisioned as a site for clinical experiences for a subset of our counselor education students and later expanded its services to provide mental health counseling for TCNJ students and community members. What became clear throughout the spring was that whatever the basis for the decision, the process whereby we came to this decision was not transparent or collaborative. The process was in fact so flawed that the foundation for a new analysis needed to be developed. After a May 4 campus forum on the issue, I announced a new process that will engage a broad range of stakeholder groups as well as the services of an outside consultant. I am particularly appreciative of the leadership of Dean Carole Kenner for her willingness to take on new responsibilities and participation in this process. I expect a decision will be reached no later than October 31, 2017.

Similar difficult conversations are happening all over the country and while there were some very painful moments this spring, I think TCNJ handled the situations reasonably well. The question should not be whether we are confronted with problems such as these, but rather, how do we respond in the face of disagreement and conflict. In both cases, we have articulated specific action plans that were and are being created in a collaborative and transparent fashion. By making these action plans public, the College can be held accountable for its responsiveness. Make no mistake, in discussions as complex as these two, there will not be unanimity of opinion. Not everyone will believe that the actions taken are adequate or even in some cases appropriate, but there should be broad acceptance that the plans grew out of our shared commitment to the principles of shared governance, shared leadership and shared responsibility. In addition, I believe that all members of the College community have learned important lessons from the discussions this spring. Specifically, we have been schooled in the following:

1. We must resist talking in silos.
2. We must educate our students in how to advocate effectively.
3. Administrators and faculty must become better listeners to our students and to each other.
4. Everyone needs to become more comfortable with admitting mistakes and willing to reset a situation and a plan.
5. Everyone needs to embrace complexity and resist name calling.

I hope that when we confront similar episodes, as we surely will, that we will commit to remembering these lessons.

This is special moment for TCNJ—together we have accomplished so much, not just this past year, but over the last 18 years. This is not anything that any one person or even a small group of people could have done. We are blessed with an insightful, committed Board of Trustees. Over the years we have benefitted from extraordinary leadership in the officers and particularly the chairs of this governing board. In addition, we have a deep bench of leaders in the membership of other important volunteer boards (Foundation board, Alumni Association, TSC Corp). Currently, TCNJ can boast the most talented and hard working senior leadership team I have ever observed and a faculty that is among the best in higher education. All of us, faculty and senior administration cannot overstate the exceptional support that we receive from talented staff—from the grounds crew to the office assistants. Being the president at TCNJ has been the most gratifying, humbling and exciting professional job I have ever held.

Today I am making public what I have been discussing with the chair of the Board of Trustees for about a year. The site of this announcement is particularly meaningful to me as this was the very room (though with another number!) in which I was first introduced to the campus community as the 15th president of TCNJ. Today, I am announcing that I will be retiring as president of the college effective June 30, 2018. Over the next 10 months, the Board will be able to lead the community in a broad based, consultative search process for identifying and recruiting the 16th president of TCNJ. In the days to come, you will hear much more from Chair Caballero about the process and timeline for that search. I have full confidence that this is exactly the right time for TCNJ to make this transition and to do so in a spectacular fashion. We have successfully completed our first ever comprehensive campaign; we have processes and plans in place that can serve as foundation for the future: a strategic plan, a robust Enterprise Risk Management program; a thoughtful Commission report for reengaging with Trenton and Ewing; we have a very talented and experienced senior leadership team in place and all indications are that we will be welcoming a large, diverse and very talented new class of students for the fall. It is also the right time for me. Don and I will be moving to New York City where we will now be able to attend opera performances mid week! And we will be able to visit our wonderful granddaughter at the drop of a hat. I will be working part time with the Association of Governing Boards as a consultant on board governance, shared governance and mentorship of new presidents. But it will be part time—I need time for opera and Ruby.

I am very proud of what we have accomplished since 1999, but it is what WE have accomplished so I hope that all of you feel the same pride. Each of you in the room and others across the campus and country deserve personal thank yous and I hope to be doing that in the months to come. But I must call out two people today without whom I could not have made it to the office much less led this exceptional institution. First, Heather Fehn. She is not just the chief of staff for the president and the secretary to the Board of Trustees. She is steeped in the culture and values of the College and she knows where all the bodies are buried. She is brilliant, principled, committed and an amazing professional. The College, the Board and my successor are fortunate that she will be right by their side throughout the transition and in the years to come. Second, Don Hart. Now, just to make clear, he's not staying; he's coming with me or rather, I am going with him. His wisdom, advice, insights and love of academe have informed almost every major decision I have made during my administrative career, both at TCNJ and previously at Drake University. He has been patient with me when I could not let go of the thoughts of work—

intruding on our dinners, our vacations and on our sleep. He is the smartest person I know and I love him with all my heart.

We still have a year to go and since all of you know me well—I am not going to stop working for the College until June 30, 2018. We've got a lot of work to do. Let's get going!

Thank you.