



## Institutional Profile

September 2014

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

## Preface

Situated on a beautifully landscaped campus in a vibrant urban community, NJCU provides top-quality education to over 8,500 students who reflect the dynamism of the University's metropolitan Jersey City location. As the safest university campus in New Jersey and one of the most diverse in the nation, NJCU prepares students to be leaders in a global society within the comforts of an intimate community. It is a place to think and grow by interacting with culturally and ethnically diverse classmates and faculty from countries worldwide. NJCU provides an educational experience that helps prepare our students for career success and global impact.

NJCU students prepare for success by engaging in rigorous academic settings and applied-learning experiences including laboratory research, field studies, performances, exhibitions, studio work, internships, community service, and study opportunities on campus, around the State, and abroad. Students complement their classroom learning through NJCU's Campus Without Borders initiative. A new general studies curriculum allows students to broaden their academic experience by incorporating study across the disciplines to foster critical thinking, enhance communications skills, and encourage teamwork, all of which will be essential in the workforce of the future. To accommodate student and employer needs, over 800 undergraduate and graduate courses are being offered online or in blended format.

On campus, 43 undergraduate, 27 graduate and 2 Doctoral degree programs are taught by highly-accomplished professors. Students enrolled at the NJCU School of Business benefit from the proximity to Wall Street and study with a finance professor who was a governor of the NYSE (New York Stock Exchange) and others who have high-level corporate or Wall Street experience. Music, dance and theatre students can learn from Grammy-winning musicians, concert pianists, Broadway performers, jazz greats, and opera personalities. NJCU education faculty includes Fulbright scholars, accomplished authors, and professors with international experience. The Honors Program in the William J. Maxwell College of Arts and Sciences serves high-achieving students who collaborate in a learning community to pursue rigorous study that emphasizes in-depth investigation as well as independent research. NJCU offers an accelerated nursing program, undergraduate STEM research, and doctoral programs in national security studies and educational technology leadership. In addition to the main campus in Jersey City, courses are offered in the financial district at Harborside and at Brookdale Community College in Wall Township NJ.

NJCU provides a rigorous and practical education for students who are eager to thrive in the global world.

A handwritten signature in cursive script that reads "Sue Henderson".

Sue Henderson, PhD  
President, NJCU

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 its students 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 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 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 status.

1. Institutional accreditation: Middle States Commission on Higher Education (reaffirmed 2010)

2. Professional accreditations:

**Education** programs are accredited by the Teacher Education Accreditation Council (TEAC).

**Nursing** is accredited by the Accreditation Commission on Education in Nursing (ACEN);

**Art** and **Media Arts** programs are uniquely accredited by the National Association of Schools of Art and Design (NASAD);

**Music** is accredited by the National Association of Schools of Music (NASM);

**Business** programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP);

**School Psychology** is nationally recognized by the National Association of School Psychologists (NASP).

B. Number of students served.

1. The table below (II.B.1) show almost three-quarters of the undergraduate students of fall 2013 attended on a full-time basis.

Table II.B.1				
Undergraduate Enrollment by Attendance Status, Fall 2013				
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	
4,776	74.2%	1,661	25.8%	6,437
Source: IPEDS Fall Enrollment Survey				

2. In contrast to the undergraduate enrollment, the graduate attendance was over three-quarters part-time students in fall 2013.

Table II.B.2				
Graduate Enrollment by Attendance Status, Fall 2013				
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	
428	21.3%	1,577	78.7%	2,005
Source: IPEDS Fall Enrollment Survey				

3. Counting each individual student who attended NJCU during fiscal year 2013 shows over 10,000 students attended that year.

Unduplicated Enrollment, FY 2013			
	<b><u>Headcount Enrollment</u></b>	<b><u>Credit Hours</u></b>	<b><u>FTE</u></b>
Undergraduate	7,761	171,058	5,702
Graduate	2,779	26,970	1,124
TOTAL	10,540	198,028	6,826
Source: IPEDS 12-Month Enrollment Survey			



## C. Characteristics of undergraduate students.

1. The combined mathematics and critical reading SAT scores for first-time full-time freshmen who were admitted under the regular process, 948, is approaching 1000; SAT scores are not required of part-time students.

**Table IIC.1**

Mean Math, Reading and Writing SAT Scores for First-time Freshmen by Admission Status and Overall, Fall 2013

**Full-Time Students**

	<u>Math</u>	<u>N</u>	<u>Read</u>	<u>N</u>	<u>Writing</u>	<u>N</u>
Regular Admits	487.0	381	461.3	381	454.9	190
EOF Admits	377.5	4	345.0	4	396.7	3
Special Admits	402.9	45	388.0	45	383.1	16
All Admits	477.2	430	452.6	430	448.6	209
Missing Scores		147		147		368

Mean Math, Reading and Writing SAT Scores for First-time Freshmen by Admission Status and Overall, Fall 2013

**Part-Time Students**

	<u>Math</u>	<u>N</u>	<u>Read</u>	<u>N</u>	<u>Writing</u>	<u>N</u>
Regular Admits	401.1	36	390.6	36	384.1	17
EOF Admits	0.0	0	0.0	0	0.0	0
Special Admits	0.0	0	0.0	0	0.0	0
All Admits	401.1	36	390.6	36	384.1	17
Missing Scores		36		36		55

Source: SURE Fall Enrollment file

## 2. Enrollment in remediation courses by subject area.

Table II.C.2		
Total Number of Undergraduate Students Enrolled in Fall 2013		
Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
6,438	540	8.4%

Total number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2013		
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
577	414	71.8%

First-time, Full-time Students (FTFT) Enrolled in Remediation in Fall 2013 by Subject Area		
<u>Subject Area</u>	<u>Number of FTFT Enrolled</u>	<u>Percent of all FTFT Enrolled</u>
Computation	146	25.3%
Algebra	106	18.4%
Reading	0	0.0%
Writing	0	0.0%
English	316	54.8%
Source: SURE Fall Enrollment file		

3. The gender breakdown of both full-time and part-time undergraduates has stayed at approximately the 60/40 ratio of female, and this is similar to the general gender breakdown nationally.

Race, gender, ethnicity and age (separately) fall 2013.

Table II.C.3.a. Undergraduate Enrollment by Race/Ethnicity, Fall 2013				
		<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
White	Num	1125	487	1,612
	Pct	23.6%	29.3%	25.0%
Black	Num	1008	325	1,333
	Pct	21.1%	19.6%	20.7%
Hispanic	Num	1712	511	2,223
	Pct	35.8%	30.8%	34.5%
Asian*	Num	403	143	546
	Pct	8.4%	8.6%	8.5%
American Ind.	Num	12	2	14
	Pct	0.3%	0.1%	0.2%
Alien	Num	33	12	45
	Pct	0.7%	0.7%	0.7%
Race Unknown*	Num	483	181	664
	Pct	10.1%	10.9%	10.3%
Total	Num	4,776	1,661	6,437
	Pct	100.0%	100.0%	100.0%

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

Table II.C.3.b Undergraduate Enrollment by Sex, Fall 2013

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
Male	1,979	Male	585	Male	2,564
Pct	41.4%	Pct	35.2%	Pct	39.8%
Female	2,797	Female	1,076	Female	3,873
Pct	58.6%	Pct	64.8%	Pct	60.2%
Total	4,776	Total	1,661	Total	6,437

Table II.C.3 Undergraduate Enrollment by Age, Fall 2013

	<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
LT 18	6	0.1%	39	2.3%	45	0.7%
18-19	897	18.8%	52	3.1%	949	14.7%
20-21	1,101	23.1%	64	3.9%	1,165	18.1%
22-24	1,346	28.2%	287	17.3%	1,633	25.4%
25-29	766	16.0%	459	27.6%	1,225	19.0%
30-34	325	6.8%	229	13.8%	554	8.6%
35-39	133	2.8%	184	11.1%	317	4.9%
40-49	144	3.0%	219	13.2%	363	5.6%
50-64	55	1.2%	122	7.3%	177	2.7%
65+	3	0.1%	6	0.4%	9	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	4,776	100%	1,661	100%	6,437	100%

Source: IPEDS Fall Enrollment Survey

## 4. Financial Aid AY 2012-2013.

Table II.C.4			
Financial Aid from Federal, State & Institution-Funded Programs, AY 2012-13			
	<u>Recipients</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>
<b><u>FEDERAL PROGRAMS</u></b>			
Pell Grants	4,068	16,383,000	4,027.29
College Work Study	320	512,000	1,600.00
Perkins Loans	66	149,000	2,257.58
SEOG	575	305,000	530.43
PLUS Loans	113	840,000	7,433.63
Stafford Loans (Subsidized)	3,752	10,700,000	2,851.81
Stafford Loans (Unsubsidized)	3,441	20,038,000	5,823.31
SMART & ACG or other	0	0	-
<b><u>STATE PROGRAMS</u></b>			
Tuition Aid Grants (TAG)	2,485	10,852,000	4,367.00
Educational Opportunity Fund (EOF)	515	584,000	1,133.98
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	6	5,000	833.33
Urban Scholars	12	9,000	750.00
NJ STARS	20	82,000	4,100.00
NJCLASS Loans	41	289,000	7,048.78
<b><u>INSTITUTIONAL PROGRAMS</u></b>			
Grants/Scholarships	279	1,658,000	5,942.65
Loans	0	0	-
Source: NJIPEDS Form #41 Student Financial Aid Report			

## 5. Percent of students who are New Jersey residents.

Table II.C.5			
Fall 2013 Full-time First-time Undergraduate Enrollment by State Residence			
<u>State Residents</u>	<u>Non-State Residents</u>	<u>Total</u>	<u>% State Residents</u>
640	10	650	98.5%
Source: IPEDS Fall Enrollment Survey			

## D. Student outcomes.

1.

Table II.D.1.a					
Four-, Five- and Six-Year Graduation Rates of Fall 2007 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity					
		<u>Cohort</u>	<u>4-Year</u>	<u>5-Year</u>	<u>6-Year</u>
White	Num	143	13	36	51
	Pct		9.1%	25.2%	35.7%
Black	Num	126	1	14	30
	Pct		0.8%	11.1%	23.8%
Hispanic	Num	267	7	38	79
	Pct		2.6%	14.2%	29.6%
Asian	Num	43	5	15	17
	Pct		11.6%	34.9%	39.5%
Alien	Num	3	0	1	1
	Pct		0.0%	33.3%	33.3%
Other *	Num	67	6	19	28
	Pct		9.0%	28.4%	41.8%
Total	Num	649	32	123	206
	Pct		4.9%	19.0%	31.7%
* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.					
Source: IPEDS Graduation Rate Survey					

2.

<b>Table II.D.2</b>					
<b>Third Semester Retention of First-time Undergraduates, Fall 2012 to Fall 2013</b>					
<b><u>Full-time</u></b>			<b><u>Part-time</u></b>		
<b><u>Fall 2012 First-time Undergraduates</u></b>	<b><u>Retained in Fall 2013</u></b>	<b><u>Percent</u></b>	<b><u>Fall 2012 First-time Undergraduates</u></b>	<b><u>Retained in Fall 2013</u></b>	<b><u>Percent</u></b>
712	495	69.5%	85	43	50.6%
SOURCE: IPEDS Fall Enrollment Survey, Part E					



E. Faculty characteristics.

1. Race and ethnicity of faculty fall 2013

Table II.E.1 Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank Fall 2013

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>Am Ind.</u>		<u>Alien</u>		<u>Unknwn*</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>
<b>Tenured</b>																
Professors	30	21	5	9	5	6	4	6	0	0	0	0	1	0	45	42
Associate Prof.	25	17	4	7	2	3	5	3	0	0	0	0	0	0	36	30
Assistant Prof.	13	12	4	5	0	4	0	1	0	0	0	0	0	0	17	22
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>68</b>	<b>50</b>	<b>13</b>	<b>21</b>	<b>7</b>	<b>13</b>	<b>9</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>98</b>	<b>94</b>
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	2	4	0	0	0	0	0	0	0	0	0	0	0	0	2	4
Assistant Prof.	11	13	1	4	1	2	2	5	0	0	0	0	0	0	15	24
All Others	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>13</b>	<b>21</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>32</b>
<b>Total</b>																
Professors	30	21	5	9	5	6	4	6	0	0	0	0	1	0	45	42
Associate Prof.	27	21	4	7	2	3	5	3	0	0	0	0	0	0	38	34
Assistant Prof.	24	25	5	9	1	6	2	6	0	0	0	0	0	0	32	46
All Others	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>81</b>	<b>71</b>	<b>14</b>	<b>25</b>	<b>8</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>115</b>	<b>126</b>

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

2. Percentage of course sections taught by full-time faculty fall 2013

Table.II.E.2. Percentage of Course Sections Taught by Full-time Faculty Fall 2013

	<u>Taught by Full-time Faculty</u>		<u>Taught by Part-time Faculty</u>		<u>Taught by Others*</u>	
	<u>Num</u>	<u>Percent</u>	<u>Num</u>	<u>Percent</u>	<u>Num</u>	<u>Percent</u>
Total Number of Course Sections						
New Jersey City University	1166	56%	821	39%	106	5%

\*Others includes Full-time Administrators and Teaching Assistants

3. Ratio of full- to part-time faculty, fall 2013.

Table II.E.3 Ratio of Full- to Part-time Faculty, Fall 2013

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
241	31.5%	525	68.5%	766	100.0%

Source: IPEDS Human Resources Survey

## F. Governing board characteristics.

Table II.F1. Race/Ethnicity and Gender of Governing Board

	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>Non-Res Alien</u>	<u>Unknown</u>	<u>Total</u>
Male	2	2	2	2				8
Female	2	2						4
Total	4	3	3	2				12

Table II.F.2. Members of the Board of Governors and/or Trustees

<u>Name</u>	<u>Title</u>	<u>Affiliation</u>
Ms. Marilyn Bennett	Retired	
Ms. Cynthia Maner Campbell	Retired	
Dr. T. Steven Chang	Chair & Professor, Marketing and International Business	Long Island University, CW Post Campus, College of Management
Dr. Henry A. Coleman	Professor of Public Policy	Edward J. Bloustein School of Planning and Public Policy, Rutgers University
Dr. Sue Henderson	President	New Jersey City University
Mr. Laquan Law	Student Trustee	Student Trustee
Mr. Vij Pawar	Partner	Pawar Gilgallon & Rudy, LLC
Mr. Rafael Perez	Partner	Edwards Wildman Palmer LLP
Mr. Carlos A. Rendo	Partner	Mulkay and Rendo Attorneys at Law
Mr. Owen M. Ryan	Managing Partner, Audit & Enterprise Risk Services	Deloitte & Touche LLP
Ms. Wanda Webster Stansbury	President	Management Interventions, Inc.
Dr. Edward A. Whittaker	Professor of Physics	Stevens Institute of Technology, Department of Physics & Engineering Physics

Table II F.3. URL

[http://www.njcu.edu/Board\\_of\\_Trustees.aspx](http://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 with Rutgers School of Health Related Professions)**

B.S. Allied Health Technology Specializations:

Respiratory Care

Respiratory Therapy

B.S. Clinical Laboratory Science Specializations:

Medical Laboratory Science

Cytotechnology

B.S. Medical Imaging Sciences

Cardiac Sonography

Diagnostic Imaging Technology

Diagnostic Medical Sonography

Nuclear Medicine

Vascular Sonography

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.)**

**Computer Science (Affiliated with Rutgers School of Health Related Professions)**

B.S. Health Information Management

**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

Earth 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  
Astronomy  
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**

**Criminal Justice (B.S.)**

**Fire Science (B.S.)**

**Health Sciences (B.S.)**

Available Certification/Specialization:

Teacher Certification (Health Education—Grades K–12)

Community Health

**National Security Studies (B.S.)**

**Nursing (B.S.N.)**

Available Certification/Specialization:

Accelerated Program (Second degree program—Non-nursing degree prerequisite)

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

**Minors**

Criminal Justice

Fire Science

Professional Security Studies

Health Sciences

Fitness, Exercise, and Sports

**Certification Only**

Driver Education Certification—New Jersey

Driver Education Certification, provisional—New York

Driver Education Certification, permanent—New York

**SCHOOL OF BUSINESS**

**Accounting (B.S.)**

**Business Administration (B.S.)**

Available Certification/Specialization:

International Business

Travel and Tourism Management

**Finance (B.S.)**

**Management (B.S.)**

**Marketing (B.S.)**

**Minors**

Business Administration

Travel and Tourism Management

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

**Urban Education (M.A.)**

Available Certification/Specialization:  
World Languages—Spanish

**COLLEGE OF EDUCATION**

**Counseling (M.A.)**

Available Certification/Specialization:

Clinical Mental Health Counseling

Associate Counselor Licensure

Professional Counselor Licensure

School Counseling Option:

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 Leadership (Ed.D.)**

**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**

**Civil Security Leadership, Management, and Policy (D.Sc.)**

**Criminal Justice (M.S.)**

**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)**

**Certification Only**

Driver Education Certification—New Jersey

Driver Education Certification, provisional—New York

Driver Education Certification, permanent—New York

School Nurse Certification

**SCHOOL OF BUSINESS**

**Accounting (M.S.)**

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

**Business Administration (M.B.A.)**

Available Certification/Specialization:

Finance

Marketing

Organizational Management and Leadership

**Finance (M.S.)**

Available Certification/Specialization:

Professional Financial Planning

Financial Analysis

Financial Management

**Professional Financial Planning (Certificate)**

**Professional Investment Analysis (Certificate)**

**Professional Portfolio Management (Certificate)**

**Professional Financial Management (Certificate)**

**Professional Management Accounting (Certificate)**



## H. Major research and public service activities.

**H. Sponsored Programs AY 2014**

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$248,553
Institutionally Financed Academic R&D Expenditures	\$79,100
Externally Financed Academic R&D Expenditures	\$3,400
<b>Total Academic R&amp;D Expenditures</b>	<b>\$331,053</b>

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (*Survey of Research and Development Expenditures at Colleges and Universities*).

**Research:**

NJCU has been awarded three major grants totaling \$35.5 million through the New Jersey Higher Education Capital Facilities Grant Program, which will create and expand facilities in the sciences and upgrade technology on campus. The grants were secured by the Office of Grants and Sponsored Programs and the Division of Administration and Finance.

A grant of \$32.9 million from the Program's Higher Education Facilities Trust Fund will be used for the renovation and expansion of the Science Building, creating cutting-edge laboratory and class room space for students and professors. A groundbreaking ceremony was held in October and construction is scheduled to begin this summer.

And additional \$1.7 million from the Program's Equipment Leasing Fund will upgrade instructional technology; \$866,788 from the Program's Higher Education Technology Infrastructure Fund will improve campus hardware, fiber optic backbone, wireless access, and storage capacity.

Two members of the NJCU faculty have received awards to enhance instruction in STEM fields. **Dr. Nurdan Aydin**, an associate professor and chair of geoscience/geography, was awarded a National Science Foundation Transforming Undergraduate Education in STEM grant for *Enhancing the Earth and Environmental Science Curricula in a Minority-Serving Institution by Integrating a Particle Size Analyzer*. The \$176,722 grant allows for the purchase of a particle size analyzer for use in undergraduate geoscience courses and research, adding valuable work-related experience to the courses.

**Dr. Christopher Shamburg**, an assistant professor of educational technology, received \$16,000 from the Hewlett Packard Catalyst Academy Fellowship to develop a MOOC (massively open online course) that will be offered internationally to STEM educators.

NJCU is also the recipient of two grants awarded in cooperation with Hudson County Community College (HCCC). One grant provides \$1.5 million to partner with HCCC in *Picking up the Pace: Ensuring Hispanic Degree Completion*, a combined effort to bring greater efficiencies and results for Hispanic students who will attend both institutions and complete both associates' and bachelor's degrees. Funding has been provided by the U.S. Department of Education Title V Cooperative Grant.

**Dr. Muriel Rand**, a professor of early childhood education, received \$331,966 from the New Jersey Department of Education for the Assessment for Learning Project. The project, developed in collaboration with HCCC, will provide professional development for 40 teachers and administrators from three Jersey City charter schools.

### **Community Service:**

NJCU's student jazz combo, the Cedar Walton Quartet, opened WBGO-FM Radio's "Jazz in the Schools," a month-long series of live performances held in recognition of April as "National Jazz Appreciation Month." The program was broadcast world-wide and hosted by WBGO on-air personality Michael Borne. The Cedar Walton Quartet was comprised of NJCU **graduates Barry Spatz, piano; Anthony Perez, bass; Neil Johnson, saxophone; and Ramsey Norman, a senior, on drums. They were coached by Nathan Edlund ('05).**

As reported in the *Jersey Journal* -- New Jersey City University and Hudson County Community College will now recognize each other's credits when it comes to HCCC awarding two-year associate degrees. NJCU President **Sue Henderson** and HCCC President Glen Gabert inked the "Reverse Transfer Articulation Agreement" deal at HCCC's Culinary Arts Center on Newkirk Street in Jersey City. The agreement allows NJCU students who have transferred from HCCC but did not complete enough credits to earn their associate degrees to complete the requirements and receive their associate's degree from the community college while still enrolled at NJCU.

**Logistics Center** New Jersey City University (NJCU) has opened Logistics Center at its Business Development Incubator (BDI) with latest operational warehouse environment. The new facility will train and certify middle management working in the warehousing sector, with a focus on Transportation, Logistics and Distribution (TLD).

In addition to training, the program will carry out lectures addressing trends in the industry, and will offer certification in Wall-to-Wall Physical Inventory as well as Logistics. Middlesex, Bergen, Essex, Hudson, Morris and Union counties have 62.2% of New Jersey's TLD jobs. Currently, about one in ten workers in the state are employed by the industry.

**Mediterranean trip** Sixteen NJCU students traveled to Morocco and Spain in May as part of “The Medieval Mediterranean,” a history course taught by **Dr. Rosemary Thurston** that included readings and discussions about the co-existence of Christian, Jewish, and Muslim cultures in the medieval era. During their 12-day tour, the group visited Casablanca, Meknes, Fes, Tangier, Granada, Cordoba, Sevilla, and Toledo.

**CBS TV Lauds NJCU's Student Management Investment Team** Across the Nation Dayton, Ohio — The New Jersey City University Student Investment Management Team (SIM) was among six teams of finance students who distinguished themselves in the University of Dayton's 13th annual international student portfolio competition. NJCU's SIM Team was awarded First Place for Growth Investment Style in the portfolio competition.

The student-managed investment funds were honored in the competition, held in conjunction with the RISE 13 investment forum April 4-6, sponsored by the University of Dayton in association with the United Nations Global Compact. All of the student-managed teams learn by investing real money.

Representatives of NJCU's 30-member SIM Group traveled to Dayton with **Dr. Bernard McSherry**, SIM advisor and NJCU assistant professor of finance, and **Dr. Rosilyn Overton**, NJCU associate professor of finance. SIM members present at the competition were: **Andrew Armanus**, SIM Group President; **Tykel Jackson**, Group Vice President; and four Portfolio Managers, **Joseph Hernandez**, **Raul Ligerio**, **Ruth Ortiz**, and **Teko Teko-Agbo**.

**Dr. Cindy Arrigo**, assistant professor of biology, and Dr. David Swope, a postdoctoral scholar in the Department of Pathology and Laboratory Medicine at UMDNJ's Robert Wood Johnson Medical School, participated in the 2013 Northeast Summer Institute on Undergraduate Education in Biology, a five-day program presented by Howard Hughes Medical Institute and the National Academies at Stony Brook University that explored new models of instruction for the undergraduate classroom. Their team focused on cardiovascular development and disease models.

**Dr. Mina Armani**, a 1990 *summa cum laude* graduate and former adjunct professor taught a year-long organic chemistry class that enabled 22 Union City High School students to earn four NJCU credits. The cooperative program between the University and high school enabled the students to receive standard chemistry instruction and attend laboratory sessions off campus in professional laboratories at Pliva, an East Hanover pharmaceutical firm. **Dr. Ken Yamaguchi** collaborated with Nadia Makar, of the Union City Board of Education, to institute the program.

**Roddy Bogawa**, a professor of media arts, was the subject of a mid-career retrospective, “Roddy Bogawa: If Films Could Smell” at the Museum of Modern Art. The retrospective featured screenings and discussions of more than a dozen of his works which explore the relationships between individuals and their environment.

**Marc Brown**, head men's basketball coach, captured his 100<sup>th</sup> victory in an 80-68 win over Montclair State University on February 12, becoming only the fifth coach in the program's 81-year history to win 100 career games. Coach Brown joined his father, legendary **Coach Charles**

**Brown '65, M.A. '85**, in the exclusive club and by doing so they became only the third known father-and-son combination in the history of Division III to both reach the milestone. The senior coach was in the stands to witness his son's historic moment.

**Dr. Clyde Coreil**, a professor of English as a second language, contributed "Reflections around on-demand publishing," the eleventh chapter in *Learning in a digitalized age: Plugged in, turned on, totally engaged?*, a book edited by Lawrence Burke and published by John Catt Educational Limited as part of its "World Class Schools" series. Dr. Coreil was among contributors from throughout the world who challenged many assumptions about teaching and learning in the digital age in the 304-page book.

**Jeffrey Dessources**, an assistant director of campus life who is also the poet, author, public speaker, and emcee known as Jeff Dess, has released his fourth book, *Deconstructing Ratchet*, a poetic conversation on the complexity of Ratchet and the culture that surrounds it. Also the author of three other books of poetry, *We Can See Your Privates*, *Haiku from the Home of Reverend MoFo Jones*, and *do not hold doors*, Mr. Dessources has performed and lectured at colleges, universities, high schools, clubs, and lounges throughout the United States over the past ten years.

**Dr. Kimberly Dudas**, an assistant professor of nursing and coordinator of the Accelerated Nursing Program, received the 2014 Elsevier Exceptional Nurse Educator Award for Classroom Teaching. Elsevier is an international publisher of nursing and health professions textbooks that recognizes the work of outstanding faculty. Dr. Dudas' selection from a field of 60 candidates involved a peer-review process.

**Dr. Antoinette Karleen Ellis-Williams**, director of the Lee Hagan Africana Studies Center and a professor of gender and women's studies, has had her first book, *Black Gardenias: A Collection of Poems, Stories & Sayings From a Woman's Heart*, released by Semaj Publishing. *Black Gardenias* is dedicated to women from different areas of life and their struggles against and triumph over oppression, sexism, racism, and classism.

A facility at East Orange Hospital was dedicated in **Dr. Ellis-Williams's** honor. She is a decade-long member and former chair of the Hospital's Board of Trustees, Dr. Ellis-Williams was honored for her ongoing commitment to excellence in health care.

**Matthew D. Farber ('10 M.A.)** a social studies teacher in Valleyview Middles School, In Denville, and adjunct instructor in educational technology, had his article, "Have Your Students Write and Ebook" published in the February issue of the *NJEA Review*.

**Dr. Donna M. Farina**, a professor of multicultural education and a past president of Foreign Language Educators of New Jersey, was interviewed for her expertise in linguistics by Katie Zezima, a reporter with *The Washington Post*, about the use of "Ukraine" vs. "The Ukraine" and "Crimea" vs. "The Crimea." To read the full story visit <http://www.washingtonpost.com/blogs/the-fix/wp/2014/03/25/ukraine-or-the-ukraine-its-more-controversial-than-you-think/>.

**Susana Fernandez-Poyatos**, an adjunct instructor of Spanish, is the only teacher from New Jersey and one of only 100 from throughout the United States to be named a 2014 PBS LearningMedia Digital Innovator for her passion and commitment to innovative teaching practices that integrate digital media and technology in the classroom. An instructor at NJCU since 2004, Ms. Fernandez-Poyatos is a Spanish teacher at Livingston High School where she also serves as Spanish Honor Society adviser and National Spanish Exam trainer. She first became a teacher in her native Spain, specializing in early childhood education at Complutense University of Madrid.

**Dr. Ellen Garvey**, a professor of English, won the Institute for Humanities Research (IHR) at Arizona State University (ASU) Transdisciplinary Book Award for 2014 for *Writing with Scissors: American Scrapbooks from the Civil War to the Harlem Renaissance*. This Award recognizes and celebrates humanities faculty authors from ASU and around the U.S. and the substantial body of transdisciplinary humanistic research their publications reflect.

**Dr. Edvige Giunta**, a professor of English, accompanied Laura Boldrini, president of the Chamber of Deputies, one of the two Houses of the Italian Parliament, on her official visit to the Triangle Shirtwaist Factory Fire site. President Boldrini's visit to New York City and Washington, D.C. was widely reported by the Italian press and on Italian television. Dr. Giunta's article on the fire, which President Boldrini's office asked her to write for its website, as well as her personal account of the visit was published on i-italy, an important portal of Italian news in the United States. President Boldrini is the equivalent of the Speaker of the House and is a former journalist and United Nations representative. To read Dr. Giunta's article visit <http://www.i-italy.org/38077/reality-bridge>.

**Shari Gill**, a senior majoring in musical theatre; **Latazha Jones**, a sophomore majoring in music business, and **Eden Rahming**, a graduate student in music, performed in the Princeton Opera Festival production of *Porgy and Bess* in the Matthews Theatre of the McCarter Theatre Centre for the Performing Arts in Princeton last June. They were the only three from among five NJCU students selected through a competitive audition process who could commit to the rigorous rehearsal schedule.

**Israel Hernandez**, a sophomore majoring in vocal performance, studied with international opera star Marilyn Horne at the American University of Rome as one of only 23 students from throughout the world who were selected to participate in the inaugural session of the Summer Vocal Institute, a month-long opera-focused program. The June Institute launched with a three-day series of master classes led by Ms. Horne.

**Carloyn Hunter and Kathy Decker**, supervisor and nurse of NJCU's Health and Wellness Center accepted NJCU's fifth-place award for donations received during fall and spring blood drives, at a NJ Blood Services ceremony at Liberty House Restaurant

**Ben Jones**, professor *emeritus* of art, presented an exhibit of his work titled, 'Evolution/Revolution 2' at the University of South Africa in Pretoria. He is also co-curated "African American Artists and Abstraction" which opened in July at the National Museum of Fine Arts in Havana, Cuba.

**Dr. Jason D. Martinek**, an assistant professor of history, had his book, *Socialism and Print Culture in America, 1897–1920*, a 224-page interdisciplinary study of how American socialists used literacy in the struggle against capitalism, reviewed in *The Journal of American History*.

**Radwah Oda**, a junior majoring in management at NJCU at Brookdale, placed third in the 2014 New Jersey Collegiate Entrepreneur of the Year Competition hosted by Rider University. The annual competition recognizes exceptional entrepreneurial skill and creativity among full-time undergraduates at New Jersey colleges and universities who own at least 50% of a business. Named for her toddler daughter, Sabreen, and including part of the word organic, Ms. Oda's SabGanics is an e-commerce company that sells handmade, natural, and affordable lotions, lip balms, and other body products. This was NJCU's first entry into the statewide competition. Ms. Oda was joined at the awards ceremony by **Dr. Wanda Rutledge**, an assistant professor and chair of management who served as her advisor for the competition.

**Dr. Cristina Pato**, an adjunct instructor, staff accompanist, and voice coach in the Caroline L. Guarini Department of Music, Dance and Theatre who is also a Galician bagpiper, classical pianist, and composer, performed at the White House last May. Hosted by First Lady Michelle Obama, the show also featured students from Turnaround Arts schools across the nation and highlighted the importance of arts education. Dr. Pato performs regularly with Yo-Yo Ma's Silk Road Ensemble, has released four CDs as a solo bagpiper, and has given more than 400 concerts at prestigious venues worldwide.

**Sam Platizky ('06)** secretary of NJCU's American Federation of Teachers Local 1839, appeared in the Off-Broadway premiere of Kevin Slack's *American Games*. The play was produced by Five Point Productions and staged at The American Theater of Actors in Manhattan in September.

**Jane Steurwald**, a professor of media arts, produced a film that was co-directed by award-winning media arts majors **Rocio Hernandez, Mauricio Perez, Owen Miller and Makisha Rodriques**, all **2012 graduates**, about Okey Chenoweth, a drama teacher at Ridgewood High School who worked with Edward Albee and Stella Adler.

**Ira Thor**, sports information director, has been elected to a three-year term on the Board of Directors of the College Sports Information Directors of America (CoSIDA), an international organization of more than 3,000 sports public relations, media relations, and communications/information professionals from all levels of collegiate athletics in the United States and Canada. Mr. **Thor** also currently serves as first vice president of D3SIDA, the Division III governing body of CoSIDA; he will rotate into a two-year term as president in July 2015. Mr. **Thor** is an active member of numerous CoSIDA committees.

**Dr. Freda Wasserstein-Robbins**, professor of mathematics, and **Dr. Benjamin Griffel**, an NJCU visiting scholar, participated in the 2013 Northeast Summer Institute on Undergraduate Education in Biology, a five-day program presented by Howard Hughes Medical Institute and the National Academies at Stony Brook University that explored new models of instruction for the undergraduate classroom. **Dr.'s Wasserstein-Robbins and Griffel's** team focused on mathematic modeling and disease.

**Dr. Laura Zieger**, a professor and chair of educational technology, joined Jane Clementi and James Clementi, the mother and brother of Tyler Clementi, the 18-year-old student who committed suicide and brought national attention to cyberbullying, to kick off Internet Safety Month at the Hudson County Boys and Girls Club last June. Approximately 125 students attended the program during which Dr. Zieger spoke to them about their digital footprints and the ramifications of their online activity and the Clementis urged each of them to become an “upstander” as opposed to a bystander to bullying.

## I. Major capital projects

- New construction of a state of the art Academic building on the NJCU Campus. This facility will feature 104,000 square feet, two public performance spaces, a 250 seat recital hall, 100 seat lecture hall, general classrooms, and educational and administrative offices. Construction will begin in 2015.



- Renovation and expansion of NJCU's core Science Building. The building will feature 45,000 square feet of new space including 26 labs, 35 faculty offices, 4 general classrooms, 9 collaborative educational spaces and a greenhouse. Construction to begin in 2015





- A \$1.7 million investment in NJCU's technology portfolio will upgrade its classrooms, laboratories, nursing, media arts, education, and video conferencing platforms. This upgrade will affect many programs, but particularly the STEM fields, education, media arts and professional security studies programs.
- An \$860,000 upgrade for the information technology infrastructure at NJCU to improve and enhance overall connectivity and access was funded by the Higher Education Infrastructure Fund.
- A \$450,000 university-funded project to create a centralized tutoring center to be located in the Congressman Frank J. Guarini Library. The tutoring center will centralize all tutoring functions in one location and provide state of the art educational and academic space.
- The relocation of the NJCU School of Business located in the business and financial services district of Jersey City, NJ.