

**The College of New Jersey
Board of Trustees
December 5, 2023
8:30 am**

Via Zoom

To access the full agenda including attachments and resolutions, please visit the following website:
<https://trustees.tcnj.edu/meeting-agendas-minutes/>

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

It is moved by _____, seconded by _____, that the Board go into closed session to discuss personnel matters including, but not limited to, Faculty Reappointment to a 4th Year; Staff New Appointments, Change of Status, One-Year Reappointments, Three-Year Reappointments, Four-Year Reappointments, Five-Year Reappointment, potential purchase, lease, sale or acquisition of real property; pending or anticipated litigation or contract negotiation; and matters falling within the attorney-client privilege.

III. Closed Session

IV. Resumption of Public Session

V. New Business

- A. Faculty Actions –Reappointment to a 4th Year – Attachment A
- B. Staff Actions – Staff New Appointments, change of Status, Once-Year Reappointments, Three-Year Reappointments, Four-Year Reappointments, Five-Year Reappointment – Attachment B
- C. Resolution Approving Waivers of Advertising (College Business Purposes) – Attachment C
- D. Resolution Approving Waivers of Advertising (Facilities & Construction) – Attachment D
- E. The College of New Jersey Board of Trustees Resolution Approving a Master of Professional Studies – Attachment E

F. The College of New Jersey Board of Trustees Resolution to Implement FY 2024
Merit Salary Adjustment For Non-Unit Employees – Attachment F

VI. Adjournment

Be It

Resolved: That the next public meeting of The College of New Jersey Board of Trustees, will be held on Tuesday, February 27, 2024 at a time and location to be announced.

Be It

Further

Resolved: That this meeting be adjourned.

Reappointment to a 4th Year

John Nardini

Mathematics and Statistics

New Appointments – AFT Staff

Frascella, Joseph Professional Services Specialist III
Residential Education & Housing
Effective: October 30, 2023

Urquhart, Margaret Professional Services Specialist III
Admissions
Effective: October 23, 2023

Change of Status – AFT Staff

Iacoviello, Stephanie Admissions

From: Professional Services Specialist IV - AFT
To: Professional Services Specialist III - AFT
Effective: October 7, 2023

One-Year Reappointments (Effective July 1, 2024 to June 30, 2025) – AFT Staff

Aleman, Jennifer Professional Services Specialist II

Dean of Science

Andreas, Melissa Assistant Director 2

Dean of Students

Babcock, Caitlin Professional Services Specialist III

Dean of Students

Barger, Ronald Professional Services Specialist III

Enterprise Infrastructure

Bedoya, Brigitte Professional Services Specialist IV

Residential Education & Housing

Bennett, Debeka Professional Services Specialist I

Counseling & Prevention Services

One-Year Reappointments (Effective July 1, 2024 to June 30, 2025) – AFT Staff (cont.)

Blank, Daniel	Assistant Director 2 Women's Soccer
Blicharz, Marjorie	Assistant Director 3 Career Services
Blizard, Paula	Professional Services Specialist IV Records & Registration
Broyles, Jennifer	Assistant Director 3 Career Services
Buckley, Gabriella	Professional Services Specialist IV Residential Education & Housing
Burke, Treasure	Professional Services Specialist I Counseling & Prevention Services
Colfer, Cassandra	Professional Services Specialist III Brower Student Center
Daniels, Tyese	Professional Services Specialist IV Residential Education & Housing
Dean, Shawn	Professional Services Specialist III Student Finance Board
Deaver, Karen	Assistant Director 1 The Tutoring Center
DePrimo, Anthony	Professional Services Specialist IV Communications Marketing & Branding
DiFonso, Lea	Professional Services Specialist III Office of Human Resources
Drake, Corey	Professional Services Specialist III Graduate and Continuing Education
Edwards, Andrew	Professional Services Specialist IV Sports Information

One-Year Reappointments (Effective July 1, 2024 to June 30, 2025) – AFT Staff (cont.)

Farber, Gavin	Professional Services Specialist I Dean of Business
Farr, Ellen	Assistant Director 1 Office of Instructional Design
Felicia, Rayjohn	Professional Services Specialist IV Center for Community Engaged Learning & Research
Freeman, Christopher	Assistant Director Counseling & Prevention Services
Generali, Romina	Professional Services Specialist III Mentoring, Retention and Success Programs
Goll, Satta	Professional Services Specialist IV Admissions
Hallinger, John	Professional Services Specialist III Center for Student Success
Harris, Nicole	Professional Services Specialist III Health & Wellness
Jones, Anthony	Professional Services Specialist III Academic Support
Kang, Ruth	Professional Services Specialist IV Admissions
Kanig, Samuel	Professional Services Specialist IV Center for Community Engaged Learning & Research
Kroposky, Jason	Professional Services Specialist II Enterprise Infrastructure
Lachman, Nathan	Professional Services Specialist IV Residential Education & Housing

One-Year Reappointments (Effective July 1, 2024 to June 30, 2025) – AFT Staff (cont.)

Liberona, Ann	Assistant Director 3 Center for Global Engagement
Malatesta, Dixita	Professional Services Specialist II Accessibility Resources
Manfredo, Michael	Professional Services Specialist IV Center for Global Engagement
Martin, Christa	Professional Services Specialist IV Records & Registration
Mccray, Ky'Ara	Professional Services Specialist IV Residential Education & Housing
McGauley, Marissa	Professional Services Specialist IV Admissions
Mershman, Aaron	Professional Services Specialist IV Football
Miller, Katherine	Professional Services Specialist IV Student Finance Board
Minster, Gary	Professional Services Specialist III Enterprise Infrastructure
Montgomery, Destiny	Professional Services Specialist IV Residential Education & Housing
Novak, Jessica	Professional Services Specialist III Records & Registration
O'Neill, Timothy	Assistant Director 3 World Languages & Cultures
Reinhard, Alexander	Professional Services Specialist III Communications Marketing & Branding
Rodriguez, Andrea	Professional Services Specialist IV Office of Development

One-Year Reappointments (Effective July 1, 2024 to June 30, 2025) – AFT Staff (cont.)

Rodriguez, Antony	Assistant Director 3 User Support Services
Sagona, Jaclyn	Professional Services Specialist III Center for Student Success
Sameda, Neera	Professional Services Specialist IV Admissions
Senior, Carline	Professional Services Specialist III Advancement Services
Shabazz, Natasha	Professional Services Specialist III Counselor Education
Siddiq, Rafia	Professional Services Specialist III Health & Wellness
Sipaque, Steve	Professional Services Specialist III Student Accounts
Stallworth, Ashley	Assistant Director 2 Nursing
Tilghman, Khayriy	Assistant Director 2 Educational Opportunity Fund
Townley, Rachel	Professional Services Specialist II Dean of Education
West, Kaitlin	Professional Services Specialist III Fraternity & Sorority Life
Youssef, Arsenios	Professional Services Specialist III User Support Services

Three-Year Reappointments (Effective July 1, 2024 to June 30, 2027) – AFT Staff (cont.)

Aiyegbo, Babayemi	Professional Services Specialist II Counseling & Prevention Services
Akuma, Benjamin	Assistant Director 3 User Support Services
Anderson, Valerian	Professional Services Specialist II Center for Excellence in Teaching & Learning
Bedi, Sukhvinder	Professional Services Specialist II User Support Services
Brescia, Marc	Professional Services Specialist III Chemistry
Cosper, Floyd	Professional Services Specialist II User Support Services
Daum, Melanie	Professional Services Specialist I Office of Human Resources
De La Rosa, Destiny	Professional Services Specialist IV Bonner Institute for Civic & Community Engagement
Edwards, Edwyn	Professional Services Specialist IV Football
Fasulo, Kristina	Professional Services Specialist III Admissions
Gall, Zachary	Professional Services Specialist III Health & Wellness
Holsten, Adam	Professional Services Specialist II Office of Advancement
Jimenez Tapia, Vanessa	Professional Services Specialist IV Mentoring, Retention and Success Programs
Johansson, Lori	Professional Services Specialist IV Center for Community Engaged Learning & Research

Three-Year Reappointments (Effective July 1, 2024 to June 30, 2027) – AFT Staff (cont.)

Lazzaro, Livia	Professional Services Specialist II Public Health
Lebo, Chelsea	Professional Services Specialist I Nursing
Marano, Gina	Professional Services Specialist III Center for Student Success
Marshall, John	Assistant Director 2 Educational Opportunity Fund
McCadden, Kristy	Professional Services Specialist III Dean of Humanities & Social Sciences
Olliver, Pamella	Professional Services Specialist IV Records & Registration
Pfluger, Sharon	Assistant Director 1 Field Hockey
Pothier, Kara	Assistant Director 2 Communications Marketing & Branding
Read, Bryan	Professional Services Specialist III Office of Development
Ryan, Loreen	Professional Services Specialist IV Athletic Training
Schmidt, Colleen	Professional Services Specialist II Enterprise Infrastructure
Simon, Jennifer	Assistant Director 3 Student Involvement
Warren, Terry	Professional Services Specialist II Dean of Engineering
Woods, Christopher	Professional Services Specialist III Nursing

Four-Year Reappointments (Effective July 1, 2024 to June 30, 2028) – AFT Staff

Blair, Jonathan	Professional Services Specialist II Enterprise Infrastructure
Ilaria, David	Professional Services Specialist II Recreation
Winfield-Summiel, Amanda	Professional Services Specialist II Records & Registration

Five-Year Reappointment (Effective July 1, 2024 to June 30, 2029) – AFT Staff

Stober, Brad	Professional Services Specialist I Enterprise Infrastructure
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**Resolution Approving Waivers
Of Advertising
For College Business Purposes**

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of \$110,900, 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
Concert Ideas \$320,000	Student Organization CUB Concert Professional Services	Student Activity Fee
Degy Booking International, Inc. \$200,000	Student Organization Middle Agent Professional Services	Student Activity Fee
EDS Events and Design LLC \$150,000	Production and Entertainment Services for CUB Student Organization	Student Activity Fee
Wizard's Festival of Fun, Inc. \$180,000	Funival Middle Agent Professional Services	Student Activity Fee
Relation Insurance Services Corp. \$216,000	Cyber Security Premium General Liability (3-Year Agreement)	College Operating
Vertiv Corp – DVL Group \$100,000	Total Service and Maintenance Contracts for Data Centers (3) HVAC units, Dry Coolers, UPS Systems and Batteries	College Operating

**Resolution Approving Waivers
Of Advertising
For Facilities and Construction**

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of \$35,500; 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
EnviroTrac Ltd. \$172,890	Fuel Oil Remediation Professional Services. (3-Year Agreement)	College Operating
NORR Design Phase II \$60,000	For architectural and engineering design fees associated with Roscoe West lower level renovation.	HEFT Grant and Asset Renewal
Public Service Electric & Gas \$3,000,000	Purchase of regulated utility service – natural gas and electric	College Operating

**The College of New Jersey Board of Trustees
Resolution Approving a Master of Professional Studies**

- Whereas: An interdisciplinary group of faculty members has developed a proposed Master of Professional Studies degree program to be housed in the Office of Graduate and Continuing Education; and,
- Whereas: The requirements for this degree program will include the completion of two or more graduate certificate programs and the completion of an integrative, action research project in the culminating capstone course; and,
- Whereas: The program will offer an innovative means for working professionals to earn credentials (e.g., formal certificates) as they develop skills to further their careers; and,
- Whereas: This program is consistent with the mission of The College of New Jersey to give its students a “personalized, collaborative, and rigorous education,” that will enable graduates to be “critical thinkers, responsible citizens, and lifelong learners and leaders” who “sustain and enhance their communities;” and,
- Whereas: This program supports the The College of New Jersey’s strategic plan priority to “Expand graduate and continuing education structure and programming to serve graduate students and lifelong learners;” and,
- Whereas: This program has been reviewed and recommended by and the college-wide Graduate Studies Council and 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 Professional Studies be approved.

December 5, 2023



NEW JERSEY
OFFICE
of the
SECRETARY OF
HIGHER
EDUCATION

ACADEMIC
ISSUES
COMMITTEE
of the
NEW JERSEY
PRESIDENTS'
COUNCIL



STANDARDS FOR NEW ACADEMIC DEGREE PROGRAMS FORM FOR INSTITUTIONS SUBMITTING PROPOSALS

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

The four standards as defined in the regulations are:

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

The purpose of this fillable form is to provide institutions with a clear outline of all items specified in the new academic degree program regulations. All institutions must complete this form, attach any supplemental documents at the end of the form, and submit this information to the Academic Issues Committee (AIC) with the complete proposal.

The following elements of each standard are required and should be clearly presented by the institution to aid in the evaluation by the external consultant and the Academic Issues Committee. Proposals are evaluated on the basis of evidence of meeting each of the standards. *Elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals, and though not required, are highly encouraged.*

Institution	The College of New Jersey
New Academic Degree Program Title	Professional Studies
Degree Designation	Master of Professional Studies
Degree Abbreviation	MPS

STANDARD 1
SUFFICIENT ACADEMIC QUALITY
N.J.A.C. 9A:1-2.11

- ☒ 1) Provide the status of the institution's State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education.

The College of New Jersey is a public comprehensive master's institution licensed by the State of New Jersey and accredited by the Middle States Commission on Higher Education.

- ☒ 2) Provide evidence of appropriately qualified faculty, instructors, staff instructors and/or administrators. *Additional evidence may include, as applicable, other academic units within or outside the institution (e.g., clinical sites) to provide educational services to the program and the commitment of those units is consistent with offering a program of quality in the field.*

The MPS program will be housed in the Office of the Dean of Graduate and Continuing Education, overseen by its Dean, Suzanne McCotter, PhD, and administratively supported by its broadly experienced staff, including Alan Amtzis, PhD, Megan Gordon, MEd, and Michael Ellard, MEd.

Full-time faculty within TCNJ's schools of Arts and Communication, Humanities and Social Sciences, Business, Engineering, and Nursing and Health Sciences are highly qualified and hold terminal degrees. Each school also draws from a pool of qualified adjunct professors with connections to local and national employers, which strengthens course connections to these fields and enhances the relevance of the program.

Integrative STEM Education Faculty (Core Courses PSTU501 & PSTU702)

Manuel Figueroa, PhD, Associate Professor of Integrative STEM Education
Tanner Huffman, PhD, Associate Professor of Integrative STEM Education
Steve O'Brien, PhD, Professor of Integrative STEM Education
Melissa Zrada, PhD, Assistant Professor of Integrative STEM Education

Arts & Communication Faculty (Health & Risk Communication Graduate Certificate, Professional and UX/UI Writing Graduate Certificate)

Yachao Li, PhD, Assistant Professor of Communication Studies
Emilie Lounsberry, MS, Professor of Journalism and Professional Writing
Kim Pearson, MA, Professor of Journalism and Professional Writing
John Pollock, PhD, Professor of Communication Studies
Kathleen Webber, MA, Professor of Journalism and Professional Writing

Business Faculty (Business Analytics Graduate Certificate and Strategy, Innovation, and Leadership Graduate Certificate)

Brenda Chitulescu, PhD, Associate Professor of Management
Xu Han, PhD, Associate Professor of Management
David Holleran, PhD, Professor of Criminology and Business Analytics
Ziyue Huang, PhD, Assistant Professor of Information Systems
Waheeda Lillevik, PhD, Associate Professor of Management
Kevin Michels, PhD, Professor of Marketing and Interdisciplinary Business
Joao Neves, PhD, Professor of Management
Abhishek Tripathi, PhD, Associate Professor of Information Systems

Humanities and Social Sciences Faculty (Diversity, Equity, Inclusion, and Anti-Racism Graduate Certificate, Public Policy Graduate Certificate)

Diane Bates, PhD, Professor of Sociology

Patricia Becker, PhD, Assistant Professor of Criminology

Winnie Brown-Glaude, PhD, Professor of Sociology and African-American Studies

Elizabeth Borland, Professor of Sociology

Daniel Bowen, PhD, Associate Professor of Political Science

Sarah Chartock, PhD, Associate Professor of Political Science

J. Lynn Gazley, PhD, Associate Professor of Sociology

Marla Jaksch, PhD, Professor of Women's, Gender, and Sexuality Studies

Margaret Leigey, PhD, Professor of Criminology

Michael Marino, PhD, Professor of History

David Mazeika, PhD, Associate Professor of Criminology

Michael Mitchell, PhD, Assistant Professor of African American Studies and Criminology

Trevor O'Grady, PhD, Associate Professor of Economics

Brian Potter, PhD, Associate Professor of Political Science

Miriam Shakow, PhD, Professor of Anthropology

Shaun Wiley, PhD, Professor of Psychology

Piper Williams, PhD, Professor of English and African American Studies

Cadence Willse, PhD, Assistant Professor, Department of Political Science

Nursing and Health Sciences Faculty (Health & Risk Communication Graduate Certificate, Public Health Graduate Certificate, Wellness & Coaching Graduate Certificate)

Carolina Borges, PhD, Associate Professor of Public Health

Laura Bruno, EdD, Associate Professor of Kinesiology and Health Sciences

Anne Farrell, PhD, Professor of Kinesiology and Health Sciences

Alexis Mraz, PhD, Assistant Professor of Public Health

Natasha Patterson, PhD, Assistant Professor of Public Health

Brenda Seals, PhD, Professor of Public Health

Marina Souza, PhD, Associate Professor of Public Health

Sylvia Twersky, PhD, Associate Professor of Public Health

- ☒ 3) Provide a plan for the dedication of sufficient resources, including human resources, to implement and maintain the program. *Such resources may include library holdings and other library resources, technology, specialized facilities and equipment (laboratory or otherwise), and/or other needed resources, as applicable.*

Administration

The Dean and professional staff in the Office of Graduate and Continuing Education currently have the capacity to oversee, coordinate, and advise candidates in this program. Once the program consistently enrolls 25 or more students per year, however, a dedicated program coordinator may need to take on the responsibilities for candidate admissions, advising, and evaluation-related tasks.

Faculty

No additional faculty are required for this program (see #2, above).

Support Personnel

TCNJ has sufficient support personnel to service the Flexible MPS. The professional staff coordinating the Flexible MPS are supported by program assistants in the Office of Graduate and Continuing Education. The department of Integrative STEM Education, which oversees PTSU501 and PSTU702, has a department chair and program assistant to support the scheduling and classroom assignments of these courses. Each pre-existing graduate certificate is housed in an academic department, overseen by a department chair, supported by a department program assistant, and additionally supported by staff in their respective Dean's offices. The Office of Graduate and Continuing Education implements marketing strategies,

responds to program inquiries, coordinates the admissions process, and organizes new student orientations.

TCNJ has a librarian liaison for each academic school. These librarians will be available to assist individual students and faculty with their information resource and research needs. The librarians obtain materials, visit courses, and assist in the development of online library guides upon request of instructors. In addition, the Reference Desk located on Level 1 of the library is staffed by one or two professional librarians during the many hours the library is open. Reference librarians are available to help candidates find information, devise search strategies, select databases, or locate additional sources.

The information technology department (IT) supports students and instructors with network, hardware, software, and other technology concerns. These services are particularly important for blended and online learning courses. The IT department offers walk-in support as well as an online client portal.

TCNJ's Division of Student Affairs houses the Office of Title IX and Sexual Misconduct to protect students from sex discrimination and sexual violence. The Title IX office is staffed by two full-time employees and supported by 19 trained Title IX & Sexual Conduct Personnel. This office enables employees, bystanders, or students who have experienced or been accused of perpetrating harm to learn their rights, file a report, or obtain help.

TCNJ's Accessibility Resource Center collaborates with students, faculty, staff, and guests to advance access within the campus community to persons with disabilities. This center has four full-time personnel to provide information and facilitate the provision of accommodations to enable all students to experience their best chance for success at TCNJ.

The Center for Excellence in Teaching and Learning employs five full-time personnel to provide tools necessary for effective instruction and assist faculty with course design, curriculum, and teaching best practices. They offer on-on-one and group consultations, as well as asynchronous opportunities for faculty to develop new skills. The Center for Excellence in Teaching and Learning personnel support and oversee faculty as they transform their courses to use online components or modalities. They also provide the tools to do so successfully (e.g., Zoom, InSpace, Canvas, Kaltura). This office ensures faculty are equipped to accommodate students with disabilities by providing training, consulting, or facilitating the closed captioning of videos.

Facilities and Library

Graduate courses in the constituent certificate programs take place in one of two locations: online or on campus in TCNJ's Art & Interactive Multimedia, Business, Humanities and Social Sciences, or Nursing and Health Sciences Buildings. These buildings have up-to-date technology, smart classrooms, observation rooms, and labs to provide the settings where candidates can learn, create, and innovate. TCNJ has 35 computer labs with several hundred PC and Mac computers and monitors in a wide array of configurations that are available for students and can be reserved for courses to meet. In addition, TCNJ makes available a host of software via its online Virtual Lab, which can be accessed around the globe.

Candidates in the Flexible MPS program will be able to draw on TCNJ's state-of-the-art library that includes over 100,000 periodical titles in a variety of formats: online, print, and microfilm/microfiche. The reference collection holds more than 17,000 volumes, its website provides access to extensive set electronic databases which are specified in the appendices, and its Interlibrary Loan program can provide access to any informational resource desired by students or faculty.

- ☒ 4) Provide clearly stated program objectives that are related to the institutional mission, strategic plan, and, where appropriate, to the careers, professions, or practices into which graduates of the program are expected to enter. *Consider including a plan for student enrollment which may include an appropriate recruitment strategy, appropriate admissions requirements, a plan for transfer students, articulation agreements and/or provisions for part-time enrollment, as applicable.*

This program is designed for career-oriented and innovative students interested in the study of issues and advancements across two connected fields of study. TCNJ's Flexible MPS will offer an innovative means for professionals to earn credentials as they develop their skills. The U.S. Department of Education recognizes the benefits of these types of "stackable" programs in providing "a sequence of credentials that can be accumulated over time to build up an individual's credentials."

TCNJ's Flexible MPS involves a minimum of 30 credits including two core courses and the completion of two certificate programs within the academic schools at TCNJ. Candidates may choose certificates from existing programs in the schools of Arts and Communication, Humanities and Social Sciences, Business, and Nursing and Health Sciences, and future certificate programs may be added as they are developed. Candidates will complete the degree in two to six years, on a schedule that accommodates their needs. Because this program will build upon preexisting certificate programs, the program needs only two new courses—PSTU 501 "Creativity and Community: A Design-Thinking Approach" and PSTU702, the applied capstone course. Faculty teaching within the department of Integrative STEM Education will take initial responsibility for staffing PSTU 501 and 702.

This interdisciplinary graduate program, housed in Graduate and Continuing Education, will deliver a contemporary, relevant, and engaging Master's degree program that provides near-term and long-term benefits to local professionals and their places of employment. The program objective is to prepare candidates for professional positions that extend beyond their current specialty or career paths. In addition, specialty-specific objectives are achieved through each graduate certificate, providing practical skills and credentials with immediate value as candidates work toward their degrees. With the addition of tangible skills and enhanced knowledge, candidates will be more marketable and new professional avenues will be open to them. The overall approach involves innovative courses, interaction with practicing professionals who can learn from one another, practical input from professionals in the field, and face-to-face interactions with knowledgeable faculty. Due to the inter-scholastic design of the program, particular attention is paid to consolidating the candidate's experiences into a cohesive whole.

Relationship of the Program to the Institutional Strategic Plan

TCNJ's strategic plan, [TCNJ 2027](#), lists "Further extend the college's impact and reach beyond the undergraduate core, bringing TCNJ's educational excellence and partnership to additional graduate-level/lifelong learners and communities" as one of its three primary commitments. The Phase I priority (to be implemented in 2023-2024) aligned with this commitment is to "Expand graduate and continuing education structure and programming to serve graduate students and lifelong learners." This degree, which parallels the Master of Arts in Educational Studies approved in 2023, provides one expanded pathway for graduate students in non-educational fields. It opens up an option for graduate students who seek professional competencies and advancement which may not directly align with single academic fields, but offers the opportunity to merge these fields in a setting with exceptional pedagogy and associated learning outcomes.

The corresponding benefit to this commitment is that "TCNJ alumni, graduate students, and continuing-education pursuers of 2027 will select from a more extensive menu of programs, certificates and degrees; have access to interdisciplinary pathways to advance their careers; experience new flexible learning modalities; and have the option of turning to TCNJ for lifelong learning opportunities." Implementing a Masters of Professional Studies sets up a structure where this benefit can be realized. This degree has been conceptualized as fully interdisciplinary; students can combine certificates from different departments and schools including existing ones from the Schools of Nursing and Health Sciences, Arts and Communication, Business, Humanities and Social Science, and aEngineering. The flexible nature of the proposal will allow new certificates to be phased in as they are proposed and approved. The nimble nature of the degree means that students can identify the certificates that will be most beneficial to their professional growth. For example, combining a certificate in Professional Writing with a certificate in Women, Gender and Sexuality Studies may not be appropriate for all students, but for one hoping to work in the Communications sector of an agency that supports domestic violence shelters. Similar pairings can be individualized to each student's needs.

The MPS represents a collaboration across departments and schools and is intentionally designed to accommodate candidates' varying needs. Flexible programs are responsive to diverse interests because they allow candidates to complete a degree by combining certificate programs from different departments rather than requiring a focus in just one area. Because each credit earned could count toward a graduate degree, this program facilitates retention as it encourages certificate program completers to continue at TCNJ. The flexible program schedule and timeline accommodate the needs of working professionals who may want to finish the program quickly or at a slower pace, depending on their personal circumstances.

TCNJ's 2022 strategic plan lists "Managing to the bottom line, ensuring long-term financial stability" as a key element of the five-year plan. With this in mind, the MPS has the potential to attract more candidates to TCNJ's graduate certificate programs and generate additional resources for TCNJ. Adding this degree option leverages TCNJ faculty expertise by making efficient use of current programs and potentially increasing enrollment in under-enrolled graduate courses. At the same time, the proposed program does not detract from TCNJ's main focus on undergraduate programs and makes efficient use of current graduate offerings because the constituent certificate programs are existing. The design of the MPS program allows faculty to add new certificate programs to the degree as they are approved, accommodating shifting needs in and making it easy to keep the degree up-to-date.

- ☒ 5) Provide appropriate student learning outcomes, in the form of a table, that incorporate:
- a) Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum;
- AND**
- b) A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition.

TCNJ's Master of Professional Studies (MPS) degree program is distinctive, and to our knowledge, is the first of its kind in the State of New Jersey, as it unites previously discrete certificate programs from varying disciplines across campus. This form of academic synthesis creates a specific assessment challenge for program developers. There is a need for a similarly unique approach to assessment, one that addresses coursework within each certificate as well as how certificate programs are cohesively combined.

The MPS structure will depend strongly on this synthesis, which will influence both in-process as well as final capstone program assessments. In this respect, the MPS program and the coursework assessments within each component are guided by the Systems Thinking / Design Thinking frameworks. This contemporary approach to organizational structures and curricular experiences highlights the interconnectedness of wholes and parts through relationships as they arise in the learner and their environment. This framework seeks innovative connections that enable effective actions and systemic change, often in the form of personal and professional development. This model reinforces collaboration between partners (such as students, instructors, course designers, and potential co-workers) and consequently generates synergistic learning where the whole may derive added value from a menu of discrete academic and personal experiences.

The MPS offers a 30-to-36 credit Master of Professional Studies that combines an integrative core curriculum with two graduate certificates that will complement each other. The integrative core will be composed of three elements:

- 1) the initial admissions essay/graduate plan of study
- 2) a 2-credit "creativity and community: a design-thinking approach" course in the 1st semester, and
- 3) a 3-credit applied capstone project in the last semester.

The integrative core required of all students completing the MPS degree will provide the framework for two graduate certificates that will be chosen from the college's current and emerging graduate certificate offerings, listed below.

The aforementioned assessment model will be central to evaluating the extent to which students' have met the internal standards of satisfactory rigor. A Design / Systems Thinking approach will provide the framework for the program which seeks to assess students' abilities to articulate the underlying connections between various academic experiences into a systematic whole.

Course and Certificate assessments will evaluate students' abilities to internalize course content and dispositions, integrate divergent coursework through their own meaning-making, and identify practical implementation strategies based on their own professional goals. Markers of student competency may include such domains as conversational comfort, presentation and planning skills, project and performance-based assessments, and traditional formative or summative assessments

The assessment model for the MPS will include course-linked assessments and activities within each certificate program as well as those that connect the certificate programs into a cohesive educational experience, specifically at the entry and exit points of the program. Each individual certificate discipline will contribute discipline-specific assessments designed to evaluate evidence of student learning, application, and practical implication. MPS program coordinators will work collaboratively on assessments that address the specific certificate combinations selected by students within the program.

Three assessment dimensions emerge as significant for evaluating student progress and programmatic success. The assessment process both within and at the completion of the program will be looking for evidence of internalization, integration, and implementation.

*Internalizing the connections and dispositions of the discipline. This assessment domain seeks to gauge students' understanding of course content and concepts, their conversational comfortability, and students' meaning-making throughout the courses.

*Integrating the two certificate areas in ways that ensure creative and effective application and use in their professional practice: This assessment domain seeks evidence of students' synthesis and their ability to demonstrate and articulate connections between seemingly differing areas of study. A central question will be how students can show evidence of their own ability to unite their chosen certificate areas, focusing on divergent and convergent tensions and concepts. And

*Implementing, understanding, and mastering course content: This assessment domain will focus on how students articulate the practical and creative possibilities enabled by combining their chosen certificates in their intended professional practice. Assessments may involve students' ability to present a vision of potential pathways created by the conjoined areas of study in unique ways.

As mentioned elsewhere, the MPS will be framed by a required introductory course complemented by a summative capstone course. Both courses will reinforce the overarching concept that students will integrate coursework content in creative and individualized ways that position them as collaborative problem solvers. These entry and exit core courses provide a framework which ensures that students understand the need and responsibility for them to integrate the goals and outcomes of their chosen certificate programs.

MPS Core Courses

Course Title	Course Outcomes	Assessments
PSTU501 "Creativity and Community: A Design-Thinking Approach"	PSTU501 Will equip students with dispositions and skills that enable them to innovate in their selected professional domains, and scope a potential MPS capstone project. The frameworks and skills presented in the entry course center on Value Creation, which is defined broadly as the generation of an important or useful item, process, or	Weekly Discussion & Reflection Writing Assignments Five "Mini" Projects Mid-Term Value Creation Project: In this culminating project the student identifies a problem or goal they are passionate about and, using the possible tools and

	<p>information, regardless of whether it has tangible monetary value.</p> <p>Specific course learning goals:</p> <ol style="list-style-type: none"> 1) Apply design- and systems-thinking concepts to design and investigate problems in various domains and inform potential solutions; 2) Explain how specific Habits-of-Mind and Leadership practices advance Value Creation; 3) Identify the ways technologies, such as digital storytelling, support Value Creation; 4) Develop a comprehensive description of a potential capstone problem/ goal, and to scope any intended, and potential unintended impacts. 	<p>frameworks that were investigated in the course, document a preliminary plan to effectively engage the problem/ goal.</p> <p>The Value Creation Project will include:</p> <ol style="list-style-type: none"> (i) an Abstract summarizing the Project, (ii) a Problem/ Design Statement, (iii) the use of an appropriate framework for outlining the approach, and (iv) incorporation of Digital Storytelling tools. <p>Final Exam</p>
PTSU702 "Capstone Course"	<p>PTSU702 uses work previously completed in PTSU501, as well as other knowledge and skills developed through MPS program experiences, to enable the student to further develop their personalized problem/goal. In specific, the "4D's" model for design-thinking ("Discover, Define, Develop, Deliver," originally proposed by Stanford University's d.School) is used to outline key actions that students will complete.</p> <p>Specific course learning goals:</p> <ol style="list-style-type: none"> 1) Apply previous knowledge and experiences to successfully implement a design- and systems-thinking approach to a problem, a problem in a domain of substantial interest to the student; 2) Ability to communicate effectively with a range of audiences; 	<p>Checkpoint #1: Creative Confidence Project</p> <p>Checkpoint #2: AACU Value Rubrics Review Project</p> <p>Checkpoint #3: Mentor Selection Finalized</p> <p>Checkpoint #4: Instructor Approval of Project Development Plan, including comprehensive literature review and effective Gantt chart. (If the project requires the design and construction of a physical object (or code/website/ social media content) then an additional Design Review Checkpoint is required.</p> <p>Checkpoint #5 (ongoing): Documentation of the Progress of the Project, including electronic notebook, updated presentations, and mentor feedback</p>

	<p>3) Ability to recognize ethical and professional responsibilities; and,</p> <p>4) Ability to acquire and apply new knowledge as needed, using appropriate strategies.</p>	<p>Checkpoint 6: Department/School Session Presentation</p> <p>Checkpoint 7: Final Project Documentation Due</p> <p>Following is the grading schema for the course:</p> <ul style="list-style-type: none"> ●5%: AACU Value Rubrics Review Project ●10%: Creative Confidence Project ●15%: Electronic Project Notebook ●25%: Presentations (Update presentations and the Final presentation) ●45%: Final Project Documentation
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MPS Certificate – Course Lists

Certificate Name	Included Courses
Public Health Graduate Certificate	<p>5 Courses - 15 Credits</p> <ul style="list-style-type: none"> ● PBHG 521 Health Systems and Policy ● PBHG 540 Intermediate Epidemiology ● PBHG 685 Health Promotion for Individuals, Families, and Communities OR PBHG 504 Environmental and Occupational Health ● Two elective classes based on student interests.
Professional and UX/UI Writing Graduate Certificate	<p>4 courses - 12 Credits</p> <ul style="list-style-type: none"> ● JPW 500 Foundations of Professional Writing ● JPW 502 Writing and Production for Digital Media ● JPW 503 Audience and Community Engagement ● JPW 504 UX/UI Writing

Diversity, Equity, Inclusion & Anti-Racism Graduate Certificate	<p>5 courses - 15 credits</p> <ul style="list-style-type: none"> • AASG 581/SOCG 581: Sociology of Race in the US • PSYG 555: Social Psychology of Power, Oppression, and Privilege • AASG 699: Diversity, Equity, Inclusion, & Anti-Racism Graduate Practicum <p>Gender-Focused Electives (choose 1 course):</p> <ul style="list-style-type: none"> • AASG 576/HISG 565: African American Women's History • AASG 575/WGST 565: Black Feminist Thought • WGST 543: Queer Studies • WGST 510: Feminist Theories • WGST 520: Gender Equity in the Classroom • WGST 530: Men and Masculinities: Literary Perspectives <p>Other Electives (choose 1 course):</p> <ul style="list-style-type: none"> • AASG 562/WGST 562: History of Black Lives Matter • AASG 553/CRMG 552: Race, Crime, and Justice
Strategy, Innovation, and Leadership Graduate Certificate	<p>5 courses - 15 credits</p> <ul style="list-style-type: none"> • BUSG 610: Innovation • MGTG 600: Strategy and Sustain Competitive Advantage • MGTG 650: Strategic Human Resource Management • MGTG 635: Leading Organizational Change • MGTG 640: Negotiations and Dispute Resolution

Public Policy Graduate Certificate	<p>5 courses - 15 credits</p> <ul style="list-style-type: none"> • PUBG 501 The Policy Process in Theory and Practice • PUBG 502 Public Budgeting and Management • PUBG 503 Microeconomics and Public Policy • PUBG 511 Program Evaluation and Causal Inference for Policy Analysis • PUBG 605 Health Politics and Policy OR PUBG 610 Environmental Policy
Business Analytics Certificate	<p>5 courses - 15 credits</p> <ul style="list-style-type: none"> • ISTG 605: Foundations of Business Analytics • ISTG 610: Regression Modeling • ISTG 650: Machine Learning • ISTG 615: Business Analytics II • ISTG 640: Text Mining
Wellness Coaching Certificate	<p>6 courses - 18 credits</p> <ul style="list-style-type: none"> • KHSG 501/Current Health & Wellness • KHSG 509/Functional Personal Conditioning • KHSG 525/Personal Nutrition • KHSG 551/Stress Management • KHSG 675/Coaching Leadership • KHSG 695/Wellness Coaching Internship

Health and Risk Communication Graduate Certificate	<p>3 core courses - 9 credits</p> <p>Required:</p> <ul style="list-style-type: none"> • PBHG 603: Health and Risk Communication Theory • PBHG 615: International Communication • PBHG 660: Global Health and Risk Communication Campaigns: A Social Marketing Approach <p>Plus 1 of the following (3 credits):</p> <ul style="list-style-type: none"> • PBHG 545: New Media and Health Communication • PBHG 650: Health Education in Practice • PBHG 677: Disclosure, Stigma, Privacy, and Health
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By design, each of the constituent programs within the MPS has its own specifically tailored learning outcomes and processes. Each certificate contributes its own professionally linked outcomes and assessments to the larger landscape of the program as a whole. The learning outcomes and graduated course sequencing for each certificate are based on relevant professional standards and ensure the MPS program's effectiveness.

Courses within each certificate are thoughtfully connected and typically sequential, establishing and enhancing students' knowledge base as they progress through their self-designed program. However, certificates do not need to be completed sequentially and may be completed concurrently so that each course, regardless of its corresponding certificate, can inform and enhance the knowledge and experience gained within others. Assessments include measures that will require students to articulate their own meaning-making and ways of combining the work of divergent certificates. The assessment process, which includes individual course and certificate assessments complemented by the entry and exit capstone courses, will offer evidence of students' level of content mastery, skill acquisition, and integration capabilities. The table, MPS Course Assessments, illustrates the initial schema for courses and assessment, and features selected assessments which provide an overview of the MPS evaluation process.

MPS Course Assessments

Certificate Program.	Professional Standards (as applicable, with hyperlink)	Assessment Inventory
Public Health	Council on Education For Public Health	Intermediate Epidemiology (PBHG 540) students conduct an observational epidemiologic study (cross-sectional, case-control OR retrospective cohort) using secondary data; PBHG 521 Health Systems and Policy students will write a White Paper with a Systems Thinking Map. Students will propose a policy

		intervention based on population needs, assets, and capacities that affect communities' health, assess the cost of illness, and evaluate policies for their impact on public health and health equity. Students will include a systems' thinking map reviewing policy impact on health outcomes (causal loop or mind map). Those are the two required classes that everyone takes as part of the certificate.
Professional Writing	A guide to the assessment of learning outcomes for ACEJMC Accreditation	JPW 500 - digital portfolio JPW 502 - digital portfolio JPW 503 - digital portfolio JPW 504 - digital portfolio
DEIA		All students in the DEIA certificate program must enroll in "Diversity, Inclusion, and Anti-Racism Graduate Practicum" (AASG/WGST699), which fulfills the internship requirement.
Strategy, Innovation & Leadership	AACSB Accreditation Standards (Standard 5: Assurance of Learning, pp. 45-49) AACSB Interpretive Guidance (Standard 5: Assurance of Learning, pp. 30-36)	Indirect Measure: Career Center First Destination Survey
Business Analytics	AACSB Accreditation Standards (Standard 5: Assurance of Learning, pp. 45-49) AACSB Interpretive Guidance (Standard 5: Assurance of Learning, pp. 30-36)	Indirect Measure: Career Center First Destination Survey
Public Policy	Courses designed to reflect NASPAA	Certificate Capstone Reflective Essay

	Universal Required Competencies	PUBG 511 Poster Presentations and Research Paper PUBG 502 Budget Analysis project PUBG 503
Wellness Coaching	NBHWC Coach Competencies	KHSG:695 Wellness Coaching Internship
Health Risk Communication	Council on Education For Public Health	Competencies and Assessments

- ☒ 6) Provide evidence of program rigor in the curriculum with information that displays:
- ☐ a) Program outcomes detailing what students will be able to demonstrate at completion of the curriculum, *which may include, if applicable, adequate program options and/or other opportunities for students, as well as fulfillment of curriculum certification and/or accreditation standards;*
 - ☐ b) Planned curriculum with course descriptions *which can be enhanced with supplementary information that may include credit values including hours per week and how many weeks per term; credit distribution and nature of required, elective, and research courses; mode of instruction; and/or a detailed curriculum that represents a suitable approach to professional study in the field, as applicable;*
 - ☐ c) A plan to provide students access to faculty, instructors and/or staff;
- AND**
- ☐ d) Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available.

a. PROGRAM RIGOR AND OUTCOMES

The MPS requires a minimum of 30 credits obtained through a minimum of 10 three credit courses in two or more certificate programs and two core courses. Upon matriculation into the MPS program, students will attend an orientation session introducing them to the program requirements. Individual course progressions will depend on the requirements in the constituent certificate programs.

The MPS's constituent certificate programs will include the certificates listed below and certificate programs yet to be approved at The College of New Jersey.

Public Health
Professional and UX/UI Writing
Strategy, Innovation, and Leadership
Public Policy
Business Analytics
Wellness Coaching
Gender Studies

Diversity, Equity, Inclusion, and Anti-Racism Health and Risk Communication

Although this program is new, all of the certificates above already exist and have been reviewed for academic strength and rigor. The inclusion of new graduate certificate programs into the degree will be determined by the department developing the proposed program. Course descriptions are listed below.

Students must combine at least two certificate programs with non-overlapping courses to create their degree program. At this point, there are no overlapping courses in certificate programs. If future certificates offer overlapping courses, students will need to add electives to ensure that the credit count is 30 credits or more. Certificate combinations may result in an acceptable excess of 30 credits. Students who choose two 12-credit certificate programs (e.g. Professional & UX/IU Writing and Health Risk and Communication) may need to add an elective course to obtain the required 30 credits. Students may select elective courses from TCNJ's wide menu of graduate offerings, but admission into elective courses will be contingent upon MPS candidates meeting all course prerequisites and obtaining approval by the relevant program chair or instructor.

Like other TCNJ graduate programs, candidates may transfer credits from other institutions, provided they meet the criteria outlined in college policy. All approvals for transfer credits will be made by the program coordinator responsible for the relevant certificate programs where transfer credit is sought and will be subject to the relevant departments transfer credit policies. The core courses are not eligible for substitution.

b. MPS CORE AND CERTIFICATE COURSE DESCRIPTIONS

PTSU501 "Creativity and Community: A Design-Thinking Approach," is a 2-credit introductory course that will equip students with dispositions and skills that enable them to innovate in their selected professional domains, and scope a potential MPS capstone project. The frameworks and skills presented in the entry course center on Value Creation, which is defined broadly as the generation of an important or useful item, process, or information, regardless of whether it has tangible monetary value.

PTSU702 "MPS Capstone Course," uses work previously completed in PTSU501, as well as other knowledge and skills developed through MPS program experiences, to enable the student to further develop their personalized problem/goal. In specific, the "4D's" model for design-thinking ("Discover, Define, Develop, Deliver," originally proposed by Stanford University's d.School) is used to outline key actions that students will complete. Course includes 1) a review of key skills and habits of mind that are useful in designing, and implementing, solutions to problems; 2) a review of the AACU skills rubric and deeper exploration of a subset of these skills that may be most important for the capstone projects; 3) selection and onboarding of a project mentor (beyond the course professor); 4) approval of project development plan (which includes a comprehensive literature review and a Gantt chart; 5) documentation of the progress of the project; 6) department/school presentations; and 7) final project documentation.

AASG 553/CRMG 552: Race, Crime, and Justice (3 credits). A critical examination of the correlation between race and crime in America. The course will focus on four major areas: race and the law, race and criminological theory, race and violent crime, and myths and facts about race and crime. Through critical examination of readings and official statistics, students will come to understand the complexity of the relationship between race and crime within the American Criminal Justice System and broader social context.

AASG 562/WGST 562: History of Black Lives Matter (3 credits). In this course, students critically analyze scholarly and activist writings that expose and interrogate anti-black ideologies and violence in the United States from slavery to the present. The discourses of marginalized and traditionally unheard voices critique and challenge the racist discourses that animate, perpetuate, and justify structural racism. Students gain an understanding that racist violence is historical, ongoing, ideologically premised, institutionalized, and enmeshed with multiple oppressions, including sexism, classism, heterosexism, and

cissexism; therefore, effective activist responses to anti-black violence must be intersectional and inclusive.

AASG 575/WGST 565: Black Feminist Thought (3 credits). Traces the evolution of feminist consciousness among African women. Students will trace the thoughts, social and political activism and ideologies generated by women of African ancestry from the early 19th Century free black “feminist abolitionists” to contemporary times. “Womanist,” “Feminist,” “Critical Race Feminist,” and “Black Feminist” ideologies will be emphasized through course readings and assignments that explore the emergence and perpetuation of an African women’s feminist consciousness.

AASG 576/HISG 565: African American Women’s History (3 credits). A study of the experience of African American women in the United States, from both historical and contemporary perspectives. Through a survey of critical time periods, key social institutions, and crystallizing experiences, the course will explicate the role of African American women in shaping present American society. Readings, lectures, discussions, recordings and movies will be used to present a comprehensive and cohesive understanding of the historical experiences of African American Women.

AASG 581/SOCG 581: Social Psychology of Power, Oppression, and Privilege (3 credits). A broad sociological study of race in the dynamics of American power, privilege, and oppression. The course argues race, as a concept and social phenomenon, is fluid, malleable, and socially constructed and those characteristics have made it a persistent and useful feature in US historical development.

AASG 699: Diversity, Equity, Inclusion, & Anti-Racism Graduate Practicum (3 credits).

BUSG 610: Innovation (3 credits). This course will explore the nature of innovation. We will explore both the mindset and the process of innovation, asking where new ideas come from, and how and why certain methods promote innovation. The course will consider how new ideas are often a synthesis of ideas from varied disciplines; how new thinking often begins by challenging received understandings; and how new understandings can emerge from that critique. We will ask you to apply this knowledge to generate and propose innovative products and services both individually and in a group.

ISTG 605: The purpose of this foundation course is to provide students with an opportunity to learn how to understand, analyze, and present data by applying the concepts of business analytics, visualization, and visual analytics using tools such as Tableau, Python, R, and PostgreSQL. Students will conduct an individual and team-based project that involves understanding the life cycle of the Predictive Analytics System including collecting and cleaning data/datasets, storing datasets in the Database/Data Warehouse, and using different exploratory data analysis techniques to describe and visualize large data sets. Students are required to submit a consolidated report and give a presentation after the project. Students get experience working in teams, participating in project planning and scheduling, writing reports, giving presentations, and professionally interpreting results.

ISTG 610: Regression Modeling (3 credits). This course develops the foundation of statistical learning through multiple regression modeling. The software package R will be employed for regression modeling and data visualization. Benchmarking of formulated regression models using training data will be thoroughly explored as well as prediction error with validation data. The course culminates in a research project where an ensemble of the methods explored this semester will be employed.

ISTG 615: Business Analytics II (3 credits). This course continues the foundation of statistical learning covered in ISTG 610 Business Analytics I. The software package R will be employed for regression modeling and data visualization. Benchmarking of formulated regression models using training data will be thoroughly explored as well as prediction error with validation data. The course culminates in a research project where an ensemble of the methods explored this semester will be employed.

ISTG 640: Text Mining (3 credits). This blended course will cover the fundamental concepts and practical applications of text mining and analytics. Students will explore the process pipeline from converting unstructured text to structured data, and, leveraging Natural Language Processing to extract useful and interesting information such as text categories, text topics, trends and user sentiments. Students will learn to analyze results and gain practical skills through the use of Python.

ISTG 650: Machine Learning (3 credits). This blended course introduces students to the theoretical concept, techniques, and real-world applications of Machine Learning. This course will focus on the foundation knowledge of a machine learning world, which includes the broad concepts of business analytics, data science, visualization, and visual analytics using tools such as Tableau, Python, and R. Upon successful completion of the course, students will have a broad understanding of machine learning algorithms, strengths and weaknesses of different machine learning algorithms, formulate and solve machine learning problems that arise in real-world applications, and their use in extracting knowledge from data.

JPW 500 Foundations of Professional Writing (3 credits). Students will learn the fundamental principles of rhetoric, esthetics, law and ethics that underlie all genres of professional and technical writing. They will also be introduced to research in digital rhetoric, cognitive science and applied linguistics that shape our understanding of persuasion and media functions and effects. Students will draw upon research literature in public relations, journalism, emerging communications technologies, advertising and technical writing to analyze media artifacts and communications campaigns for effectiveness, ethics and legality. Students will also learn or reinforce skills essential to conducting research at the graduate level. This course fulfills a requirement for the Certificate program in Professional and UX/UI Writing and is open to students in that program or others by permission.

JPW 502 Writing and Production for Digital Media (3 credits). Students will develop or improve their proficiency at creating content using digital tools for creating visual, aural, video, interactive and XR content. Students will create a portfolio of media artifacts that demonstrate both technically-proficient storytelling and effective, ethical communication. This course fulfills a requirement for the Certificate program in Professional and UX/UI Writing and is open to students in that program or others by permission. (May be taken as a co-requisite with: Foundations of Professional Writing or permission of the instructor)

JPW 503 Audience and Community Engagement (3 credits). Students will become conversant with the growing field of audience and community engagement in professional communication contexts. Students will design, execute and evaluate audience engagement campaigns that reflect a mastery of digital rhetoric. As a culminating exercise, students will present their campaigns and underlying research in a public forum. They will also author a report on a current issue in social media policy for a professional audience. This course fulfills a requirement for the Certificate program in Professional and UX/UI Writing and is open to students in that program or others by permission.

JPW 504 UX/UI Writing (3 credits). Students will deepen their understanding of audience analysis, information architecture, and writing for user experience and usability. They will apply this understanding to the creation of a range of web, mobile, and interactive artifacts. Students will propose and execute a portfolio project relevant to their professional field. This course fulfills a requirement for the Certificate program in Professional and UX/UI Writing and is open to students in that program or others by permission.

KHSG 501 Health & Wellness Issues (3 credits). This course is designed for students to explore wellness as an active choice based on understanding of the science of health/wellness and the statistical study of risk factors for mortality and morbidity. To develop this understanding through an investigation of lifestyle issues facing select populations. Learning to assess lifestyle behaviors, interpret indicators and trends, and evaluate choices using comprehensive health assessments.

KHSG 509 Functional Personal Conditioning (3 credits). Providing a foundation for basic strength and conditioning principles and techniques. This lecture/laboratory-based course provides students with an approach to choosing and applying exercise methods and technique to appropriate self-teaching and coaching practices. A proper foundation of exercise technique and application of fitness principles are essential for the development of optimal training programs to enhance fitness performance and overall well-being

KHSG 525 Personal Nutrition (3 credits). Addressing the science and fundamentals of human nutrition. Examining nutritional requirements, food choices, connection to individual and family behaviors and needs, and food safety. Connecting cultural and fad food/diet options to enhance health and prevent chronic disease.

KHSG 551 Stress Management (3 credits). Examine the dimensions of health & wellness and how each of those areas is impacted by stress. Explore and apply a variety of stress management techniques with the goal of improving individual/societal health while addressing social inequalities related to mental health.

KHSG 675 (3 credits). Explore coaching techniques and strategies used to guide individuals to determine and implement best practices for personal health and well-being. Apply coaching techniques in education and relevant practical experiences.

KHSG 695 (3 credits). Coaches participate in clinical experiences to employ strategies that will foster client's personal growth. Integrated learning will occur by working with a variety of health-professions to address the individual's holistic needs and 8-dimensions of wellness (mental/emotional, spiritual, occupational intellectual, social, physical, environmental, and financial).

MGTG 600: Strategy and Sustain Competitive Advantage (3 credits). The course provides concepts and analytic frameworks for managers to conceive and execute strategies of a company. In particular, we will address how firms compete, create value and build sustained competitive advantage into their strategies. You will have an opportunity to integrate what you have learned from various business disciplines to form a more holistic and strategic perspective on firms.

MGTG 635: Leading Organizational Change (3 credits). This course develops the knowledge and skills you will need for leading change efforts in organizations. Change is a constant in organizational life and managers need to develop the ability to effectively manage and lead change initiatives. Our class time will focus on analyzing and understanding the processes of organization change; we will learn about the key dynamics of change and survey a range of approaches for effective organization change. We will explore the theory and practice of creating change, examine the impediments to change, and apply various frameworks and tools for effectively initiating, implementing, and institutionalizing organizational change in various organizational contexts.

MGTG 640: Negotiations and Dispute Resolution (3 credits). This blended course is designed to provide you with the intellectual tools and reflective experience that will help you achieve better negotiation outcomes in a sustainable and responsible manner. Negotiations are defined broadly, ranging from simple two party negotiations to complex multi-issue, multi-party situations, and from bargaining with willing and motivated parties to dealing with intractable issues and difficult people.

MGTG 650: Strategic Human Resource Management (3 credits). Many managers and organizations realize that human resources management (HRM) plays an important role in the company's core and distinctive competencies. Companies often describe the people they employ as their most important asset. Failing to manage employees appropriately can have damaging effects on the company. Most innovative companies view talent as a competitive differentiator and one where the acquisition, engagement, development, and retention of talent is a strategic priority. This course examines how human capital is recruited into an organization, and the processes used to engage employees and maximize productivity and creativity at all levels in the organization. It will incorporate key theories around human behavior, with human resource policies and procedures, and practical application of all of these both in the current changing world of work. Students will learn how to integrate the basic HRM concepts of recruitment, selection, training and development, compensation and employee relations (among other topics) in a strategic way, through case discussions and experiential exercises, as well as a real-world application project in a firm.

PBHG 504 Environmental and Occupational Health (3 credits). This course will offer an introduction to environmental and occupational health. Students learn about physical, chemical and biological hazards found in the environment including human induced toxins. A special focus will be on occupation risks, particularly for vulnerable populations such as women, migrants, and children as well as occupational groups such as miners, hospital workers and other occupational groups.

PBHG 521 Health Systems and Policy (3 credits). This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community and its environment are examined to determine how they impact Health Services Administration. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services. The student will conduct an organizational assessment and a community health system analysis

PBHG 540 Intermediate Epidemiology (3 credits). Epidemiology covers the basic principles of epidemiology e.g., study design, measures of association, biases and confounding variables, disease detection, and risk analysis. It emphasizes critical thinking, the limitations of current conceptual and methodological approaches in epidemiology, ethical and social justice considerations and socio-cultural aspects of public health, using examples from epidemiological studies carried out in the United States and internationally.

PBHG 545: New Media and Health Communication (3 credits). The emergence of new media technologies intersects with public health in many ways, raising new questions and affording new opportunities for health communication and intervention. This seminar examines the roles and effects of new media and emerging technologies in a variety of health communication contexts and prepares students to utilize new media tools when designing health interventions through critical reading, intensive discussion, empirical exploration, and hands-on application.

PBHG 603: Health and Risk Communication Theory (3 credits). This course focuses on health and risk communication theories that inform and drive public health communication campaigns. Students will learn theoretical perspectives related to the four stages of the communication campaign process, including planning and developing campaign strategies, designing messages and materials, implementing the program, and assessing effectiveness and making refinements. Special attention is given to creating effective public health messages that are theoretically and empirically grounded. This course aims to enhance theoretical understanding and give students an applied experience that will serve as a foundation for a career in public health and health communication.

PBHG 615: Health Education in Practice (3 credits). 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).

PBHG 650: Health Education in Practice (3 credits). This graduate level course will allow students the opportunity to develop critical skills as a health educator. This course provides a thorough examination of the theories and evidence-based practices used in the profession. Students will apply theoretical models to health education program development, planning and evaluation. Topics to be covered include community needs assessment, social determinants of health, advocacy, social media, cultural competency, health education resources, budgets and funding, and critical issues in health education. The students will develop a community health education project as well as create a health education tool kit that includes designing multiple health education resources. This course will also prepare students for the Certified Health Education Specialist (CHES) or Master Certified Health Education Specialist (MCHES) exam.

PBHG 660: Global Health and Risk Communication Campaigns: A Social Marketing Approach (3 credits). This advanced student-faculty research seminar offers opportunities for students to explore the role of Entertainment-Education, a strategy for promoting healthy behavior and reducing risk, in health communication campaigns, primarily in developing countries. This course explores not only behavior change at the individual level, but also "development" change that emphasizes changing environments and contexts (such as poverty or gender relations) in different societies and cultures that impact robustly the likelihood of change. Choosing their own critical topics, students organize multiple drafts of policy

papers similar to those produced by professionals at the World Health Organization, the Centers for Disease Control, and the United States Agency for International Development, crafting sections on target audiences; objectives that are specific, measurable, achievable, reasonable, and time-oriented; comparisons of three health communication theories; and systematic program evaluation.

PBHG 677: Disclosure, Stigma, Privacy, and Health (3 credits). This seminar focuses on the management of privacy within interpersonal relationships. The structure of the course is to first consider processes related to privacy management, and then to explore those processes within different relational contexts (although the readings assigned under each week are not necessarily exclusive to the topic they were assigned). The readings will review theoretical lenses for privacy management, predictors and consequences of concealment and revelations, the management of privacy within dyads, families, and social networks, and the role of the confidant in disclosure contexts. Our goal each week is to synthesize the readings to find commonalities and differences across the articles assigned to that day, as well as to maintain a “big picture” view of cumulative topics across weeks. Since the course focuses on privacy management in interpersonal relationships, specifically, disclosures within contexts related to health (e.g., HIV, infertility, cancer), online interactions, divorce, and adoption, are woven into various weeks.

PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credits). 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

PSYG 555: Sociology of Race in the US (3 credits). This course provides in-depth coverage of social psychology topics including stereotyping, prejudice and privilege, discrimination and advantage, intergroup relations, attributions, social influence, personal self-esteem and collective self-esteem. In addition, this course provides opportunities for students to develop their writing, speaking, and presentation skills.

PUBG 501 The Policy Process in Theory and Practice (3 credits). This course introduces graduate students to the study of public policy and pays particular attention to the policy process: where do public policies come from? Why are policies adopted when and where they are? We will be reading and discussing some of the central works in the field of public policy as well as contemporary works illustrating various theoretical approaches to the study of policy-making. In doing so, we will get a taste of public policy research across a range of policy areas.

PUBG 502 Public Budgeting and Management (3 credits). This course provides students with the political, theoretical, and practical tools to understand public budgeting and management in U.S. public policy. The budget defines and prioritizes the policy agenda, allocates scarce public resources, and distributes the burden of paying for public goods and services. The course is divided into four sections. The first section examines the role and size of the public sector, outlining the economic rationale for public sector interventions. The second section details the budgeting process, examining how fiscal federalism and fiscal decentralization impacts policy in the United States. Next, the course focuses on empirical tools for public budgeting and management, including a brief overview of budget forecasting, cost-benefit analysis, and policy and program evaluation. We conclude by reflecting on public resource mobilization and the politics of taxation. As part of the core sequence for the MPP at TCNJ, the class focuses on public budgeting structures, methodology, and practice. Students who take this class leave with an understanding of the important political role of the budget in defining and setting the policy agenda, as well as empirical tools and experience managing a budget.

PUBG 503 Microeconomics and Public Policy (3 credits). This course covers the principles of microeconomics and how they can be put to use to make more informed public policy decisions. The early parts of the course will cover the fundamentals of supply and demand analysis, a tool that relies on a remarkably small set of concepts. Mastery of these concepts will provide you with a wealth of insight into understanding and predicting the effects of policies. You will investigate the concept of economic efficiency in depth including the conditions under which markets are expected to be efficient and when policy can likely improve efficiency. We will also explore and debate the role of economic efficiency as a

normative goal for public policy decisions. In addition to learning concepts, you will develop concrete skills like how to conduct a basic cost-benefit analysis in a realistic policy setting and how to incorporate uncertainty into your analyses.

PUBG 511 Program Evaluation and Causal Inference for Policy Analysis (3 credits). Program evaluation is fundamentally about understanding causal relationships between policy interventions and society. The purpose of this class is to prepare graduate students to conduct rigorous program evaluations using a range of quantitative statistical tools designed to make valid causal inferences. Students will grow in their ability to analyze cause-and-effect relationships and better understand the role of evidence and analysis in designing, evaluating, and reforming public policies. PUBG 511 is a required course in the Master of Public Policy (MPP) degree program.

PUBG 605 Health Politics and Policy (3 credits). This course tracks the development and inner workings of the American healthcare system. It starts by charting how the national and state governments designed the healthcare market. It then shows how citizens, public officials, and players in the healthcare industry continue to shape the policy sector to explain the glaring contradictions of American health care. For example, the United States is a global leader in medical innovation, but it lags behind peer countries in controlling the cost of medical care and making it available to citizens.

PUBG 610 Environmental Policy (3 credits). Society's ability to address environmental issues depends on the policy choices chosen by different governing institutions. What environmental issues demand government attention, how do governments and bureaucracies approach them, and with what degree of success? The course offers models of the policy process and tools of environmental policy making as practiced in the United States and other countries. Later sections apply these concepts in different assignments and environmental issues. With a focus on environmental issues, the course offers analytical tools and case studies to understand the making of public policy.

WGST 510: Feminist Theories (3 credits). Explores the diverse ways in which feminist theorists conceptualize women's status in society, systems of inequality, and the category of "woman" itself. Students will gain an understanding of evolving ideas and debates in feminist theory, relate those to feminist practices, and develop their own theoretical abilities. The course will address the social construction of gender, the relation between feminist theory and activism, and how feminists have responded to issues of race, class, gender, and sexuality in current feminist thinking, as well as the classic feminist texts.

WGST 520: Gender Equity in the Classroom (3 credits). This course examines theoretical writings on feminist pedagogy and also addresses practical issues related to teaching Women's and Gender Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women's and Gender Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.

WGST 530: Men and Masculinities: Literary Perspectives (3 credits). This course focuses on representations of men and masculinities in literary texts. The course texts range across a variety of literary traditions and genres and, depending upon the particular semester, may be organized around a theme such as violence, love, or solitude. Students will be prepared theoretically and methodologically to analyze representations of gender in narrative and poetry. The overarching goal of the class is to learn about, and reflect upon, the significance of gender in our lives, history and culture.

WGST 543: Queer Studies (3 credits). This course serves as an introduction to the interdisciplinary field of queer studies, a critical approach to thinking about sexuality that emerged in academic and activist contexts in the early 1990s as a critique of normative models of sex, gender, and sexuality. This course will survey a cross section of queer thought, ranging from some of its earliest expressions by writers such as Foucault, Sedgwick and Butler to some of its contemporary manifestations and innovations.

c. Access

Access to the Program: Admission Requirements

Students may take two paths toward admittance into the MPS. Candidates may apply directly to the program and then choose which certificates they intend to follow. Alternatively, candidates can transfer into the program during or after completion of a TCNJ graduate certificate program.

Regardless of the pathway, both the MPS program coordinator and the coordinators of the constituent certificate programs must approve any candidates entering their programs to ensure candidates meet program requirements and the program has space to accommodate them. Candidates entering directly into the MPS must meet the general admissions criteria required of graduate programs:

- An earned bachelor's degree from an accredited college or university
- Graduate Management Admission Test (GMAT) or Graduate Records Examination (GRE) taken within the last five years. [Target range GMAT 540+ or GRE 310+]
- Current resume
- Two strong letters of recommendation (e.g., unequivocal endorsements and letters from supervisors familiar with the applicant's work are weighted favorably)
- Essay
- A completed application form with a nonrefundable application fee.
- Test of English as a Foreign Language (TOEFL) for whom English is a second language and who have limited experience working/learning in an English language environment

Following college policy, we will waive the standardized testing requirements (GMAT/GRE) if the applicant meets one of the following criteria:

- already has an earned graduate level degree (master's or other higher-level degree);
- earned a bachelor's degree from The College of New Jersey (TCNJ) with at least a 3.0 cumulative GPA;
- earned a bachelor's degree from another regionally accredited college/university with at least a 3.2 cumulative GPA;
- is a current undergraduate at TCNJ with at least a 3.0 cumulative GPA; or
- earned at least a 3.5 cumulative GPA (with no grades lower than B) at TCNJ through 2 graduate courses in any non-matriculated status or through a certification program. The most recent academic experience at TCNJ will prevail.

Standards for Completion of the MPS

1. Complete all departmental requirements and prerequisites
2. A cumulative Grade Point Average of 3.0
3. Passing grade in PSTU 702

Access to Faculty

Faculty are required to include on course syllabi how they will be accessible to students, and TCNJ's Office Hours policy describes these expectations: "Full-time faculty members must hold office hours for a minimum of 160 minutes (the equivalent of two 80-minute course meetings) each week. For part-time faculty members (i.e., those with fractional appointments), the minimum number of office hours is determined by the fraction of the appointment (e.g., a faculty member with a 5/8 appointment, the minimum expectation is 5/8 of 160 minutes or 100 minutes of office hours weekly). The timing and spacing of the office hours is determined by the faculty member. Adjunct faculty are not required to hold regularly scheduled office hours but are expected to be available to meet students outside of scheduled class time as necessary."

d. Curricula comparisons

Name of College/Univ	Program Description	Comparison
The University of Rhode Island	Offered by the online division, the URI Online MPS combines two certificates, a leadership and ethics course, and a "summative capstone course in which students integrate the knowledge and expertise from their two certificate areas into a culminating strategic project proposal" to create a 30-credit	Similar focus on professional fields with the ability to combine studies across disciplines to create uniquely tailored programs, and requiring a summative capstone. Different in that the certificates are 12-credit, four-course sequences; programs are

	program. Offered certificate programs include: Data analytics for accounting and auditing, data science, fishery science, GIS and geospatial technologies, healthcare management, learning and development, medication outcomes, natural resources and the environment, public administration and policy, quantum computing, and social media.	offered fully online and asynchronously; and all students must take a leadership and ethics course whereas TCNJ MPS students would take a 2-credit "creativity and community: a design-thinking approach" course.
The University of Alabama at Birmingham	Offered as both a MA and MS in Interdisciplinary Graduate Studies, in this minimum 30-credit program , students combine any two participating UAB graduate certificates (32 offered) and complete a 3-credit capstone meant to serve as a research to practice experience which results in the synthesis of a program or project proposal.	Similar focus on professional/workforce skills and knowledge and professional advancement with the ability to combine coursework across disciplines, and requiring a synthesizing capstone/project. Different in that UAB offers both an MA and MS with certificates aligned to one or the other; students working across alignments may choose MA or MS as the resultant degree; and the TCNJ MPS would require a 2-credit "creativity and community: a design-thinking approach" course.
Thomas Edison State University	The MA in Liberal Studies is a 36-credit program comprised of a core sequence of humanities courses which center on reason, ethics, morality, and society; an area of five pre-built concentrations or a concentration designed in collaboration with an advisor; and a two-part capstone which consists of a project proposal and execution.	Similar in focus in that it is designed for working professionals and is intended to link with a student's career path. While not explicitly stated, references on the website would lead one to believe that a graduate certificate could be completed as the concentration with advisor approval. Different in that the TESU MALS is fully online, requires more credits (+6), offers fewer pre-built options in the listed concentrations, and requires more core liberal arts coursework. The TESU MALS is also aimed at maintaining or furthering an existing career path, rather than offering opportunities for new career paths, and includes prior learning assessment credit options.
Cornell University	Offered by the College of Agriculture and Life Sciences	Similar focus on professional fields, a problem-solving

	(CALS), the CALS MPS combines a minimum of 30 credits of coursework and a capstone project “related to the candidate’s professional interest.” 20 cr must be taken within CALS, 6 cr from the “problem-solving” capstone project, and 6 credits earned outside of CALS. The 20 cr within CALS may be chosen from 7 fields of study: animal science, biological & environmental engineering, food science & technology, global development, landscape architecture, natural resources, integrative plant science.	capstone experience, and flexibility in choosing and combining fields of study. Different in that TCNJ MPS requires students to choose from existing graduate certificates, which require 12-18 credits of linked and cumulative coursework.
East Tennessee State Univ	Offered by the Division of Cross-Disciplinary Studies , this 30-33 credit online, interdisciplinary MPS combines 2 or more disciplines with a 9 credit common core, and gives students option of a thesis or culminating project to complete program. Students can choose a “ leadership, organization, and workforce studies concentration ” or no concentration (which they call the “ individualized ” option)	Similar focus on professional/workforce skills and knowledge, and student freedom to combine courses or concentrations in keeping with their individual interests. Different in that a thesis is an option, and the individualized option requires 18-21 credits approved by an advisor only. TCNJ’s MPS requires completion of two (2) 12-18 credit sequential graduate certificates.
Fort Hays State University	Offered by the Graduate School , this 30 cr MPS requires 9 cr core (methods, stats, and a concentration intro), 9-12 cr concentration area (18 options , spanning sciences, applied sciences, social sciences, business, medicine, and music), 6-9 cr 2 nd area/free elective, 3 cr internship plus comprehensive exam.	Similar in offering professional/workforce concentrations, with option to complete 2 concentrations plus core courses based on interests and advising, and an applied, skill-engaging capstone. Different in requiring internship and comprehensive exam, 3 course core compared to 2 course TCNJ core, and permitting free electives compared to TCNJ 2 nd certificate requirement
Missouri State University	Offered by Graduate Interdisciplinary Programs, this 33 cr MPS requires 21 cr from 8 core course options (finance, law & ethics, leadership, project development, communication, technology, diversity, writing) , combined with a one 12 cr focus area, selected from: applied communication, applied	Similar focus on professional and workforce areas of study Different in that the required core is more like 7 distribution electives, combined with a graduate certificate. No capstone or culminating project, no integrative/synthesizing course requirement.

	<p>economics, conflict & dispute resolution, environmental monitoring & sampling, hospitality administration, screenwriting, and sports management</p> <p>The MS in Interdisciplinary Studies (MSIS) is a 33-credit minimum program in which students combine two or more graduate certificates with a research course and a research/capstone experience (thesis, non-thesis project, or internship).</p>	<p>MSIS: Similar in that students combine two or more graduate certificates in areas of interest and culminates in an integrative capstone with format options. Also similar in that students may enter the program after the completion of a graduate certificate.</p> <p>Different in that it results in an MS. Unclear what graduate certificates participate in the MSIS.</p>
University of Minnesota–Duluth	<p>Offered by the College of Arts, Humanities, and Social Sciences, this 30 cr MPS in Multidisciplinary Studies and Creativity requires 3 core courses, 18 credits electives chosen within or across 6 fields (media studies, global indigenous studies, justice studies, sustainability studies, medical humanities, history of ideas) or with advisement, from across the university, plus a capstone project and oral exam.</p>	<p>Similar core focus on creativity and community-engaged capstone, and choice of 6+ concentrations</p> <p>Different in its openness to free electives in addition to 6 concentrations, requirement of a core course on international perspectives, and requirement of closing oral exam</p>

- ☒ 7) Provide evidence of employer input in the development of the new program, where appropriate, **which may include:**
- ☐ a) Participation of employers on advisory committees;
 - ☐ b) Letter of support from a chamber of commerce demonstrating the need and desire for the program;
 - ☐ c) Summary of employer or professional association feedback on the new program proposal and institution's response to the feedback;
 - ☐ d) Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program;
 - ☐ e) Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal;
 - ☐ f) A plan to ensure continued partnership with employers in the field for the new program proposed;
- AND/OR**
- ☐ g) Other documentation of direct employer or industry participation in the design of the program.

On March 22, 2023, Dean Suzanne McCotter workshopped this MPS proposal with the School of Business Advisory Board (see list that follows), and received the board members' feedback and positive responses. This feedback was incorporated into the proposal now in hand.

Name	Field	Company	Job Title
Julie Bernstein	Marketing	Jewish International Connection	Development Director
Mary Beth Constantino	Accounting	Walmart	Director, International Accounting
David Gabauer	Management	EPIC Insurance Brokers	Account Executive
Myron Gellman	Accounting	The Mercadien Group	Principal, Managing Director
Jennifer Graf	Finance	Hedge Fund	Director of Operations
Tamara Ibezim	Management, Economic, African-American Studies	Bank of America-Merrill Lynch	VP-Compliance and Operational Risk Manager
Dean Katsoupas	Accounting	Eisner Amper LLP	Partner
Greg Kubikowski	Accounting	Eisner Amper LLP	Partner
Michael Lavelle	Economics, Finance	Appraisal Economics	Director
Rebecca Machinga	Accounting	Withum	Partner
Thomas Meisner	Business Administration	dentsu Creative Service Line, dentsu international	Chief Financial Officer-US
Sean Raquet	Accounting	M. Greenwald Associates LLP	Partner
Eric Szabo	Finance	Formerly at New York Life Insurance	retired
David Totaro	Accounting	PwC	Partner
Denise Schmedes	Management	Federal Reserve Bank of New York	Senior Vice President
Emily Skalko	Marketing	La Colombe Coffee Roasters	Category Manager
Blair Worrall	Accounting	retired Moody's Corp.	Senior VP, Ratings

On April 21, 2023, Dean McCotter also workshopped this MPS with the School of Engineering Advisory Board (see list the follows), and received the board members' positive responses and suggestions. Their suggestions were also incorporated into the proposal now in hand.

First Name	Last Name	Company/affiliation
Tom	Mintel	Colgate Palmolive
Allen	Katz	Linearizer Technology, Inc-President
Tom	Krol	IMET Electronics Corp.
Bill	Labos	Power Systems Engineer Consultant
Stefanie	Shelley	Broadridge Financial Solutions
John	Sullivan	Hillman Consulting, LLC
Megan	Todaro	Pennoni Associates, Inc.
Craig	Wentzel	C&J Engineering Technical Services, LLC
Jim	Prescavage	RBC Bearings, Div. Product Engineering

On July 24, 2023, Vice Provost Tim Clydesdale and Director of Graduate Studies Michael Ellard presented the MPS structure and design to over 20 employers (see list that follows) who came to campus for a networking event with our undergraduate summer research fellows. Their feedback and encouraging responses were incorporated into this proposal as well.

First Name	Last Name	Organization	Industry/Discipline
Rajish	Cheruparambil	Schneider Electric	Engineering (Electric)
Abdoulaye	Diallo	Schneider Electric	Engineering (Electric)
Kevin	Drennan	Civic Operations Group	Government Affairs
Kayla	Haynes	Nursing	Nursing/Healthcare
Mi'Azhiah	Johnson	Bank of America/Merrill Lynch*	Business
Narissa	Jones	Embrella	Non-Profit
Seeni	Komolafe	OYS Mobility, Inc.	Biomedical/Pharma
Lauren	Lalicon	Office of the First Lady of New Jersey	Government/Policy
Anthony	Lardaro	TCNJ Alumni Association Board	Pharma
Joe	Macor	Universal Display Corporation	Science/Research
Robert	Malissa	Civil Engineering	Engineering (Civil)
John	Maloney	Mercer County	Government/Legal
Jeffrey	Martin	Mayor of Hamilton	Government
Dr. Charles	Miller	Verona Public Schools	Education
Daniel	Molloy	Bank of America/Merrill Lynch*	Business
James	Moore	MacMillan Learning	Communication
Kari	Osmond	U.S. House of Representatives	Government/Operations
Niki	Patel	Bank of America/Merrill Lynch*	Business
Ian	Ruderman	Creative Financial Group	Finance
Joe	Sgroi	Office of U.S. Senator Cory A. Booker	Government/HR
Mark	Witmer	Bristol Myers Squibb	Pharma

See also letters of support included in the Supplemental Documents section below

- ☒ 8) Provide evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, **which may include:**
- ☐ a) A program equity statement for the program/field that is supported by evidence of an institution's demonstrated commitment to and valuing of diversity, equity, and inclusion. Evidence may include, but is not limited to, equitable enrollment and employment outcomes for historically underrepresented groups;
 - ☐ b) A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes;
- AND/OR**
- ☐ c) A plan to provide student services and accommodations to support equitable program completion outcomes.

Commitment to Equity and Accessibility

According to TCNJ's Campus Diversity Statement, our campus community is committed to inclusiveness. In doing so we:

- Recognize the unique worth of each member of our community;
- Believe that a community composed of people with diverse backgrounds, perspectives, and abilities promotes learning and engagement; and
- Are committed to building a diverse and inclusive community.

TCNJ's Division of Inclusive Excellence assists the campus community in achieving this mission by evaluating "college policies, procedures and practices to remove those barriers that may affect our ability to be a welcoming and safe environment." They also facilitate campus-wide discussions regarding different points of view regarding values and cultural issues to promote the importance of inclusiveness and influence not only our campus, but also our local, national, and global communities. To ensure that our program is accessible and responsive to a wide variety of candidates, the MPS program coordinator will collect and analyze data related to the diversity of admitted candidates and program completers.

The MPS program has been developed as part of this expanding vision of diversity, inclusion, and academic equity. The unique structure of the MPS, which by design draws on traditionally disparate disciplines that are drawn together by students' specific professional and personal interests, creates a framework to help enact TCNJ's measure to enhance diversity.

TCNJ's Division of Inclusive Excellence assists the campus community in achieving this aspect of our mission by evaluating "college policies, procedures and practices to remove those barriers that may affect our ability to be a welcoming and safe environment." TCNJ also facilitates campus wide discussions regarding different points of view related to values and cultural issues to promote the importance of inclusiveness and influence not only our campus, but also our local, national, and global communities. To ensure that our program is accessible and responsive to a wide variety of candidates, the program coordinator will collect and analyze data related to the diversity of admitted candidates and program completers.

Inspired by TCNJ's Strategic Plan, the MPS program provides a commitment to all learners, which is operationalized as the potential of all students to learn and grow in ways they can best define for themselves. This, of course, includes diverse learners and a full complement of student histories. Setting such high goals for our candidates requires us to provide not only the academic environment for them to learn at their best but also to enhance a campus culture where students can grow personally and thrive professionally. In this regard, our faculty members foster strong mentoring relationships and welcome interactions that often grow into collaborations on research papers, curricula development, and new professional insights.

Recent developments at TCNJ that will inform the development of the MPS program's diversity profile include:

- Cultivating a diverse, equitable, and inclusive campus community;
- The work in 2017 of a Social Justice Task Force;
- The establishment in 2019 of a Division of Inclusive Excellence; and
- The creation in 2021 of a campus intercultural center, led by students.

These are among the many actions TCNJ has taken to enhance and support an increasingly diverse campus community. We are focused on ensuring that we reflect the diversity of the state, closing gaps in achievement, and reforming our policies and practices through an equity lens. These actions demonstrate TCNJ's commitment to creating and sustaining an inclusive and equitable campus environment.

As a new program steeped in student decision-making about how to build their individualized version of the MPS degree, heightened attention will be paid to student advising that focuses on understanding the supports that position students for success. Advisors and instructors will work closely with students to monitor their progress through developmental stages of their program. TCNJ's Office of Accessibility

Resources and Office of Institutional Equity provide systematic support services to students who may need accommodations in order to optimally achieve personal and programmatic goals and competencies. As with other new graduate programs at TCNJ, the curricular experience of our students will reflect TCNJ's commitment to equity and accessibility by helping our candidates understand:

- the practices of culturally responsive practice and leadership;
- the negative impact of bias, prejudice, and discrimination on society;
- how design and carry out professional practice that builds on diverse strengths while taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
- where to access information regarding applicable laws, rules, regulations and procedural safeguards regarding the rights of people with disabilities; and
- how to make appropriate provisions and accommodations for particular learning differences or needs.

☒9) Provide a plan for continuous review and improvement of the new academic program.

Such plan **shall include** the following:

- ☐ a) The primary activities within the program that are to be reviewed, including how the program will adapt for new technology and developments within the field;
- ☐ b) Regularly scheduled time periods/intervals for review;
- ☐ c) Metrics for program monitoring and guidance for how the institution will course correct, if needed;

AND/OR

- ☐ d) Input by students, field experts, and external reviewers in program review processes.

Academic programs at TCNJ follow a common set of guidelines for periodic program review. Each program is reviewed on a regular five to seven-year cycle. Programs with separate accreditation may choose to link the timing and materials of the institutional review and the accreditation review so as to avoid duplication of effort.

The proposed program will be evaluated on a seven-year cycle as follows:

Year 1: Self Study and External Review

Year 2: Revise Strategic Plan

Year 3: Revise Learning Outcomes and Assessment Plan

Year 4 – 7: Assessment of Learning Outcomes

Each periodic review includes a self study and action plan; a report by an external reviewer; and the program's response to the external report. Each self study must include the following areas: mission and planning; curriculum and student learning; students and inclusive excellence; support of faculty; and administration and resources. The review cycle offers the program the opportunity to evaluate and assess learning and student outcomes, program accessibility and inclusion, and consider curricular and programmatic changes in response to internal and external feedback, and update the program in response to market, technological, and disciplinary changes.

Continuous Review and Improvement

As a new program, an initial assessment and evaluation period will be crucial in highlighting strengths and challenges within the program related to student achievement, learning goals, and outcomes. As with other programs, accreditation-based data collection and analysis activities will be systematic and intentional, and designed to illuminate areas for ongoing program development. Within each course, data will be collected on signature assignments as a way of understanding how and if students are achieving the benchmark performance skills expected for this program. This data will be collected and analyzed at the end of each semester; Spring, Summer, and Fall. At the end of each academic year, data from the previous three semesters will be synthesized, yielding a data-driven illustration of student performance. Data will be analyzed for such patterns as individual student's performance, instructor patterns, and overall effectiveness in assessment measures. Data will also be collected on the common entry and exit courses required of all students for graduation.

Thus, multi-leveled data collection will be assembled and analyzed on the following schedule:

-Each semester: Course specific data based on signature assignments will be collected and analyzed for patterns and themes.

-Each academic year: An aggregated set of data from the previous three semesters will offer an illustrated vision of program strengths and challenges. These analyses will suggest developmental directions for the program during its first several years.

-Data from Capstone courses will be explored as a way of ensuring that despite divergent paths, students exit the program with a common understanding of how to integrate and implement coursework chosen for their specific MPS pathway.

Data will be used as the basis for determinations about the efficacy of course-based assessments in achieving the academic goals for our students. Additionally, student response to courses and program experience will be captured by end-of-semester surveys in which students share their perspectives on coursework and program experience. A particular focus of this process will be gauging students' reflections on achieving their personal goals through coursework experiences. The program is also overtly aligned to enhance and incorporate technological development in the work world and in academic processes. Frequent review of existing and emergent technology will be undertaken by program leaders whose work is strongly structured by technological developments.

STANDARD 2

SUFFICIENT LABOR MARKET DEMAND

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

Part One

- ☒ 1) Provide evidence that the Classification of Instructional Programs (CIP) number for the program is mapped to a single occupation or set of occupations listed in the Standard Occupational Classification (SOC) as set forth in the 2020 CIP-SOC Crosswalk created by the Bureau of Labor Statistics and the National Center for Education Statistics, which is incorporated herein by reference, as amended and supplemented, and available at nces.ed.gov/ipeds/cipcode/Files/CIP2020_SOC2018_Crosswalk.xlsx;
AND
- ☒ 2) Provide evidence of substantial labor market demand for the occupation or occupations that are mapped to the program, as supported by documentation of demand from the New Jersey Department of Labor and Workforce Development.

Due to the flexible nature of the degree, several CIP numbers are relevant. For example, CIP 52.0299 (Business Administration, Management and Operations, Other) and CIP 44.9999 (Public Administration and Social Service Professions, Other) overlap significantly with this program.

Given the flexible nature of this degree, we request CIP 30.000 (Multi-/Interdisciplinary Studies, General). These CIP numbers map to:

- SOC 11-1021, general and operations managers, which the New Jersey Department of Labor and Workforce Development (NJDLWD) projects having a 12.8% growth in employment in this field between 2020 and 2030,
- SOC 11-3131, training and development managers, which the NJDLWD projects having a 10.6% growth in employment in this field between 2020 and 2030,

- SOC 11-9111, medical and health services managers, which the NJDLWD projects having a 33.4% growth in employment in this field between 2020 and 2030,
- SOC 11-9151, social and community service managers, which the NJDLWD projects having a 11.9% growth in employment in this field between 2020 and 2030,
- SOC 13-1151, training and development specialists, which the NJDLWD projects having a 9.1% growth in employment in this field between 2020 and 2030,
- SOC 21-1099, community and social service specialists, all other, which the NJDLWD projects having a 9.3% growth in employment in this field between 2020 and 2030, and
- SOC 41-9099, sales and related workers, all other, which the NJDLWD projects having a 9.9% growth in employment in this field between 2020 and 2030

If evidence of both items in Part One **can be met**, proceed to next section, [STANDARD 3](#).
If evidence of both items in Part One **cannot be met**, proceed to Part Two below.

Part Two

- ☒ 1) Provide evidence of **one or more** of the following:
- ☐ a) Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - ☐ b) Evidence that the current number of graduates from existing programs at other institutions in the State will not be adequate to meet the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - ☐ c) Evidence that the current profile of graduates from existing programs is not in accordance with the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
 - ☐ d) Evidence of substantial employer engagement, which may include, but is not limited to, program appraisal, program partnerships, and opportunities to review and comment on the program, in the development of program curriculum;
- OR**
- ☐ e) Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.

The following CIP numbers and corresponding SOC numbers align with the certificates offered and with the careers and professions that graduates would be prepared to enter:

- CIP 51.2207, Public Health Education and Promotion, maps to SOC 21-1094, community health workers; The New Jersey Department of Labor and Workforce Development projects a 19.3% growth in employment in this field between 2020 and 2030.
- CIP 23.1303, Professional Writing, maps to SOC 27-3042, technical writers; The New Jersey Department of Labor and Workforce Development projects a 13.0% growth in employment in this field between 2020 and 2030.
- CIP 30.2301, Intercultural, Multicultural, and Diversity Studies, maps to SOC 25-1062, Area Ethnic and Cultural Studies Teachers; The New Jersey Department of Labor and Workforce Development projects a 8.4% growth in employment in this field between 2020 and 2030.

- CIP 52.0201, Business Administration and Management, maps to the following SOC numbers and New Jersey Department of Labor and Workforce Development projections (2020 to 2030)
 - SOC 13-1111 management analysts; 12.9% growth projected
 - SOC 11-3121 HR managers; 9.5% growth projected
 - SOC 11-3111 compensation and benefits managers; 3.6% growth projected
- CIP 44.0501, Public Policy, maps to SOC 19-4061, social science research assistant; 10.6% growth projected
- CIP 51.0001, Health and Wellness, maps to SOC 21-1091, health educators; 14.4% growth projected

In addition, this program's included School of Business-aligned certifications are options within the MBA program, in which students must complete one or the other. First Destination Survey data collected from 2021 and 2022 MBA graduates illustrates that over 60% of our graduates advance into new industries, companies, titles, and utilize new skill sets during or soon after their time at TCNJ, yielding an average reported salary of \$93,864. [*Too new to have internal data:* Public Health, Professional UX/UI Writing, Diversity, Equity, Inclusion, and Anti-Racism, Public Policy, Wellness Coaching, Health Risk and Communication.]

See also endorsement letters from employers in the Supporting Documents section of this application.

If evidence of any items in Part One or Part Two **cannot be met**, proceed to Part Three.

Part Three

- ☐ 1) Explain why there are insufficient data available to assess the program according to the criteria in Part One and Part Two above;
- ☐ 2) Provide sufficient evidence of preparation for a career, profession, or practice through the program;
- AND**
- ☐ 3) Explain how a majority of graduates from the program are reasonably likely to obtain employment, including self-employment, in the careers, professions, or practices indicated in the program proposal within 12 months of:
- ☐ a) Graduation from the program,
- OR**
- ☐ b) The receipt of a terminal degree in a program sequence that includes the proposed program.

Not applicable

STANDARD 3

DUPLICATION WITH COMPARABLE PROGRAMS

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

If the new academic degree program **is** currently offered by other institutions in the State at the same degree level and in the same academic discipline:

- ☒ 1) Include a listing of all currently offered programs at the same degree level **and** in the same academic discipline. Proceed to items 3 and 4 in this section.

OR

If the new academic degree program **is not** currently offered by other institutions in the state at the same degree level and in the same academic discipline:

- ☐ 2) Explain how the institution determined there are no comparable academic degree programs in the State. Proceed to next section, [STANDARD 4](#).

Comparable Programs Within the State

We conducted a review of peer institutions to determine how the market for a Flexible MPS focused on certificates and endorsements was currently being served. Although many institutions offer graduate certificates, few colleges and universities allow students to put multiple certificates together as they earn a degree. The closest comparable degrees offer specific concentrations within a general, or liberal, studies degree. Some examples follow:

Thomas Edison offers an MA in [Liberal Studies](#) for working professionals which combines professional concentrations (e.g. Digital Humanities, Professional Communications, Geropsychology) with a study of the liberal arts

Rutgers Camden offers an MA in [Liberal Studies](#) which includes courses in at least three different disciplines, including the humanities and social sciences, and includes a capstone research project

Rutgers New Brunswick offers a Masters of [Business and Science](#) (MBS) degree which combines science and business curriculum, and allows students to choose a track in Life Sciences, Engineering Management, or Computer and Information Sciences

As this proposal is in development, Rowan University has proposed a Masters of Professional Studies which combines a set of core courses with a specialization area.

These programs are conceptually aligned with the MPS through their combining of disciplinary traditions. The MPS is distinct in its flexibility. By allowing students to select the specific certificates they are pursuing, they create their own path for professional and academic growth. The common capstone experience of an independently designed research project allows them to weave that learning together.

- ☒ 3) Provide evidence of the following:

- ☐ a) The relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus;

AND

- ☐ b) How a collaborative approach with another institution of higher education that currently offers the program per the listing, including, but not limited to, articulation agreements and joint degree programs, would not be cost effective or a feasible alternative to offering the proposed academic degree program.

The College has been committed to deeply and creatively engaging its students since its founding as a normal school in 1855, and there is a clear link between this proposed graduate program and the mission of the College. This program would give its students, in the words of its mission, a "personalized, collaborative, and rigorous education," that will enable graduates to be "critical thinkers, responsible citizens, and lifelong learners and leaders" who would "sustain and enhance their communities." This is furthered by the College's current strategic plan (TCNJ 2027: Extending Out Excellence), which aims to "[expand] the college's reach to [...] untapped populations [...] by developing advanced degree and certificate options tailored to the needs of regional professionals and in-demand industries." Additionally, the strategic plan aims to bring "a more extensive menu of programs, certificates, and degrees; [...] interdisciplinary pathways to advance [...] careers; [...] new flexible learning modalities; and [...] lifelong learning opportunities." This expansion is meant to "attract more diverse pools of talented students" and

“market to students from a wider range of backgrounds and locations” (TCNJ Strategy for Inclusive Excellence).

The College of New Jersey Mission Statement

The College of New Jersey, a nationally recognized public institution founded in 1855 as the New Jersey State Normal School, is a primarily undergraduate and residential college, with targeted graduate programs. Grounded in the liberal arts, TCNJ’s personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The College empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally.

Collaborative Approaches with Other Institutions

Due to the nature of the proposed program, a collaborative approach with other institutions would be difficult. However, the Dean of Graduate and Continuing Education has been in communication with her counterpart at Thomas Edison State University to explore shared interests and possibilities, with the MPS representing a prime location for collaboration.

In addition, like other TCNJ graduate programs, candidates may transfer credits from other institutions, provided they meet the criteria outlined in college policy. All approvals for transfer credits will be made by the program coordinator responsible for the relevant certificate program where transfer credit is sought and will be subject to the relevant department’s transfer credit policies. The core courses are not eligible for substitution.

☒ 4) Demonstrate **one or more of the following**:

- ☐ a) Evidence of significant instructional differentiation from currently offered programs at other institutions in the State that are at the same degree level and in the same academic discipline;
 - ☐ b) Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline;
 - ☐ c) Evidence of projected sustainable cost savings for students compared with the cost of currently offered programs at the same degree level and in the same academic discipline;
 - ☐ d) Evidence of student and community demand at the institution and in the region for the program, **including, but not limited to**, evidence that shows demand through:
 - ☐ i) Surveys or interviews of current students, faculty, and staff at the institution;
 - ☐ ii) Surveys or interviews of elected officials or other members of the institution’s local community;
 - ☐ iii) Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions;
- AND**
- ☐ iv) Data on State and/or regional enrollment trends.

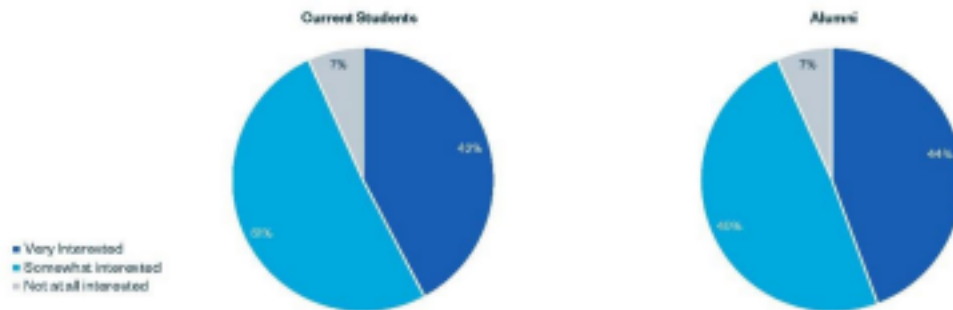
Student Demand

In April of 2021, TCNJ contracted for an independent Graduate Program Demand Study from Simpson Scarborough. This study included representative samples of current TCNJ students as well as recent TCNJ alumni. Ninety percent of the respondents said they would be interested in combining certificates to create a Master’s degree:

9 in 10 respondents said they would be interested in a program that allows them to combine graduate certificates from any two subject areas to create a Master's degree.

Would you be interested in a program in which you could pair together graduate certificates from any two subject areas to create a Master's degree?

Interest in Pairing Two Graduate Certificates to Create a Master's Degree



We expect the initial audience for the MPS to come from students enrolled in new graduate certificates. Consequently, projecting enrollment is difficult. Nonetheless, we expect the flexibility of the MPS to attract the following enrollment across these academic years: AY24- 25 – 15 students; AY25-26 – 30 students; AY26-27 – 45 students; AY27-28 – 60 students; AY 28-29 – 75 students.

The research indicated there is demand for the particular certificates included in the MPS. In the 2021 report, the following areas generated the highest “Demand Scores” from the combination of current students and TCNJ alumni (collective responses from both groups):

- Data Analytics (27)
- Organizational Leadership (22)
- Diversity, Equity & Inclusion (21)
- Public Policy (14)
- Public Health (13)
- Professional Writing (12)
- Gender Studies (11)
- Health and Wellness Coaching (11)
- Health Communications (9)
- Healthcare Management (9)

Evidence indicates that the format of the MPS program is appealing to prospective candidates. The 2021 report found that flexibility is highly valued by practicing professionals. In both surveys, prospective students preferred programs with a part-time course load that could be completed in 2 years (42%). Respondents preferred programs with some combination of in person and online coursework (53% and 54%). A sizable portion of current students prioritized fully in-person coursework (41%) while a similar number of alumni preferred a fully online program (42%). A majority of alumni (57%) selected weekday evening courses when asked when they would prefer their classes to meet.

STANDARD 4

ADDITIONAL STATE RESOURCES

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

☒ 1) Provide **all** of the following information:

- ☐ a) The total of the projected budget for the proposed academic program that would be supported by either direct State support and/or indirect State support, including, but not limited to, State student assistance grant and scholarship programs;
- ☐ b) The projected increase in direct State support to the institution due to the proposed academic program;
- ☐ c) The projected increase in indirect State support to the institution due to the proposed academic program;
- ☐ d) Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution;

AND

- ☐ e) The anticipated length of time that any projected increases in State support would be required for the program.

It is not expected that this program would significantly affect either direct state support or indirect state support to TCNJ. Graduate students are ineligible for state tuition assistance grants, and the addition of a program of this size would not affect the allocation of state funds. As the program grows, we will re-evaluate our need for additional full-time faculty. With the exception of the core courses, all courses in the program are currently being offered and presently have capacity for additional students.

☒ 2) Provide evidence that the proposed new academic degree program will:

- ☐ a) Offset continued State support for the program through sustained increases to State revenue and any additional economic impact to the State generated by the program;
- AND/OR**
- ☐ b) Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program.

It is not expected that this program will affect State support. It is expected that this program will become sustainable within five years. The most likely candidates for this program are current and recent TCNJ graduate certificate program completers. These candidates already have credits from TCNJ and associations with the college. The likelihood is high that many of them will be interested in pursuing the Flexible MPS because their graduate credits can be counted toward the program.

Finances

For the 2022-23 school year, graduate tuition for a 3-credit course (with fees) is \$2,837.41. Assuming flat tuition, the minimum 30 credits required for the MPS would cost candidates \$28,374.10.

There is little anticipated short-term budgetary impact of this program to TCNJ. The program has no specialized requirements for library resources, equipment, support, or facilities. Growth will be limited to what department faculty can reasonably accommodate until it makes financial sense to appoint a program assistant or clinical line faculty member dedicated to this program. Currently, the only anticipated staffing involves the two new core courses (PSTU501 and PSTU702) and eventually providing a course release for a program coordinator, should the program reach a threshold number of

candidates. Both may necessitate the hiring an adjunct or paying for faculty to work over load. The rate for an adjunct to teach a 3-credit is between \$5,000 and \$6000 per course, thus, the direct annual cost of the Flexible MPS program is \$6,000 for the short-term and \$12,000 for the long-term.

☒ 3) Provide the institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.

Internal Audit

TCNJ's Internal Audit Department is responsible for compliance monitoring. The Internal Audit Department periodically performs an audit risk assessment of the College's operating units and control functions to identify areas of potential risk. Based on these assessments and discussions with management, the Director of Internal Audit recommends an annual audit plan, which is approved by the Audit, Risk Management and Compliance Committee of the Board of Trustees. The Internal Audit Department also responds to special requests from the Board of Trustees and the College's President: <https://internalaudit.tcnj.edu/frequently-askedquestions/>.

Internal Controls

The College of New Jersey (TCNJ) has adopted an internal control methodology developed by the Committee of Sponsoring Organizations (COSO), in which internal control is defined as a process implemented by management that provides reasonable assurance that:

- Operations are effective and efficient.
- Financial and operational reports are reliable.
- Compliance with applicable laws, regulations, and internal policies and procedures has been achieved.

Establishing an ethical environment and setting the tone at the top of the organization is the most important element of the accountability and control environment. Each of the component

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work together to create a comprehensive system capable of deterring fraud, and preventing, detecting, and correcting problems based on an overall assessment of risk and exposure.
<https://treasurer.tcnj.edu/accountability-and-internal-controls/internalcontrolsoverview/>

The Compliance Policy

Introduction

The Compliance Policy promotes compliance with applicable laws and regulations and recognized best practices in the governance and operations of the College with a goal of reducing and eliminating fraud, waste and abuse consistent with the strategic initiatives of accountability and transparency.

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 mission 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; and
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 Officer 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

SUPPLEMENTAL DOCUMENTS



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To whom it may concern:

I am writing to endorse the proposal from The College of New Jersey for a Masters of Professional Studies degree program.

This kind of program allows individuals the opportunities to develop new skills or enhance their current ones by providing different pathways in graduate education. Several of the certificate areas are ones that have a great need in corporate settings throughout the state. For example, an employee could pair a certificate in Professional Writing with one in Data Analytics. This combination will allow their work to take on new dimensions and add value to them as a member of the workforce.

There will also be opportunities for institutional collaborations once this degree has been approved. Organizations throughout the region will be able to call on TCNJ for flexible professional development and continuing education onsite, online, or in traditional on-campus modes. Having TCNJ as a partner will increase our ability to provide well-considered workforce development to employees throughout the state.

As a regional leader, I recognize The College of New Jersey as an educational institution that is willing to grow, adapt, and innovate in response to the needs of learners. Their expansion to working closely with adult learners is one I support and encourage.

Regards,

Thomas Ruggia

PELOTON

August 14, 2023

To whom it may concern:

My name is Angelica Cardona and I am the Senior Global Benefits Manager at Peloton Interactive, Inc. I am writing to endorse the proposal from The College of New Jersey for a Masters of Professional Studies degree program.

A program such as this will provide an avenue for professionals to broaden their skills into new areas, and also sharpen their skills by putting them in contact with current practice in their field of study. In targeting certification areas in which there has been a talent drought, the TCNJ proposal aims to attack one of the most distressing concerns that we have in hiring and upskilling staff. For example, pairing a certificate from the School of Business in Strategy and Innovation with a certificate from the School of Humanities and Social Science in Diversity, Equity and Inclusion will offer a professional in any field a set of skills and dispositions that will lead to both individual and collective benefits.

The proposal also promises important partnership opportunities, allowing for collaboration among public and private organizations and TCNJ, a that will position all to more strongly fulfill labor, diversity, and equity goals for New Jersey's workforce. Throughout my career, I have known The College of New Jersey to be an ardent supporter of professional education, and a willing partner in innovative programs. I have no doubt that they are in a prime position to implement this new degree to the benefit of professionals across the state.

Best Regards,



Angelica Cardona
Senior Global Benefits Manager

RESOURCES

New Jersey Education to Earnings Data System

<https://njeeds.org/>

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

Office of the Secretary of Higher Education: Inventory of Program Offerings
https://www.nj.gov/highereducation/Program_Inventory/

State of New Jersey: Department of Labor and Workforce Development, Labor Market Information
https://www.nj.gov/labor/lpa/LMI_index.html

U.S. Bureau of Labor Statistics: Standard Occupational Classification
<https://www.bls.gov/soc/>

U.S. Department of Education Accreditation: Postsecondary Education Institutions
<https://www.ed.gov/accreditation>
https://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html

U.S. Department of Education's National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) and Crosswalk
<https://nces.ed.gov/ipeds/cipcode>

**The College of New Jersey Board of Trustees
Resolution to Implement FY 2024 Merit Salary Adjustment
For Non-Unit Employees**

Whereas: N.J.S. 18A:64-6, as amended by the Higher Education Restructuring Act of 1994, invests the College's Board of Trustees with the responsibility and authority to administer the compensation of non-unit employees; and

Whereas: The College of New Jersey has developed and implemented an appropriate performance evaluation and merit-based salary adjustment procedures for non-unit employees;

Therefore,
Be It

Resolved: That the Board of Trustees hereby authorizes the President to implement FY2024 salary adjustments for non-unit employees, corresponding to each employee's performance rating; and

Be It
Further

Resolved: That the pool of dollars available for FY 2024 non-unit increases is 4.00% of the salary base as of July 1, 2023, and

Be It
Further

Resolved: That all increases for non-unit employees are based on merit, and

Be It
Further

Resolved: That the FY 2024 salary adjustment for non-unit employees shall be implemented effective on the first day of the first pay period for FY2024.