



New Jersey Institutional Profile

September 2011

Office of Institutional Research
Arthur Kramer, Ph.D.
Director

Preface

Opened in 1929 as the New Jersey Normal School in Jersey City, the institution was renamed New Jersey State Teachers College of Jersey City in 1935 and Jersey City State College in 1958, becoming a liberal arts institution in 1968. In 1998, the New Jersey Commission on Higher Education approved a change of institutional status, and the present name, New Jersey City University (NJCU), was adopted.

Since the date of its charter by the New Jersey Legislature in 1927, NJCU has been evolving as a place of higher education in the context of a dynamic, ethnically diverse urban environment. The mission of NJCU is to provide a diverse population with access to an excellent university education and the support services necessary to succeed. Emphasis is placed on applied learning as most students are first-generation who see higher education as essential step in professional preparation. The University, as an urban institution, is committed to the improvement of the educational, intellectual, cultural, socio-economic, and physical environment of the surrounding urban region. An emphasis is placed on community partnerships with other colleges in the county, local school districts, businesses, government agencies, and community organizations.

Although the University's mission remains the same, its physical presence has changed dramatically. The size of the campus has expanded six-fold; the number of buildings and facilities has increased from one structure to 23. The academic focus has expanded from normal school training to 41 undergraduate degree programs, 27 graduate degree and diploma programs, and 2 graduate certificate programs. With re-accreditation having been granted in June 2010, the University is further evolving through the development of its first doctoral program.

Since 1929, the student body has grown and diversified from 330 New Jersey residents to approximately 9,000 undergraduate and graduates students from across New Jersey, the United States, and countries around the world.

The most current data show 75% of the undergraduate population attended on full-time basis, over 35% were Hispanic, and total minority enrollments exceeded 60%. Women comprised 61% of the undergraduate enrollment, as well. The graduate population was comprised of 37% minority, of which over 20% were of Hispanic origin and over 70% were women.



Carlos Hernández
President

Preface with signature of the president or chief operating officer

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Mission Statement

The mission of New Jersey City University is to provide a diverse population with an excellent university education. The University is committed to the improvement of the educational, intellectual, cultural, socio-economic, and physical environment of the surrounding urban region and beyond.

Vision Statement

New Jersey City University will become a nationally recognized leader in urban public higher education.

Implementation of Mission

Through implementation of this mission, New Jersey City University will realize its vision of becoming a nationally recognized leader in urban public higher education.

New Jersey City University is committed to its urban mission by:

- Sustaining, celebrating, and promoting academically an understanding of community diversity
- Tapping the rich resources of the urban setting and cultures for the benefit of its learners
- Employing its knowledge resources, via faculty and students and with partner organizations, to identify and solve urban challenges

New Jersey City University is committed to its students demonstrating proficiency in learning outcomes that include:

- Effective written and oral communication
- Quantitative literacy
- Critical thinking
- Information and technology literacy
- Responsible citizenship in a culturally complex world
- Knowledge of their disciplinary or interdisciplinary fields

To achieve this mission, New Jersey City University:

- Extends opportunity to college-ready and motivated learners
- Delivers high-quality educational programs
- Emphasizes experiential as well as theoretical learning
- Provides effective services to support learner success
- Sets high expectations for learner accomplishment
- Maintains a safe, pleasant environment that is conducive to learning
- Promotes an institutional culture which values excellent teaching, scholarly achievement, creative activity, and life-long learning

A. Accreditation

1. Institutional accreditation: Middle States Commission on Higher Education (reaffirmed 2010)
2. Professional accreditation: The education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

The nursing program is accredited by the National League for Nursing (NLN); the Art program and the Media Arts program are both uniquely accredited by the National Association of Schools of Art and Design; the Music program is accredited by the National Association of Schools of Music, the Department of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP); and, the school psychology program is accredited by the National Association of School Psychologists.

New Jersey City University

B. Number of students served.

1. Undergraduate students by attendance status fall 2010.

Full-time		Part-time		Total
Num	Pct	Num	Pct	
4,929	74.8%	1,659	25.2%	6,588

Source: IPEDS Fall Enrollment Survey

2. Graduates students by attendance status fall 2010

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	
419	21.7%	1,510	78.3%	1,929

Source: IPEDS Fall Enrollment Survey

3. Does not apply to public senior institutions—*number of non-credit students*

4. Unduplicated Enrollment, fall 2010.

	<u>Headcount</u> <u>Enrollment</u>	<u>Credit Hours</u>	<u>FTE</u>
Undergraduate	7,804	158,206	5,274
Graduate	3,257	28,668	1,195
TOTAL	11,061	186,874	6,468

Source: IPEDS 12-Month Enrollment Survey

C. Characteristics of undergraduate students.

1. Mean math, reading, and writing SAT scores fall 2010.

Mean Math Reading and Writing SAT Scores for First-Time Freshmen,
by Admission Status and Overall, Fall 2010

	Full-Time Students						Part-Time Students				
	<u>Math</u>	<u>N</u>	<u>Reading</u>	<u>N</u>	<u>Writing</u>	<u>N</u>	<u>Math</u>	<u>N</u>	<u>Reading</u>	<u>N</u>	<u>Writing</u>
Regular Admits	469.1	456	456.5	456	430.0	3	403.6	59	389.7	59	0.0
EOF Admits	386.2	74	370.3	74	410.0	1	0.0	0	0.0	0	0.0
Special Admits	384.7	64	355.5	64	0.0	0	540.0	1	280.0	1	0.0
All Admits	449.7	594	434.9	594	425.0	4	405.8	60	387.8	60	0.0
Missing Scores		87		87		677		49		49	

Source: SURE Fall Enrollment file

2. Enrollment in remediation courses by subject area

Total Number of Undergraduate Students Enrolled in Fall 2010

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,588	652	9.9%

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2010

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
681	458	67.3%

First-time, Full-time students (FTFT) enrolled in remediation in Fall 2010 by subject area

<u>Subject Area</u>	<u>Number of FTFT Enrolled In:</u>	<u>Percent of all FTFT Enrolled In:</u>
Computation	173	25.4%
Algebra	109	16.0%
Reading	0	0.0%
Writing	0	0.0%
English	307	45.1%

Source: SURE Fall Enrollment file

3. Race, gender, and ethnicity (separately).

Undergraduate Enrollment by Race/Ethnicity: Fall 2010

		Full- time	Part- time	Total
White	Num	1,216	472	1,688
	Column Pct	24.7%	28.5%	25.6%
Black	Num	987	336	1,323
	Column Pct	20.0%	20.3%	20.1%
Hispanic	Num	1,805	535	2,340
	Column Pct	36.6%	32.2%	35.5%
Asian*	Num	366	106	472
	Column Pct	7.4%	6.4%	7.2%
American Ind.	Num	6	2	8
	Column Pct	0.1%	0.1%	0.1%
Alien	Num	43	13	56
	Column Pct	0.9%	0.8%	0.9%
Race Unknown*	Num	506	195	701
	Column Pct	10.3%	11.8%	10.6%
Total	Num	4,929	1,659	6,588
	Column Pct	100.0%	100.0%	100.0%

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Undergraduate Enrollment by Gender: Fall 2010

Full-time	
Male	1,971
Column Pct	40.0%
Female	2,958
Column Pct	60.0%
Total	4,929
Part-time	
Male	605
Column Pct	36.5%
Female	1,054
Column Pct	63.5%
Total	1,659
Total	
Male	2,576
Column Pct	39.1%
Female	4,012
Column Pct	60.9%
Total	6,588

New Jersey City University

Undergraduate Enrollment by Age: Fall 2010

		<u>LT</u>	<u>18-19</u>	<u>20-21</u>	<u>22-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-49</u>	<u>50-64</u>	<u>65+</u>	<u>Unknown</u>	<u>Total</u>
Full-time	Num	10	977	1,120	1,358	767	313	148	175	60	1	0	4,929
	Pct	0.2%	19.8%	22.7%	27.6%	15.6%	6.4%	3.0%	3.6%	1.2%	0.0%	0.0%	100%
Part-time	Num	8	84	86	288	408	279	159	228	116	3	0	1,659
	Pct	0.5%	5.1%	5.2%	17.4%	24.6%	16.8%	9.6%	13.7%	7.0%	0.2%	0.0%	100%
Total	Num	18	1,061	1,206	1,646	1,175	592	307	403	176	4	0	6,588
	Pct	0.3%	16.1%	18.3%	25.0%	17.8%	9.0%	4.7%	6.1%	2.7%	0.1%	0.0%	100%

Source: IPEDS Fall Enrollment Survey

New Jersey City University

4. Numbers of students receiving financial assistance under each Federal, state, and institutional funded aid program: need based, merit based, grants, and loans: AY 2009-10.

	Recipients	Dollars(\$)	\$/Recipient
<u>FEDERAL PROGRAMS</u>			
Pell Grants	3,536	14,639,000	4,139.99
College Work Study	372	508,000	1,365.59
Perkins Loans	66	144,000	2,181.82
SEOG	1,478	524,000	354.53
PLUS Loans	106	812,000	7,660.38
Stafford Loans (Subsidized)	2,748	10,495,000	3,819.14
Stafford Loans (Unsubsidized)	2,074	6,555,000	3,160.56
SMART & ACG or other	86	141,000	1,639.53
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	2,423	10,679,000	4,407.35
Educational Opportunity Fund (EOF)	526	571,000	1,085.55
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	15	13,000	866.67
Urban Scholars	45	39,000	866.67
NJ STARS	0	0	-
NJCLASS Loans	89	923,000	10,370.79
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	324	1,355,000	4,182.10
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

New Jersey City University

Fall 2010 First-time Undergraduate Enrollment
by State Residence

<u>State Residents</u>	<u>Non-State Residents</u>	<u>Total</u>	<u>% State Residents</u>
785	5	790	99.4%

Source: IPEDS Fall Enrollment Survey

D. Student Outcomes:

1.) Four-, Five- and Six-Year Graduation Rates of Fall 2004
Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

		Fall 2004 Cohort	Graduates after 4 years	Graduates after 5 years	Graduates after 6 years
White	Num	145	19	46	59
	Pct		13.1%	31.7%	40.7%
Black	Num	82	2	15	25
	Pct		2.4%	18.3%	30.5%
Hispanic	Num	188	8	36	61
	Pct		4.3%	19.1%	32.4%
Asian	Num	44	5	14	21
	Pct		11.4%	31.8%	47.7%
Alien	Num	6	2	2	3
	Pct		33.3%	33.3%	50.0%
Other *	Num	47	4	16	18
	Pct		8.5%	34.0%	38.3%
Total	Num	512	40	129	187
	Pct		7.8%	25.2%	36.5%

* Other includes American Indian and Unknown Race.

2.) Third-semester retention rates: fall 2009 to fall 2010.

	Full-Time			Part-Time		
	Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate	Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate
	635	465	73.2%	129	58	45.0%

SOURCE: IPEDS Fall Enrollment Survey,
Part E

E.

1. Full-time faculty by race/ethnicity, sex, and tenure status (simultaneously)

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Tenured																
Professors	31	25	3	8	3	5	2	4	0	0	0	0	0	0	39	42
Associate Prof.	28	21	6	7	4	3	7	5	0	0	0	0	0	0	45	36
Assistant Prof.	13	12	4	7	0	4	0	2	0	0	0	0	0	0	17	25
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	72	58	13	22	7	12	9	11	0	0	0	0	0	0	101	103
Without Tenure																
Professors	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1
Associate Prof.	1	4	0	0	0	0	0	0	0	0	0	0	0	0	1	4
Assistant Prof.	10	15	2	1	1	0	1	1	0	0	0	0	0	0	14	17
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	12	19	2	2	1	0	1	1	0	0	0	0	0	0	16	22
Total																
Professors	32	25	3	9	3	5	2	4	0	0	0	0	0	0	40	43
Associate Prof.	29	25	6	7	4	3	7	5	0	0	0	0	0	0	46	40
Assistant Prof.	23	27	6	8	1	4	1	3	0	0	0	0	0	0	31	42
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	84	77	15	24	8	12	10	12	0	0	0	0	0	0	117	125

2. Percentage of courses taught by full-time faculty.

Fall 2010

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Adjunct Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
1973	1137	58%	747	38%	89	5%

Note: Others includes Full-time Administrators and Teaching Assistants

New Jersey City University

2. Ratio of full-time to part-time faculty fall 2010

Full-time		Part-time		Total	
Num	Pct	Num	Pct	Num	Pct
242	32.1%	511	67.9%	753	100.0%

F. Governing Board Characteristics

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non- Res Alien	Unknown	Total
Male	2	1	3	2	0	0	0	8
Female	2	2	1	0	0	0	0	5
Total	4	3	4	2	0	0	0	13

2. Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Mr. Rafael Perez, Chair	Attorney	Cozen O'Conner
Ms. Marilyn Bennett	Consultant	BeeLine Consulting
Ms. Cynthia Campbell	Attorney	
Dr. T. Steven Chang	Professor	Long Island University
Dr. Henry Coleman	Professor	Rutgers University
Mr. Vij Pawar	Attorney	Pawar
Mr. Carlos Rendo	Attorney	Mulkay and Rendo
Ms. Wanda Stansbury	President	Management Intervention, Inc.
Dr. Edward Whittaker	Professor	Steven Institute of Technology
Ms. Karen DeSoto	Attorney Managing	Law Offices of Karen DeSoto
Mr. Owen Ryan	Partner	Deloitte & Touche, LLP
Dr. Carlos Hernández*	President	New Jersey City University
Ms. Chantell Rivera	Student	NJCU

*Ex Officio

3. Url of the Board website: www.njcu.edu/Board_of_Trustees.aspx

G. Profile of the institution

1. Degree and certificate programs.

UNDERGRADUATE MAJORS AND MINORS**COLLEGE OF ARTS AND SCIENCES****Applied Physics (B.A. or B.S.)**

Available Certification/Specialization:

Teacher Certification (Physical Science—Grades K–12)

Available Option:

(B.S.) in Applied Physics (NJCU) + B.S. in Electrical Engineering (NJIT)
dual-degree program

Art (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades P–12)

Art History

Art Therapy

Communication Design: Digital Design and Illustration

Communication Design: Graphic Design

Communication Design: Illustration

Design and Crafts: Ceramics

Design and Crafts: Jewelry/Metals

Fine Arts: Painting/Drawing

Fine Arts: Printmaking

Fine Arts: Sculpture

Photography: Commercial

Art (B.F.A)

Available Certification/Specialization:

Teacher Certification (Grades P–12)

Communication Design: Digital Design and Illustration

Communication Design: Graphic Design

Communication Design: Illustration

Design and Crafts: Ceramics

Design and Crafts: Jewelry and Metals

Painting / Drawing

Photography

Printmaking

Sculpture

Biology (B.S. or B.A.)

Available Certification/Specialization:

B.A. with Teacher Certification (Grades: K–12)

Biology (Affiliated Programs)

Affiliated with U.M.D.N.J.:

B.A. Specializations:

Advanced Dental Hygiene

Imaging Sciences

Advanced Respiratory Care

B.S. Allied Health Technology Specializations:

Diagnostic Medical Sonography

Nuclear Medicine Technology

Respiratory Care

Vascular Technology

B.S. Clinical Laboratory Science Specializations:

Medical Laboratory Science

Cytotechnology

Affiliated with Jersey Shore Medical Center:

B.S. Medical Laboratory Science

Chemistry (B.S. or B.A.)

Available Certification/Specialization:

B.S. with Teacher Certification (Physical Science—Grades K–12)

Computer Science (B.S.)**Economics (B.A.)**

Available Certification/Specialization:

Teacher Certification (Social Studies—Grades K–12)

English (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades K–12)

Creative Writing

Journalism

Literature

Geological Information Systems (Certificate)**Geoscience (B.A.)**

Available Certification/Specialization:

Teacher Certification (Grades P–3 or K–5)

Teacher Certification (Earth Science—Grades K–12)

Environmental Science

Geoscience (B.S.)

Available Certification/Specialization:

Teacher Certification (Earth Science—Grades K–12)

Environmental Science

Geology

History (B.A.)

Available Certification/Specialization:

Teacher Certification (Social Studies—Grades K–12)

Mathematics (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades K–12)

Media Arts (B.A.)**Music (B.A.)**

Available Certification/Specialization:

Teacher Certification (Grades K–12)

Music Business

Music Theater

Music (B.M.)

Available Certification/Specialization:

Performance: Classical-Instrumental (Other Than Piano)

Performance: Classical-Instrumental (Piano)

Performance: Classical-Voice

Performance: Jazz Studies

Philosophy (B.A.)**Political Science (B.A.)**

Available Certification/Specialization:

Teacher Certification (Social Studies—Grades K–12)

Psychology (B.A.)**Sociology (B.A.)**

Available Certification/Specialization:
 Crime and Social Behavior
 Family, Health, and Youth Services
 Human Services Aging

Spanish (B.A.)

Available Certification/Specialization:
 Teacher Certification (Grades K–12)

Women's and Gender Studies (B.A.)**Minors**

African and African-American Studies
 Anthropology
 Applied Physics
 Art: Art History/Studio Art
 Biology
 Chemistry
 Computer and Information Systems
 Computer Science
 Economics
 English: Creative Writing/Journalism/Literature
 Ethnic and Immigration Studies
 Geography
 Geoscience
 History
 Human Services in Aging
 International Studies
 Latin American, Caribbean and Latino Studies
 Mathematics
 Media Arts
 Music
 Philosophy and Religion
 Political Science
 Pre-Law
 Psychology
 Sociology
 Spanish
 Theatre Arts
 Women's and Gender Studies

COLLEGE OF EDUCATION

Early Childhood Education (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades P–3)

Dual Teacher Certification (Grades P–3 and Special Education)

Dual Teacher Certification (Grades P–3 and K–5)

Elementary Education (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades K–5)

Elementary and Special Education (B.A., Dual Major)

Available Certification/Specialization:

Dual Teacher Certification (Grades K–5 and Special Education)

Minors

Literacy Education

Certification Only

Elementary Teacher Certification (Baccalaureate degree pre-requisite or co-requisite)

Secondary Teacher Certification (Baccalaureate degree pre-requisite or co-requisite)

Middle School Subject Area Endorsement

Bilingual/Bicultural Education Endorsement

English as a Second Language Certificate

COLLEGE OF PROFESSIONAL STUDIES

Accounting (B.S.)

Business Administration (B.S.)

Available Certification/Specialization:

International Business

Travel and Tourism Management

Criminal Justice (B.S.)

Finance (B.S.)

Fire Science (B.S.)

Health Sciences (B.S.)

Available Certification/Specialization:

Teacher Certification (Health Education—Grades K–12)

Community Health

Management (B.S.)

Marketing (B.S.)

National Security Studies (B.S.)

Nursing (B.S.N.)

Available Certification/Specialization:

Accelerated Program (Second degree program—Non-nursing degree pre-requisite)

RN-to-B.S.N. Program (for registered nurses)

Minors

Business Administration

Criminal Justice

Fire Science

Professional Security Studies

Health Sciences

Fitness, Exercise, and Sports

Travel and Tourism Management

Certification Only

New Jersey City University

Driver Education Certification—New Jersey
Driver Education Certification, provisional—New York
Driver Education Certification, permanent—New York

GRADUATE PROGRAMS

COLLEGE OF ARTS AND SCIENCES

Art (M.F.A.)

Available Certification/Specialization:

Painting and Drawing
Printmaking
Sculpture
Photography
Computer Arts
Graphic Design
Illustration
Jewelry
Metalsmithing
Clay

Educational Psychology (M.A.)

Available Certification/Specialization:

School Psychology Professional Diploma and School Psychology
Certification

Mathematics Education (M.A.)

Media Production (M.F.A.)

Music Education (M.A.)

Music (M.M.)

Available Certification/Specialization:

Performance: Classical-Instrumental
Performance: Jazz
Performance: Vocal
Performance: Multiple Woodwinds

School Psychology (Professional Diploma and Certification—Master's degree pre-requisite)

Studio Art (M.A.)

Available Certification/Specialization:

Communication Design: Illustration
Design and Crafts
Fine Arts

New Jersey City University

Urban Education (M.A.)

Available Certification/Specialization:
World Languages—Spanish

COLLEGE OF EDUCATION

Counseling (M.A.)

Available Certification/Specialization:

Associate Counselor Licensure

Professional Counselor Licensure

School Counselor Certification (Grades P–12)

Early Childhood Education (M.A., P–3 Certification pre-requisite)

Early Childhood Education (M.A.T.)

Available Certification/Specialization:

Teacher Certification (Grades P–3)

Early Childhood Education and Special Education (M.A.T.)

Available Certification/Specialization:

Teacher Certification (Grades P–3 and Teacher of Students with Disabilities)

Educational Technology (M.A.)

Available Certification/Specialization:

School Library Media: School Library Media Specialist

School Library Media: Associate School Library Media Specialist

Educational Technology (Certificate)

Available Certification/Specialization:

Career Education Specialist

Distance Learning Specialist

Assistive Technology Specialist

Elementary Education (M.A.T.)

Available Certification/Specialization:

Teacher Certification (Grades K–5)

Dual Teacher Certification (Grades K–5 and 6–8)

Elementary School Reading (M.A.)

Reading Specialist (M.A.)

Available Certification/Specialization:

Reading Specialist Certification

Secondary Education (M.A.T.)

Available Certification/Specialization:

K–12 Content Area Certification

Secondary School Reading (M.A.)

Special Education (M.A.)**Special Education (M.A.T.)**

Available Certification/Specialization:

Teacher of Students with Disabilities Endorsement

Urban Education (M.A.)

Available Certification/Specialization:

Educational Administration and Supervision, with Principal Certificate

Teaching and Learning in Urban Schools

English as a Second Language

English as a Second Language, with ESL Certification

Bilingual/Bicultural Education with Bilingual/Bicultural Education

Endorsement

Urban Education (Certificate)

Available Certification/Specialization:

Educational Administration and Supervision (Supervisor's Certificate)

Certification Only

Early Childhood Education (Alternate route program—Grades P–3)

English as a Second Language

Bilingual/Bicultural Education Endorsement

Learning Disabilities Teacher Consultant Endorsement (Master's degree prerequisite)

NJ LEAD Principal Certification Program (Master's degree prerequisite)

COLLEGE OF PROFESSIONAL STUDIES

Accounting (M.S.)

Accounting (Combined B.S./M.S.)

Business Administration (M.B.A.)

Available Certification/Specialization:

Finance

Marketing

Organizational Management and Leadership

Business Administration—Accounting/Accounting (combined B.S./M.S.)

Criminal Justice (M.S.)

Finance (M.S.)

Available Certification/Specialization:

Professional Financial Planning

Financial Analysis

Financial Management

Health Sciences (M.S.)

Available Certification/Specialization:

Community Health Education

Health Administration

School Health Education

Information Assurance/Cybersecurity (Certificate)

National Security Studies (M.S.)

Available Certification/Specialization:

Corporate Security

Information/Cyber Security

National Security

Nursing (M.S., currently suspended)

Professional Financial Planning (Certificate)

Professional Investment Analysis (Certificate)

Professional Portfolio Management (Certificate)

Professional Financial Management (Certificate)

Professional Management Accounting (Certificate)

Certification Only

Driver Education Certification—New Jersey
Driver Education Certification, provisional—New York
Driver Education Certification, permanent—New York
School Nurse Certification

H. Major research and public service activities

A member of the math faculty is participating in standard setting for the National Assessment of Educational Progress (NAEP) 12th Grade Preparedness Judgmental Standard Setting (JSS) study. Each time a NAEP assessment is developed or revised, a group of panelists is brought together to decide how to describe the knowledge and skills required for performance at each of the NAEP achievement levels (Basic, Proficient, Advanced).

A Professor of English, was awarded the 2010 Vir Singulari Virtute Award from the Kiwanis Club of Gela, Italy, for her contribution to the recognition of Italian American literature, especially women authors.

A member of the faculty in the Education Leadership: Counseling department co-wrote chapters for two books and an article in a peer review journal on counseling and development; and delivered presentations at international, national, and regional conferences.

A professor in the biology department is a member of a consortium that received a five-year, \$3.95 million, award from National Science Foundation: National Institute of General Medical Sciences to develop a model for training the next generation biomedical teaching and research faculty. She has also been invited to present at national conferences on pedagogy and curriculum in the sciences.

A professor, Criminal Justice presented his paper, "Suffering" and Human Rights: A New Theoretical Approach to Criminal Justice in America," at the Annual Meeting of the American Society of Criminal Justice, San Francisco, CA.

A member of the economics department faculty collaborated with one of the university librarians and had a paper published by the Chinese American Librarians Association. This economics professor also co-authored a paper with a colleague in the economics department on the future of the job market. This paper was presented at an international consortium of economists.

A professor in the Art Department received a Fulbright (Garcia Robles) Award for Academic year -2011-2012 to work in Mexico.

Another professor in the Art Department, who has been invited to teach in Brazil's in Sao Paulo State University, wrote several monographs and essays that appeared in international journals describing the sculptures and works of art by two other of NJCU faculty artists. This same professor wrote essays about several internationally-known artists, which appeared in international periodicals. In addition to authoring the above articles he displayed his own art work at exhibitions in New Jersey. These exhibitions also featured works by an NJCU adjunct faculty and alumni.

A professor of History has received an Andrew W. Mellon Foundation Fellowship to support his research on William Morris at the Huntington Library in San Marino, California.

Two NJCU faculty are co-principals in the administration of the Robert Noyce *Math and Science Teaching (MAST) Fellowship* program—a program providing annual stipends to minority and

female students studying to be teachers in math and science and during their first years of teaching. The program is being implemented in conjunction with the Urban League, the Latino Institute and the Liberty Science Center.

The “Children’s Learning Center” has received a CCAMPIS (Child Care Access Means Parents In School) grant in the amount of \$88,597 a year for the next four years. The money received through this grant will be used to support Project ASPIRE (Assisting Student Parents In Reaching Excellence). The overall goal of the project will be to expand the level of assistance to Children’s Learning Center student-parents, improving both their retention and graduation rates. The grant will also fund enhanced services for the children in the center, increase the hours of service of the center, and develop and support *Project A.S.P.I.R.E.* (Assisting Student-Parents in Reaching Excellence—a program to improve student retention and graduation rates. Also included is a sliding scale program to provide a tuition reduction for Pell grant eligible parents of children at the Children’s Learning Center.

NJCU in collaboration with Hudson County Community College received a \$3.5 million Title V grant to improve participation of Latino students in Nursing and Health Information Management, and provide seamless transition from the community college curriculum to the baccalaureate program, at NJCU. There are two phases of the project, the first of which addresses student success through the provision of support services and increasing capacity; the second phase incorporates updating facilities, technology, and educational resources. Additionally, faculty development will be stressed through the provision of workshops and encouragement to attend conferences.

I. Major capital projects

Approximately \$30 million of critical capital deferred building and infrastructure maintenance requirements were identified in 2008. A consulting firm (Entech Engineering, Inc.) assisted in the identification and prioritization of the projects, and in September 2010 the University implemented a financing plan, which culminated in a bond sale to support funding. Two phases of implementation were developed. Phase I included the renewal of Rossey Hall and the Science Building, which began around December 2010, and is currently under way.

The Rossey Hall initiative consists of upgrading the life safety systems, enhancement of the HVAC system, and improvement of the NJCU data center. The Science Building project includes renovations of laboratories and classrooms, and replacement of major components of the infrastructure that are beyond their useful life, such as, the air handling units and return fans, variable air volume boxes and control, chillers, cooling towers, generator, main electrical switch gear, motor control center, and modification to the plumbing.

Once the design of Phase I is complete, the design of Phase II will begin. This is scheduled for summer 2011. Construction of this phase will begin in early 2012 and is scheduled for completion in 2013.

The University's West Campus Redevelopment is currently underway, as well. This project includes the remediation of property bordering route 440 and will consist of construction of dormitory space, academic classrooms, and support space. Also included is development of underground infrastructure.

New Jersey City University

Deborah Bennett, Defining Randomness, *Philosophy of Statistics: Vol. 7 Handbook of the Philosophy of Science*, Prasanta Bandyopadhyay and Malcolm Forster (eds.), Oxford: Elsevier, 2011.

Dr. William Calathes, Professor, Criminal Justice presented his paper, "Suffering" and Human Rights: A New Theoretical Approach to Criminal Justice in America," at the Annual Meeting of the American Society of Criminal Justice, San Francisco, CA, November 18, 2010.

Ellen Gruber Garvey, Professor of English, Publications: "Magazines and Fictions," *Blackwell's Companion to American Literature and Culture*, Paul Lauter, ed. (New York: Blackwell, 2010)

"Nineteenth-Century Abolitionists and the Databases They Created," *Legacy: A Journal of American Women Writers*, 27:2, 2010.

"Scrapbooks," in *Selected Essays about a Bibliography: Tan Lin's Seven Controlled Vocabularies and Obituary 2004 The Joy of Cooking*. (Edit Publications, 2010).

Paper presentations: "Newspaper into Databases," on refereed panel, "Material Information: Pulling Apart and Reconfiguring Texts in the Digital Environment and the Proto-Digital Environment," Society for the History of Authorship, Reading and Publishing, Washington, DC, July 2011.

"What We Can Learn with Practice," Workshop in Archival Practice, New York University, May 2011, invited talk.

"New York Scissors: Abolitionists Make Databases from the City's Media," Texts and Places conference, Hartford, October 2010, invited presentation.

Edvige Giunta, Professor of English, was awarded the 2010 Vir Singolari Virtute Award from the Kiwanis Club of Gela, Italy, for her contribution to the recognition of Italian American literature, especially women authors.

Dr. Jason D. Martinek of the history department received an Andrew W. Mellon Foundation Fellowship to support his research on William Morris at the Huntington Library in San Marino, California.

Chuck Plosky:

NJCU- Art Department received a Fulbright--Garcia Robles Award for Academic year - 2011-2012 to work in Mexico.

José Rodeiro, professor of art:

...in spring 2010 – spring 2011 was selected to write about America's leading living African American artist. Ben Jones. :

...wrote the monograph for Ben Jones exhibition *Washed in the Blood*, published by Dama (Southern Alleghenies Museum of Art), Altoona, PA, 2010.

... the monograph for Ben Jones' exhibition *Evolution/Revolution*, published in London, England by Richmix Center for the Arts, UK; London: Richmix Publication, 2011. Only two authors were involved Dr. Rodeiro and Eddie Chambers, the top art critic in the UK.

... published an essay, "The Apocryphal World Of Loén," in the anthology *Loén: Un Mundo Amazónico Olvidado*, edited and authored by Nicomedes Suárez Araúz. The book examines amnesia art theory and focuses on visual art, poetry, prose as well as essays on amnesia aesthetics. The essay focuses on the work of contemporary Bolivian artist Nicomedes Suárez Araúz's art and poetry concerning the mythical "lost" Amazonian city of Loén. and Raúl Villareal, [Art Department](#), were featured in an exhibit at [Qbava Gallery](#), in Union City, as part of a group show entitled [Pura Cuba: Una Sola Isla](#). "Una Sola Isla" ("one island only") represents the third Pura Cuba metropolitan-area art exhibition (since 2009) to critically explore contemporary Cuban and Cuban-American cultural themes, as well as diverse socio-artistic and aesthetic issues. Each piece in the show examines current ideas, feelings, and events that have affected Cubans and Cuban-Americans in the 21st century. *Pura Cuba: Una Sola Isla* recognizes and acknowledges art's role in reconciling the divergent cultural aspirations, by proffering the possibility of there being (with great anticipation) only one Cuba: "one island only!" Ben Jones deems Qbava gallery the best art gallery in the New York metropolitan area!!

... exhibited work at the [Perth Amboy Gallery Center For The Arts](#). Prof. Rodeiro's work is part of "encounter," a transcultural exhibition featuring the work of 14 artists who are examining the themes of cultural and creative encounters. The show ran through October 14.

... curated a show in the Harold B. Lemmerman Gallery, in Hepburn Hall, and in the Visual Arts Building Gallery from January 24 to March 4, exhibiting *Flesh Art*, a show featuring work by a dozen artists that employ flesh as subject matter and demonstrate the realm of possibilities in negotiating figuration and abstraction. This multimedia exhibition explores how selected artists delve into the meaning and implications of flesh on many levels through painting, sculpture, photography, installation, and video. This unique exhibition featured three never before seen paintings by renowned painter, [Joan Semmel](#), who, since the early-1970s, has created innovative flesh-based paintings and is considered a pivotal figure in flesh art. Also featured were NJCU's eminent retired professor Ben Jones, who is a prominent figure in African-American art, and NJCU professor and acclaimed sculptor Herb Rosenberg. The exhibition was greatly diversified by original works by [Hanneline Røgeberg](#); strikingly visceral installation and multimedia works by [Babs Reingold](#); intimate oil paintings by [Jen Mazza](#); cityscapes incorporating flesh in media by John Hardy; and video art by Giuseppe Satta of Italy. Include, too, were works by NJCU alumni, [Matthew Lahm](#), [William Coronado](#), Sandra Silva and Olga Cruz.

Prof. José Rodeiro in coordination with others:

... and Prof. Sergio villamizar, an adjunct instructor in the [fitness, Exercise And Sports department](#) in our [College Of Professional Studies](#), have a two-man show -- the [Duende Exhibition](#) -- that is part Of [Passaic County Community College's](#) Hispanic Heritage Month celebration. The exhibit ran from September 25 through November 5, 2010.

... Prof. Raúl Viillarreal, and 2010 MFA alumnus Lisa Ficarelli-Halpern exhibited work in "The Melting Pot" show at the [Passaic Public Library](#) in Passaic, New Jersey. The exhibit was organized by Nelson Alvarez (curator and artist), and was sponsored by the La Ruche Art Consortium in collaboration with The [Fundación Manos A La Ayuda](#) and hosted by the [Passaic Public Library](#). It featured the work of artists honoring the bonds and diverse cultural backgrounds that create the rich tapestry of our country. Along with NJCU's Rodeiro, Viillarreal and Ficarelli-Halpern other regional artists exhibiting include: [Pablo Caviedes](#), Irely Martinez, Isabell Villacis, [Patricia Saxton](#), Bonita Normann, Nelson Alvarez, [Rosario D'rivera](#), Linda Ramos, Lucio Fernandez, Janet Diaz and David Aguilar. The opening reception was held on Sunday, July 18 and the show ran through August 20, 2010. The event was free and open to the public.

George Li, an associate professor of finance had an article published in a leading financial journal *Journal of Financial Economics*, (Volume 100, Issue 3, June 2011, Pages 579-593), that introduces a new approach to testing the hypothesis that closed-end fund discounts are related to overhanging tax liabilities by examining changes in discount levels following distributions of dividends and capital gains and provides empirical evidences that short-run fluctuations in discounts are directly affected by taxable distributions

Rubina Vorha, Professor, of Economics, and Min Chou, Librarian: *Using Internal Grant to Foster Faculty-Librarian Collaboration* (with Min Chou), *CALA Occasional Paper Series*, No.9, May 2011.

The above also received an International Incentive Grant 2010

Rubina Vorha and Ivan Steinberg, Professors of Economics: The Job Market: What's Ahead in the Next Decade? (with Ivan Steinberg), *Review of Management Innovation and Creativity*, Vol. 3, Issue 8, 2010.

The above was also presented at the *Intellectbase International Consortium*, Atlanta GA, October 2010.