

✓ Proposal for  
✓ a Residential College at Annandale/Clinton Correction Centers  
to be Designated as

the ✓ GARDEN STATE CAMPUS  
of

✓ MERCER COUNTY COMMUNITY COLLEGE

and to be Operated in Cooperation with  
the N.J. Department of Higher Education  
and

the N.J. Department of Corrections

March 1979



Mercer County  
Community  
College

65011



**MERCER COUNTY COMMUNITY COLLEGE, 1200 OLD TRENTON ROAD, TRENTON, N. J. 08690 (609) 586-4800**

*Office of the President*

March 12, 1979

Dr. T. Edward Hollander  
Chancellor  
Department of Higher Education  
225 West State Street  
Trenton, New Jersey 08625

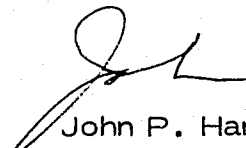
Dear Dr. Hollander: *Teal*

This letter is to emphasize the support of the Mercer County Community College Board of Trustees, administration and staff for the proposed Garden State Campus. We feel that this campus and the planned program offers a means to serve the citizens of the entire state through improved preparation of inmates for reentry into productive civilian life.

We are committed to provide the program quality which has characterized our Prison Education Network program and our other efforts to serve the statewide community. We are satisfied that the program design and finances are completely consistent with MCCC's mission and will not detract from our ability to serve the people of Mercer County.

We therefore formally submit our proposal for establishment of the Garden State Campus as a branch campus of Mercer County Community College.

Sincerely yours,



John P. Hanley  
President

JPH:d

✓ PROPOSAL FOR A GARDEN STATE CAMPUS  
Prepared by

MERCER COUNTY COMMUNITY COLLEGE  
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NJ Department of Higher Education

NJ Department of Corrections

Garden State School District

March 1979

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## I. ABSTRACT

This proposal describes the means by which Mercer County Community College would provide selected state corrections system inmates with intensive, full-time college-level study leading to Associate Degrees. Qualified inmates from throughout the system will be transferred to Annandale Correction Center where the College will establish a residential branch - The Garden State Campus. Female students in residence at Clinton Correctional Institution for Women will also be enrolled, but will receive the majority of their education at Annandale. Courses and training programs for employees of the Department of Corrections will also be provided.

Various innovative features make the program a highly desirable modification of present higher education services for incarcerated students. The program's basic operating support will come from the reallocation of funds spent on inmate housing and education through existing Department of Corrections and Department of Higher Education Programs. Additional extraordinary expenses should be offset through special grant funds secured from other sources.

This will be the only full-time residential co-educational higher education program in a correctional institution in the United States. Other states and the Federal Corrections System will be interested in this model.

## II. BACKGROUND AND RATIONALE

### A. Higher Education in New Jersey's Corrections System

Prior to 1971 college-level courses were offered by various colleges at some institutions throughout the state. The process was decentralized and resulted in only a few inmates taking random courses. For example, Mercer County Community College offered courses at Trenton State Prison and Glassboro State College offered some courses at Leesburg State Prison.

In 1971 Mercer County Community College, with vital support from the Department of Corrections and the Department of Higher Education, inaugurated the first systematic higher education program in New Jersey State Prisons. This Prison Education Network was the first in the United States to provide a unified degree program which operated throughout an entire adult correctional system. Funding for the four-institution, 251 student, program emanated from the Educational Opportunity Fund and regular Department of Higher Education allocations to colleges. Some extraordinary expenses were met by a State Law Enforcement Planning Agency grant. From 1971 to 1973, PEN added services to several other institutions. Three degrees (Business Administration, Community Services and Liberal Arts) were available at Trenton State Prison, Rahway State Prison, Leesburg State Prison (Medium and Farm) and Yardville Youth Correction and Reception Center. Certificate programs were available at Annandale Correction Center, Trenton State Prison and The Correctional Institution for Women. During the period 1971 to 1973 several other colleges began offering degree-related programs at various institutions. These included several community and state colleges.

In 1972 the New Jersey State Legislature created the Garden State School District. In addition to providing a framework for Adult Basic Education, General Education Development and vocational programs, the School District was charged with contracting with institutions of higher education for services to correctional institutions. This responsibility led to the SLEPA-funded development of a GSSD Master Plan for Higher Education. Essentially, the master plan led to greater coordination of higher education services throughout the corrections system. A small study release program was created to meet the needs of inmates who had received an associate degree. Glassboro and Trenton State colleges received most of these study release students; others went to Rutgers University and several private colleges.

The Garden State School District provided coordination and leadership for the entire state correctional system and sought solutions to the college-level education problems of incarcerated students. Experimental four-year programs by Rutgers University and Glassboro were abandoned because of inadequate numbers of students and in 1976 Thomas A. Edison College began to provide its unique services to prison inmates.

Higher Education in New Jersey evolved in seven years from a minimal effort to a system-wide program directed by the Garden State School District. As a result, 350 associate degrees have been received by incarcerated students. Hundreds of ex-offenders have continued their education and there has developed a broad recognition of the value of higher education in a correctional setting.

Several states have followed the lead of New Jersey in extending higher education to offenders. Most have followed the simple expedient of selecting a college adjacent to an institution for delivery of assorted courses. Inmates of large prisons have benefited and those at small

institutions have suffered. The idea of a residential college for inmates has been raised in other states, most notably New York, under the leadership of Timothy Healy, currently President of Georgetown University. New Jersey corrections and college personnel have also suggested that specific wings be set aside for college students. The bibliographic appendix indicates references which describe the major correctional higher education programs in the United States.

B. Limitations of Current Non-Residential Programs

Despite the significant results of the current higher education opportunities available to inmates, a number of detrimental factors limit program effectiveness.

The most obvious limitations stem from the peripheral nature of higher education activities to the functioning of penal institutions. For example, occasional prison incidents result in the temporary suspension of all programs, completely disrupting the educational process. Inmate class schedules are determined by the rhythm of security and general population movements; this means that students can only attend classes from 8:30 a.m. to 11:00 a.m., from 1:00 p.m. to 3:15 p.m., and from 6:30 p.m. to 9:00 p.m. in most institutions.

Individual student advisement is possible but requires advance scheduling. Good study opportunities are prevented by overcrowding and the ever-present cacophony of most prison residence units.

The limited prison education facilities are also used for other education programs, inmate meetings, religious indoctrination and for a host of other purposes. Prison libraries are small and must serve the non-college inmates as well. Correction officers assigned to school



areas are not selected on the basis of their support for the programs, nor are they trained to assist students and faculty members in any way.

Although the environmental factors mentioned above are not a complete list, it is obvious that inmate-students who succeed within a prison environment overcome severe obstacles. Fewer than 25% of the enrolled students are able to be full-time students.

The greatest problem, however, for the individual inmate student is the absence of cocurricular and support services which provide an appropriate setting for a successful educational program. Cocurricular and extracurricular activities do not exist and therefore inmate students are denied an opportunity to participate in an important phase of the higher educational process. They cannot interact effectively with one another, faculty or staff. They cannot easily pursue individual intellectual interests. They cannot receive effective tutoring. They cannot pursue post-release planning with assistance from a College.

Students also have little choice in the elective courses which they can utilize. Space and time limitations imposed by the correction institutions prevent independent study, seminars, non-credit courses and extensive tutoring programs. Often students have to take whichever course is available in order to complete a full academic program or to meet institutional requirements for participation in the College program.

Current higher education in the New Jersey Corrections System does not provide a community of higher learning--it provides some academic learning in a difficult environment.

C. Decision to Develop a Residential College

1. Chancellor's Initiative--Discussions with Department of Corrections

On July 19, 1978, the Chancellor of Higher Education, T. Edward Hollander, contacted Corrections Commissioner, William H. Fauver regarding higher education programs at New Jersey's correctional facilities and suggested they review the various types of college-level programs currently offered to prison inmates. The Chancellor, Commissioner, and respective staff members conducted this review during September, 1978, and a decision was reached to develop a "model" residential college for inmates at one of the state's correctional facilities.

2. Selection of Annandale/Clinton Location

The Department of Corrections recommended that the Annandale correctional facility in Hunterdon County be the main site of the new residential college. The Department of Higher Education concurred with this recommendation, since Annandale has a physical environment suitable for a residential college, has the ability to provide a separate housing facility for participants in the programs, has a competent staff and a superintendent who is strongly committed to providing educational services to inmates. The proximity of the only institution for females provides the opportunity for a co-educational college.

3. Selection of the Community College Which Will Administer the Program

Mercer County Community College was selected by the Departments of Higher Education and Corrections to be the servicing college for the "model" residential college at Annandale. This was done after careful review of Mercer's capabilities in offering education at correctional facilities vis-a-vis other colleges. Particularly, the review found that Mercer has the most experience in providing New Jersey's inmate population with education services, including more faculty and administrators with the required expertise.

4. Establishment of Task Force

A Task Force to develop the "model" residential college was created and consisted of the following members:

Department of Corrections

Richard Seidl,  
Assistant Commissioner of Corrections

Christine Simone  
Administrative Assistant  
Commissioner's Office

Stephen M. Domovich,  
Superintendent  
Annandale Correction Institution

Richard Svec,  
Assistant Superintendent  
Correctional Institution for Women

Joseph N. Tichy,  
Supervisor of Education  
Annandale Correctional Institution

Bridget Chukumba,  
Assistant Supervisor of Education  
Correctional Institution for Women

Clifford Lucas,  
Assistant Supervisor  
Annandale Correctional Institution

Sally Thomas,  
College Coordinator  
Correctional Institution for Women

Linda Hodulik,  
Grants Assistant  
Annandale Correctional Institution

Garden State School District

Robert R. Walton,  
Assistant Superintendent

Mercer County Community College

Thomas N. Wilfrid,  
Dean for Student and Community Services

Gregory O. Gagnon,  
Director of Training and Extension Programs

Department of Higher Education

Edward D. Goldberg,  
Director  
Office of Community College Programs

Michael R. Silverman,  
Assistant Director  
Office of Community College Programs

Charles A. Hulet,  
Grants Officer

The Task Force established a time frame for the development of the college and was given the "charge" of preparing the actual proposal for review and approval by the Department of Corrections and Department/ Board of Higher Education.

D. Mercer and Prison Education

As indicated in A above, Mercer County Community College began offering courses in a prison setting in 1967, initiated the Prison Education Network in 1971 and has continued the delivery of academic services to nearly 300 inmates per semester in five different institutions. MCCC has graduated more than 350 students, assisted them in transferring to other colleges upon release and actively worked within the framework provided by the Garden State School District.

The College maintains a full-time Coordinator, an office staff and assigns regular and adjunct faculty members on a need basis. In addition, academic advisement is provided by a faculty member whose teaching assignment has been reduced to provide time for fulfilling these vital duties. Nearly half of the regular Mercer County Community College faculty have taught in PEN and the Mercer County Community College support services staff members are sufficiently familiar with the special needs of inmate-students to provide excellent support.

The College has consistently sought innovative approaches to meeting the educational needs of inmates. An eight-week, full-time Medical Assistant Training Program at Bordentown Correctional Institution designed to provide improved medical service was completed in the summer of 1978. Para-Legal Training has been offered as a pilot program at Trenton State Prison in the Spring of 1979 and a proposal for short-term, pre-release courses is being considered by the Rahway State Prison Director of Professional Services. The College has developed an innovative combination of credit by experience, independent study and tutoring to meet the academic needs of individual inmates whose security classification prevents attending classes with the general population.

One aspect of involvement with "Prison education" which will reinforce the proposed residential college, is MCCC's experience in corrections staff training. In cooperation with the Corrections Officer Training Academy and Staff Development Center, MCCC has assumed a major role in the training of Department of Corrections staff. During 1978, the College has evaluated eight educational programs for college equivalent credit, offered a two credit course in professional development to 200 Department of Corrections staff members and conducted Training Workshops for training officers for the entire department. During the summer of 1977, the College conducted two weeks of management training for juvenile cottage and community-based staff. Management Training seminars have been provided to the Garden State School District.

This experience permits the College to interact effectively with the Department of Corrections and will allow operation of the Garden State Campus in a receptive atmosphere. Among New Jersey colleges, Mercer County Community College is uniquely prepared; it has the most extensive successful experience in inmate education, correction staff training and cooperation with the Department of Corrections.

### III. PROGRAM OBJECTIVES

#### A. Outcomes

##### 1. Inmates

- a. Increase post-release success in job placement, continuing education and community adjustment.

- b. Reduce recidivism rate among inmates in the system.
- c. Provide graduates with specific skills needed for reintegration.
- d. Raise percentage of inmates in the system who complete Associate Degrees before release from prison.
- e. Raise rate of completion of college courses attempted among inmates in the system.

2. Staff

- a. Increase percentage of DOC and institutional staff who complete college courses and degrees annually.
- b. Improve participating officers' self-assessment of their own roles in inmate rehabilitation.
- c. Improve inmates' perceptions of officers' roles in correctional process.
- d. Assist DOC in achieving more comprehensive staff development efforts.

B. Processes

1. General Education

Provide each enrolled inmate with a broad and thorough exposure to general education in the liberal arts and sciences.

2. Career Education

Provide each enrolled inmate with some opportunities for useful study leading to employment prospects upon release.

3. Flexibility

Provide flexibility in individual inmate programs of study to accomodate individual needs and interests.

4. Innovation

Utilize innovative means of instruction and certification of prior learning, for optimum utilization of available resources in meeting educational needs.

5. Standards

Maintain high academic standards for course and program completion.

6. Transfer Linkages

Facilitate graduates' transfer to baccalaureate programs; provide courses beyond Associate Degree requirements as appropriate.



7. Life Skills

Provide inmates with intensive co-curricular training in "life skills" to supplement formal education, according to projected needs upon release.

8. Peer Group

Provide a cohesive and supportive peer group for student inmates.

9. Support Services

Provide effective support services including career assessment, advisement, counseling and job placement.

10. Student Activities

Provide inmate-students with extracurricular activities parallel to traditional college activities, to provide opportunities for recreation, socialization, and individual development.

11. Male/Female Access

Provide female inmates residing at Clinton with comparable opportunities to those afforded males residing at Annandale.

12. Staff Participation

Achieve broad participation in courses and training programs among Department of Corrections personnel, particularly those assigned to the Annandale and Clinton institutions.

C. Finances

1. Operations

Constrain operating budget requirements within existing operational sources routinely available to support inmate higher education.

2. Start-up and Innovations

Secure grant funding or external donations for major start-up costs and programmatic innovations.

#### IV. ENROLLMENT PROJECTIONS

The inmate enrollment projections indicated below are based upon known inmate eligibility rates for existing higher education programs and known statistics for minimum security classification status. They were developed jointly by the Task Force. Enrollment for subsequent semesters should increase gradually. The Annandale facility has a capacity of 120 inmates and the Clinton enrollment is limited only by the eligibility rules. Staff participation levels are considered to be modest preliminary estimates.

##### A. Enrollment-First Term

(September-December, 1979)

1. 65 resident (Annandale) male students (full-time).
2. 15 resident (Clinton) female students (full-time).
3. 25 + Annandale/Clinton staff (part time).

##### B. Calendar

1. Three (3) fifteen (15) week terms will be provided:  
September - December, January - April, May - August.
2. Within the framework of fifteen week semesters,  
shorter or accelerated programs will be developed as  
needed. Term modules may be five weeks or ten weeks.

##### C. FTE Student Enrollment

1. Inmates
  - a. 12 - 15 credits per semester.
  - b. Life skills courses (non-credit) 6 hours weekly.

- c. Academic/study skills (non-credit) 3 hours weekly.
- d. Net FTE per inmate per term = .5
- e. Net inmate FTE per term = 40.0

2. FTE Staff Enrollment

- a. Credit Courses  
25 staff members x 6 credits per semester.
- b. Non-Credit Courses  
25 staff members x 3 hours weekly per semester.
- c. Non-Credit Workshops  
Enrollment five eight hour workshops of 25 students  
per semester.
- d. Net staff FTE per term = 9.72  
(5 credit; 4.72 non-credit)

3. Net FTE per year = 149.2 (120 FTE inmates; 29.2 staff)

V. Program Design

The program provided to inmate-students at The Garden State Campus is described in this section. The academic component, described in the first three subsections, features a flexible and challenging degree program, with both liberal arts and career orientations, procedures for recognition of prior learning, and high-quality and innovative instruction. The final two subsections describe the unique non-credit instruction and student services components which are seen as critical to preparing participants for successful reentry into civilian life.

A. The Degree Program

MCCC will offer inmates its existing Associate in Arts degree program in Humanities and Social Sciences, with a slightly modified set of course distribution requirements which will provide the following flexible approach to degree requirements which can be adapted to the needs and interests of individual inmates:

1. 62 credits.
2. 45 of these must be earned in the liberal arts according to an individualized plan with prescribed minimum requirements in the humanities (12 credits), the social sciences (12 credits), the sciences (6 credits), mathematics (6 credits), and liberal arts electives (9 credits). (See Appendix for course selections.) A maximum of six credits may be credited in attaining a required exit level of skill in English Composition.
3. Two credits of Physical Fitness Concepts are required.
4. The remaining 15 credits are available for free electives in career-oriented subjects. Individual inmate selections will vary depending upon availability, need, interest, skill level and career direction. MCCC offerings will be based as much as possible upon assessed needs and interests of participating inmates. At all times, the College will sustain elective course sequences which will provide direct career-related study in at least three career areas. This phase of the program will be tailored to the individual's post-release plans for further education or immediate employment. Inmates who enter the program with prior college credit toward another degree will, if possible, be given opportunities to complete the degree already undertaken.

B. Credit for Prior Learning

MCCC will apply its comprehensive procedures for awarding credit for prior learning to enrolled inmates and staff. These include transfer credit, credit-by-examination (such as CLEP or MCCC-prepared exams), and credit-for-experience in accord with American Council on Education guidelines. This allows each participant to realize the academic worth of past experiences and to develop an effective plan for the future.

MCCC policy permits students to receive credit for prior learning toward degree programs, up to the level of fifteen (15) credits less than the degree requirements. However, inmates selected for the Garden State Campus program will be expected to participate in it for at least a full year, in order to receive full benefit from the residential and supportive aspects of the program.

C. Instructional Methods and Innovations

On-site delivery of classroom instruction will be provided by MCCC faculty members (see VIII below). This will be scheduled to accommodate the programmatic needs of the enrolled inmates, and will consist of approximately sixteen (16) three-credit class sections in each of the three terms per year, with a class size of roughly 25 students per section.

In addition, the following innovative techniques will be used to deliver effective individualized instruction for those needs and interests which are not met by the traditional class sections:

1. Independent Study

On a limited basis, exceptionally qualified inmates will be allowed to earn course credit via independent study. The student will

develop a learning contract with specified minimum academic requirements. This may lead to credit for an established MCCC course or (with appropriate approval) for a specially designed course in an area or specialty where none was previously established.

This policy has been enforced successfully at MCCC for four years. Independent study will be permitted only in the context of student learning goals and with the permission of the campus dean, up to a maximum of nine credits per participant.

## 2. Cooperative Education

Each inmate will be assisted in developing a meaningful job assignment within the college unit, within the larger institution, and/or outside the institution with a cooperating employer, which will permit translation of academic learning to the world of practical experience. Learning contracts specifying 1 - 6 credits will be utilized in this phase of the program.

Among the unit based jobs will be participation in student governance, tutoring and service on various committees. Jobs in co-curricular activities may be eligible too. If funding is received, a full-time job developer/placement staff person will assist students in locating Co-Op positions external to the institution. If funding is not received, Clinton and Annandale staff will assist the College Co-op Coordinator.

## 3. Cooperative On-Site Instruction With Private Sector and Other External Agencies

Selected free elective courses will be designed in career-related fields according to available assistance which leads to instruction provided on-site by cooperating private sector employers, community-based organizations, labor unions, or other such agencies. Generally,

these will be small group courses which could not be provided under standard funding procedures. Special grant funds will be sought for this purpose. The College will insure that instructors are assigned adjunct rank and that instruction meets college standards.

4. Laboratory Science Courses

The College will meet student needs with two of several courses which permit student exposure to laboratory or other experimental work. Atmospheric Science and Man and His Environment are well-suited as laboratory materials are easily secured, movable and safe. A space will be designated as a science room, with laboratory facilities available.

D. Non-Credit Components

In addition to credit instruction, the program will provide an average of at least six hours per week per inmate of formal instruction in areas essential for overall program success:

1. Academic Skills

This will provide enriched instruction supplemental to credit courses for individual improvement of reading, writing and mathematical skills, which will enhance individual ability to succeed in college coursework and in an information-filled society. Extensive reference/supportive material will be available. Not all students will need assistance in academic skills.

2. Study Skills

This component will provide direct assistance and instruction in identification of individual learning patterns, strengths and weaknesses, and in development of improvement strategies. Students will utilize assistance in this area as needed. Materials utilized by the MCCC Academic Skills Department will be available to inmate students.



### 3. Life Skills

This component will provide a wide range of learning opportunities to assist inmates who are approaching degrees and release to prepare to enter civilian life equipped with the personal skills vital to survival as an educated member of society.

Among courses being considered are:

Job seeking	Job retention
Personal finance	Interpersonal skills
Calculator/Typing Skills	Assertiveness
Speech	Consumerism
Family support skills	Leadership Training
Citizen Skills	Values Clarification

In addition to inmates and staff members, inmate family members will be encouraged to enroll in Life Skills courses. Each student will participate approximately six hours weekly in Life Skills courses. Specific course outlines for each of these components will be developed during the summer prior to the inception of the program.

### E. Student Services

#### 1. Educational Advisement and Counseling

These will be coordinated by a full-time on-site Coordinator of Student Services, who will supervise and assist individual resident study and program planning. He (or she) will also be responsible for detailed monitoring of individual academic progress, for assisting residents having academic or motivational difficulty, for teaching some of the Life Skills courses, for coordinating an activities program for enrolled students, and for providing needed assistance to the program director. Whenever possible, peer assistance

by residents will be used in the delivery of advisement and counseling services. MCCC faculty members will assist in the advisement and counseling programs as part of their assignment to the Garden State Campus.

Inmate advisement and counseling will be enhanced by the utilization of institutional educational staff and trained corrections officers assigned to the College housing units at Annandale and Clinton. Officers and other staff will be trained to provide tutoring assistance as well.

Any student needing therapeutic and/or pre-parole counseling will be referred to the appropriate Department of Corrections psychologists, institutional parole officer, etc. The College student body will comprise approximately 15% of the residents at Annandale; these services would be received by the same number of general residents.

A special feature of the counseling process will be the inclusion of inmate families, particularly spouses, as possible. Research indicates that family support is a key to post-release success.

## 2. Student Activities

The on-site coordinator, in cooperation with the Annandale/Clinton staff, will coordinate an activities program specially designed for the enrolled students and their families in the program. As much as possible, this program will relate to learning which occurs in the classroom. Faculty participation will be encouraged. Specific activities will respond to expressed participant interests. Likely components of the program include:

Intramural athletics

Student newsletter

Yearbook

Special programs (speakers, films, etc.)

Special interest clubs

Special attention will be given to alternating student activity sites between the two institutions. A complete plan will be ready for the beginning of the program.

3. Student Life

One of the program's highlights will be the collegiate atmosphere which will be generated by the full-time in-residence environment. Students will be encouraged to develop formal and informal supportive peer group associations which support education and socialization. Informal student interaction with program staff and faculty will be strongly encouraged. Exchange visits with student groups from the other MCCC campuses will be explored, as will interaction with students at other colleges in the state.

4. Institutional College Coordinators

The college coordinator, assigned by the education department at each institution, will play a vital role in the development of effective student services and activities. He or she will be responsible for the coordination of these services within the constraints of institutional and departmental regulations.

5. Registration and Student Records

MCCC will maintain student records as it does for its other students. Students will receive grade reports each term and cumulative transcripts in accord with standard college procedures. This material will be added to the student's institutional files. Registration and records processing will be coordinated on-site by the program secretary, and will be processed on campus by regular college staff members. Students will be subject to the same academic regulations and standards as all MCCC students.

## VI. STUDENT SELECTION AND PLACEMENT

### A. Minimum Eligibility Criteria

1. High School diploma or equivalent.
2. Minimum security status.
3. Placement test scores which indicate entry level academic skills as required for current college programs in other corrections institutions. The Comparative Guidance and Placement Examination will be utilized because the college has extensive predictive experience for inmate students.
4. Time remaining on sentence:
  - a. Inmates with at least two years prior to eligibility for parole will have preference.
  - b. Inmates with less than two years remaining will be accepted dependent upon possibility of receiving degree prior to release.
5. Inmates possessing degrees already but who, in the judgment of the selection committee, can benefit from one year of participation will not be excluded.

### B. Selection Procedures

1. Each adult and youth institution will recommend inmates for inclusion in the program. This will be done in conjunction with the college representatives at the institutions which have them.
2. All inmates will be encouraged to apply through extant advisement and publicity channels. Independent applications will be evaluated as nominations are.
3. Nominee/applicant lists will be reviewed by Garden State Campus staff and the institutional college coordinators in order to determine eligibility.

4. Eligible nominees/applicants will be interviewed by campus staff who will prepare recommendations for the Admissions Committee.
5. Final selection of inmates will be performed by an Admissions Committee. (After the initial class is chosen the Student Government will designate an inmate to serve along with the on-site program coordinator and counselor and an Annandale/Clinton staff member designated by the superintendent(s). The Admissions Committee will develop selection criteria dealing with extent of prior educational background, adjustment to institutional life, and potential to benefit from the program which include an objective evaluation of which candidates will receive the most benefit from the college experience. These criteria will be subject to approval by both the College and the Department of Corrections.

Note: Transfer of inmate students to Annandale will follow Department of Corrections procedures. Inmate students will not review materials of a sensitive nature as stated in Department of Corrections guidelines.

C. Initial Placement

1. Inmates with prior college experience will be admitted to the program with full credit for prior coursework according to existing college procedures for transfer of credits, and will be placed into available courses for which they are qualified and which will enable them to make optimum progress toward degrees.
2. All students will receive initial course placement based upon N.J. Basic Skills Placement Test scores and other applicable career interest tests, together with the results of an in-depth interview with the Coordinator of Student Services.

3. For all inmates, particular emphasis will be given to basic academic skill development needs, to be delivered through offerings parallel to college courses.

## VII LEARNING RESOURCES

### A. Library

1. Existing college-level materials now available at Annandale/Clinton will form the nucleus of the Garden State Campus Library with materials added to a specially constructed library at the Annandale site.
2. MCCC will contribute other materials as available through external funding sources such as Federal Library Resources grants. DHE will provide assistance in grants solicitation. Materials acquisition will proceed within available resources until the ALS standards for certification are met. Several publishers and the Thomas A. Edison State College Alumni Association have agreed to donate to the Library.
3. Enrolled students will have access to other materials housed at the MCCC Library at its main West Windsor Campus and at its urban James Kerney Campus, as well as materials available to MCCC through its inter-library loan program.
4. Library maintenance will be provided by the Education Department(s) at Annandale/Clinton, with assistance as available through inmates enrolled in courses offered through the MCCC Library Assistant program, or through other resources such as MLS Interns. The on-site coordinator will monitor the provision of such assistance.
5. A study/research collection will be established at Clinton for its residents and transfers of resources to Clinton will be arranged to assure that female students have the same services as male students.

B. Instructional Media

MCCC has many courses with mediated direct instructional or self-study materials, using video tape and slide/tape formats as well as companion or self-standing print materials. Mediated instruction will assist in person instruction by faculty. In order to provide equivalent instruction to that made available to other MCCC students, initial acquisition of media hardware and software will be necessary as indicated in the budget.

VIII. FACULTY

In the past three years, from 63% to 78% of all credit instruction in MCCC's Prison Education Network Program has been conducted by regular full-time MCCC faculty members. This is only slightly less than the 83% rate of full-time faculty coverage of all MCCC instruction during the same time period. Full-time MCCC faculty members possess extensive experience with the college and its programs, and are subject to rigorous annual evaluation procedures. The college goal is to provide at least the same rate of instruction coverage by full-time faculty at the Garden State Campus as it does for all MCCC courses.

The College will assign at least one faculty member full-time per semester to the Garden State Campus. In addition, the college has accumulated an experienced corps of adjunct faculty who have successful teaching experience in a prison environment. These individuals would be given preference for part-time Garden State Campus instructional assignments.

Special attention will be given to continuity of faculty participation. Full-time and adjunct faculty members who have participated successfully in the program will generally receive preference for teaching assignments.

## IX. PROGRAM ADMINISTRATION

### A. Mercer County Community College

1. The College will be responsible for the academic components of the program and will have principal responsibility for operation of its non-academic aspects.
2. A newly restructured MCCC administrative position with the title of Assistant Dean for the Garden State Campus will be assigned responsibility for the operation of the Annandale/Clinton residential program, the existing Prison Education Network and all MCCC corrections training programs. This insures proper integration of the entire MCCC prison program and its integration with training programs for corrections staff. The Assistant Dean will be located at the Garden State Campus and will report to the Dean for Student and Community Services.
3. During the first year, one or more participating faculty members will receive workload reductions for providing assistance with administrative requirements for the daily operations of the campus.
4. Coordinator of Student Services. This individual will be responsible for coordinating extracurricular, educational advisement and non-credit facets of the program. She (he) will be located on the Garden State Campus.
5. Coordinator of Vocational Services. If funded, an individual will develop internal and external job sites, on a part-time or full-time basis to assist in the development of learning contracts and interface with appropriate institutional work-release personnel. If no position is funded, these functions will be assumed by institutional work release coordinators assisting the College staff.
6. Secretary

Note: External funding may provide additional staff for added programmatic functions.



B. Department of Corrections Staff

The Department of Corrections has indicated willingness to support the residential college with a major effort. Designated individuals from the Central Office, Annandale and Clinton will be assigned responsibility for the following functions:

1. Custody

Classification of inmates for program

Transfer of inmates for program.

Assignment of correction officers to program.

Transportation of Clinton/Annandale students.

Coordination of rules and discipline within the framework of a residential college and Department of Corrections standards/contracts.

Orientation of College staff to custody needs.

2. Treatment

Psychological assistance

Pre-parole assistance

Work-release

3. Educational Services

Assistance in student selection

Assistance with advisement, counseling and tutoring

Library supervision

Facility utilization planning

Assistance in program planning

4. Extracurricular Activities

Recreational Activities

Assistance in structured student activities program

5. Management

Interaction with COTA (Corrections Officer Training Academy) and SDC (Staff Development Center) to coordinate training functions.

Assistance in integrating residential unit within total institutional environment.

Coordination of support systems: food, housing, clothing, maintenance, construction, etc.

Assistance in Evaluation component.

6. Personnel Assignments

Although the Superintendents of Clinton and Annandale are administratively responsible for the assignment of all corrections professional staff members, the Assistant Dean for the Garden State Campus will recommend duties and schedules for institutional staff members who work with the inmate students of the residential campus. The institutional superintendents will review the recommendations of the Assistant Dean in order to assure compliance with departmental regulations and meeting the needs of the entire staff at their respective institutions. It will be the responsibility of the Assistant Dean to coordinate with the appropriate supervisors the orientation of assigned corrections staff members to the responsibilities agreed to by the superintendents. The Assistant Dean will contribute to the performance evaluations of corrections staff members as requested by the superintendents.

It should be emphasized that this amount of interagency coordination is seen as critical to program success. If it can be achieved, it will be unique among corrections - higher education liaison efforts to date in this country. MCCC is confident, however, that the NJ Department of Corrections, especially the excellent staffs

at the Annandale and Clinton facilities, will continue to display the extraordinary attitude of cooperation which has been offered during the planning phase of this program.

X. RELATED STAFF TRAINING/EDUCATION

In order to meet the educational needs of corrections staff members and to secure their active participation in achieving the Garden State Campus mission, the College will offer a variety of educational services. These planned services have received the support of PBA Local 105 (which represents all correction officers) and the Assistant Commissioner of the Division of Policy and Planning of the Department of Corrections.

1. Officers and other staff members of Annandale/Clinton will be encouraged to register for any of the credit or non-credit courses offered to inmate students. Funding, adjusted work schedules and other incentives will be provided for Department of Corrections employees.
2. Each of the officers assigned to the college residential units will be trained to:
  - a. Meet custody needs within a supportive environment.
  - b. Assist the operation of programs in a supportive atmosphere.
  - c. Provide leadership in group discussions.
  - d. Assist the program in its interaction with other elements of the custody system.
  - e. Act as academic tutors as appropriate.
  - f. Represent the College and the Department of Corrections.
3. Specific courses reserved for Corrections staff will be offered as needs can be determined.

4. Orientation seminars will be held for Department of Corrections staff not directly involved with the residential program. This will include: Superintendents, Central Office personnel, educational staff from all institutions, and Bureau of Parole personnel. All Annandale staff members will receive an orientation to the program.
5. MCCC, in cooperation with the Corrections Officer Academy and Staff Development Center, will offer training programs for Department of Corrections employees.

## XI. FACILITIES

### A. Annandale

Program design is predicated upon the conversion of Cottage 8 at Annandale into a residential environment centered around full-time cottage study. This residence hall is located near the main education building at Annandale, and can be modified to provide an excellent setting for a community of learning.

1. The first and second floors contain residential quarters with a capacity of 120 inmates. Modifications will be required to assure privacy, study carrels and a second floor library.
2. The basement will be renovated to include three large classrooms, female lounge and toilet facilities and two faculty offices.
3. The third floor is currently used for offices and will be modified further for use as counseling rooms, seminar rooms, one large classroom and administrative offices. Additional facilities are available at Annandale and Clinton (art classroom, vocational education facilities, gymnasias, and the grounds themselves) or at nearby locations through cooperative education or off-site instruction by cooperating employers.

Facilities preparation will be handled by the Department of Corrections and the Annandale staff. Identification of available specialized facilities will be coordinated by the College.

B. Clinton

Although an entire housing unit is not justified, inmate students will be concentrated near classrooms, an office for college staff members, library and study facilities. Many activities, curricular and extracurricular, will be held at Clinton for the entire student body.

C. Additional Facilities

The modifications described above meet the minimal needs of the residential program. If funds are available then additional offices will need to be created, a learning center constructed and major enlargement in other support areas made.

## XII. EVALUATION

This project is another step forward in New Jersey's efforts to assist offenders in preparing for the release which is inevitable for 98% of all inmates. Research indicates that the key factors in post-release success are: inmate self-image, skills, job-holding and familial and occupational support. The College Program should impact positively on each inmate student in each of the key areas for post-release success.

Although it is impossible to find an ideal control group for experimental purposes, the recently created Department of Corrections Office of Planning and Research will cooperate in the development of a long range research project designed to measure post-release success.

A. Post-Release Research

To be developed in conjunction with the Department of Corrections consistent with campus objectives. Particular attention will be given

to securing assistance from other prominent New Jersey institutions with research interests and capabilities. Present plans include cooperation by Educational Testing Service located in Princeton.

B. In-Process Research Hypotheses

1. Inmate students will complete degrees at a higher rate than peers in other institutions.
2. Inmate course success rates will be higher than their peers in other institutions.
3. Inmate removal from program for administrative (discipline) reasons will be lower than for their peers in other institutions.
4. Inmate students will have higher grades than their peers at other institutions.

Other hypotheses will be developed based upon the objectives described in section III above.

XIII. COORDINATING COUNCIL AND ADVISORY COMMISSION

A. Coordinating Council

The interagency nature of this program requires a mechanism for formulating and resolving programmatic and policy issues for the Garden State Campus. The Council will receive programmatic reports, review recommendations of the campus staff and may make recommendations to the MCCC Board of Trustees, the Commissioner of Corrections or the Board of Higher Education.

Membership of the Council will consist of designees of the President of the College, the Chancellor of Higher Education and the Commissioner of Corrections, and the Superintendent of the Garden State School District. The chairperson of the Advisory Commission (below) will serve ex-officio. The Assistant Dean will serve as permanent Secretary.

#### B. Advisory Commission

MCCC utilizes advisory commissions for a wide range of curricular and special program offerings (see policy statement in Appendix).

A Special Advisory Commission will be established for the Garden State Campus by the MCCC Board of Trustees. It will include professional staff members of the Department of Higher Education, the Department of Corrections, the education departments of Annandale and Clinton, an ex-offender and representatives of employers cooperating in instruction and cooperative education programs.

The Advisory Commission will assist the Staff of the Garden State Campus with their expertise and in planning the programs offered. Individuals who have indicated a willingness to serve include: Ms. Jeanne Britell, Executive Director for Program Planning, Educational Testing Service; Mr. Joseph Buckley, Director of Personnel, Ethicon; Mr. Robert White, Vice President, PBA Local 105; Mr. Carroll Wilson, Clinton Board of Trustees; Dr. Michael Nittoli, Assistant Professor of Criminal Justice, Trenton State College; Mr. George Meyer, Annandale Board of Trustees.

#### XIV. FINANCES

This section outlines the financial requirements for establishment and operation of the Garden State Campus.

Projected program operation costs can be met through regular state higher education and corrections funding sources supplemented by student tuition aid available through the federal Basic Educational Opportunity Grant (BEOG)

program. Start-up expenses and certain desirable programmatic innovations will require categorical funding from other sources such as grants or corporate contributions.

A. Annual Operating Costs: 9/1/79 to 8/31/80

Minimal projected costs of program operation by MCCC are shown below. Some additional desired innovations (costs not shown) will be made possible if sufficient grant funds are received.

PERSONNEL - at Garden State Campus

Administrative/Clerical	\$ 22,000
Student Services	18,000
Instruction	90,000

PERSONNEL - at West Windsor Campus

Administrative (Deans, Department Chairpersons)	20,000
Student Records Processing	10,000
Financial Aid Processing	5,000
Other Student Services Support	5,000
Budgeting/Accounting/Personnel	5,000
Academic Support Services	10,000

Subtotal for Personnel	\$185,000
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FRINGE BENEFITS @ 23%	42,550
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TEXTS/STUDENT MATERIALS	37,850
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LIBRARY/MEDIA MATERIALS	9,000
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OFFICE EXPENSES (postage, phone, supplies) at GSC	4,200
OFFICE EXPENSES WWC	1,660
TRAVEL AND STAFF DEVELOPMENT	9,500
CEREMONIES & PUBLIC INFORMATION	2,000
EQUIPMENT MAINTENANCE	1,500
TOTAL	\$293,260

B. Annual Operating Funding

Projected funding for the above will come from established sources currently funding inmate and civilian higher education programs in the state and the nation. Participants will be charged tuition at MCCC's out-of-county rate and the regular college fee. Inmate tuition and textbook/supplies expenses will be paid in part through federal BEOGs, and the balance will be paid by the NJ Garden State School District via annual contracts with MCCC. Regular FTE enrollment support from DHE will be the largest single funding source:

DHE - FTE Support	\$104,000
(149.2 FTE @ \$700 per FTE)	
BEOG - TUITION/BOOKS	80,960
(Per BEOG guidelines and projected inmate enrollments.)	
GSSD - TUITION/BOOKS	100,800
(Balance of inmate fees/costs)	
STAFF - BOOKS/SUPPLIES	4,500
COTA - WORKSHOP FEES	3,000
(Per projected activity)	
TOTAL	\$293,260

The above reflects MCCC's commitment to provide tuition - free enrollment for correction officers and other approved DOC staff who enroll voluntarily in the GSC inmate-based courses during off-hours. If a source is found to cover the tuition and fees, other program innovations will become possible. This tuition-free enrollment for staff is seen as a minimum necessity for ensuring their support and enthusiastic cooperation.

C. Start-up Phase: 5/1/79 to 8/31/79

Grant applications totalling \$222,500 to finance program start-up requirements have been submitted to various funding sources, including the NJ Governor's Discretionary CETA funds, Vocational Education funds, Federal Library Resources funds, and other governmental and private funding sources. The start-up phase will consist of program and course development, furnishing of the renovated facility, and acquisition and installation of instructional equipment. Projected minimum requirements are:

PERSONNEL	\$ 33,500
OFFICE & CLASSROOM FURNISHINGS	35,615
INSTRUCTIONAL EQUIPMENT	52,663
LIBRARY AND INSTRUCTIONAL MATERIALS	20,000
LOCAL TRAVEL & STAFF DEVELOPMENT	3,776
TOTAL	\$145,554

If grant income does not meet projected needs by August, 1979, grant solicitation will continue. Some start-up requirements can be deferred into the first year of operation if necessary.

D. Facilities Renovation Costs

Facilities renovation at Annandale is critical to the start of the program. Requirements and costs have been developed jointly among MCCC and DOC staff in consultation with DHE. Costs, excluding labor to be provided by DOC, will be \$80,227.

MCCC has asked DHE and DOC jointly to secure the necessary funds for facilities renovation from sources available to them, and anticipates a speedy resolution of this critical issue.

E. Extent of DOC Support Required

The extent of required support from the Department of Corrections has been computed by MCCC in cooperation with DOC personnel. This does not represent new expenditures, but shows the projected extent of dedication of existing personnel and other resources to support the Garden State Campus program. It emphasizes the importance of DOC cooperation to program success. MCCC is pleased with the pledges of cooperation which it has received and the excellent assistance which has been provided during the planning stages.

CENTRAL OFFICE PERSONNEL	\$ 10,900.
ANNANDALE PERSONNEL	183,736.
CLINTON PERSONNEL	67,547.
BUSINESS OFFICE	29,943.
FOOD	65,720.
INMATE HOUSEHOLD ALLOWANCES	6,600.
INMATE CLOTHING	6,600.
INMATE SERVICES	<u>38,395.</u>
	\$409,441

Mercer County Community College  
Response to Consultants' Reports

The Department of Higher Education invited two consultants to review a preliminary proposal, to visit the proposed Garden State Campus, and to interview personnel from Clinton, Annandale, Mercer County Community College and the Department of Higher Education. Dr. F. Kennon Moody, Dean of Community and Special Services, Dutchess Community College, was selected because of his experience in directing a higher education program within two New York penal institutions. President Timothy Healy of Georgetown University was selected because of his experience in the unsuccessful effort to create a residential program in New York state and his present efforts to create a residential campus for the Federal Corrections System. Dr. Moody visited Annandale on December 15, 1978 and President Healy visited Clinton and Annandale on February 12, 1979.

Each consultant prepared a report for the Department of Higher Education which was forwarded to Mercer County Community College and to members of the Task Force for the creation of the Garden State Campus. An additional informal review by the Department of Higher Education Academic Committee was completed and shared with the Task Force and the College. The College prepared detailed responses to each consultant's report and to the review of the Department of Higher Education Staff members.

The majority of the suggestions from the consultants and DHE staff have been incorporated into the proposal under review by the Board of Higher Education:

- . Formalization of branch campus status.
- . Slight modification of original set of objectives.
- . Desirability of tuition-free enrollment by corrections staff.
- . Agreement on college participation in selection, assignment and evaluation of Department of Corrections staff to Garden State Campus.

- . Provision for increased enrollment.
- . Sufficient career-related coursework.
- . Elimination of dependence on grants for operations phase.
- . Provision of job placement for students if a position is not funded.
- . Clear support for program by Clinton staff.
- . Provision for post-release tracking of students.
- . Provision for inmates to apply for admission to Garden State Campus without being nominated by Department of Corrections staff.
- . Identification of responsible staff in selection of students.
- . Provision for assuring an acceptable learning-residential environment.
- . Provision for beginning program if projected enrollment is not attained by September, 1979.
- . Clearer and more highly emphasized provision for research and evaluation of program

Only four recommendations were not incorporated into the proposal: reduction of mathematics requirement to three credits; permitting short-term inmates to participate in the career preparation phases of the campus curricula; selection of correction officers by May, 1979 and a detailed timetable for implementation accepted in writing by the agencies involved. These rejections were based upon pedagogical and pragmatic considerations. Students who major in Liberal Arts must have at least two semesters of mathematics to qualify for transfer and to receive a liberal arts degree. If part-time students were admitted they would not benefit from the total learning environment which is the primary strength of the Garden State Campus.

Pragmatic considerations prevented the sign-off on all logistical arrangements prior to consideration of the proposal by the Board of Higher Education. Each of the agencies involved have indicated their support for accomplishing this task and

a detailed, mutually acceptable timetable will be completed by June 2, 1979.

Selection of assigned corrections staff by May 1 is not possible. Tentative plans indicate that selection and training will occur in late July and August. Students will not arrive until the last two weeks of August.

The college personnel who have been devoting their efforts to the creation of the Garden State Campus are pleased that each of the consultants was enthusiastic about the program. There is little doubt that the Garden State Campus will provide an effective community of learning for its inmate-students and an effective higher education and training program for Department of Corrections staff members.

Letters of Support for  
Garden State Campus

The proposed Garden State Campus has received enthusiastic support from numerous individuals and organizations. The letters which comprise this appendix indicate the unqualified approval of the key individuals whose departments, associations and institutions are necessary in the achieving the Garden State Campus mission:

William H. Fauver, Commissioner of Corrections

Daniel J. Sullivan, Superintendent of the Garden State School District

Elizabeth B. Schley, Chairperson of the Correctional Institution for Women

Board of Trustees

S. Phil Dwyer, Superintendent of the Correctional Institution for Women

Stephen M. Domovich, Superintendent of the Annandale Youth Correctional  
Institution

Joseph Baranyi, President of the NJPBA Local 105

Albert Elias, Assistant Commissioner of Corrections, Division of  
Policy and Planning.



State of New Jersey

DEPARTMENT OF CORRECTIONS  
WHITTLESEY ROAD  
POST OFFICE BOX 7387  
TRENTON, NEW JERSEY 08628

WILLIAM H. FAUVER  
Commissioner

JUDITH A. NALLIN, ESQ.  
Deputy Commissioner

February 15, 1979

Dr. T. Edward Hollander, Chancellor  
Department of Higher Education  
West State Street  
Trenton, New Jersey 08625

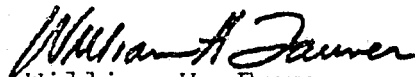
Dear Chancellor Hollander:

It is indeed a pleasure for me to write to you with respect to the establishment of the Garden State Campus Program within our Youth Correctional Institution Complex. As you know, both of our Departments, along with Mercer County Community College and the Garden State School District, have been working in conjunction to make this program a reality.

After reviewing the proposal for this program, I would herein like to offer my full support and endorsement of this unique concept. An innovative program such as this is certainly a worthwhile step towards our rehabilitative efforts. It is also gratifying to know of the concern and interest your Department has for those incarcerated and we are most appreciative of the efforts that are being put forth by your staff for this program.

Again, it is certainly a pleasure for me to offer the support of this Department at this time and hope that our goal of instituting this program is achieved. To that end, if I can be of any assistance, please do not hesitate to contact me.

Very truly yours,

  
William H. Fauver  
Commissioner

WHF:CS:pmr





State of New Jersey

DEPARTMENT OF EDUCATION

DIVISION OF SCHOOL PROGRAMS

GARDEN STATE SCHOOL DISTRICT

2465 SOUTH BROAD STREET

TRENTON, NEW JERSEY 08610

Administration

Phone: (609) 292-8690

Business Office

Phone: (609) 292-8610

March 12, 1979

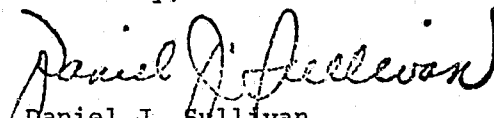
Chancellor T. Edward Hollander  
Department of Higher Education  
225 W. State Street  
Trenton, NJ 08625

Dear Dr. Hollander:

I have followed with interest, the development of the proposal for the Residential College at the Annandale/Clinton Correctional Centers, as presented by members of the Joint Departmental Task Force. As Superintendent of the Garden State School District, I fully support the need for this unique effort on behalf of the inmate population within the Department of Corrections. As you know, the School District has committed its resources for the past seven years towards the expansion of services to inmates desiring undergraduate and graduate degrees. The time has come to begin to think of developing a realistic program for a select group of inmate college students who could benefit from an intensive program that has been proposed by Mercer County College. With their experience in the world of higher education for inmates and their willingness to commit themselves to this Garden State Campus, Mercer County College is to be applauded.

I sincerely hope that the Board of Higher Education will see fit to designate Annandale as a branch campus to bring this plan to fruition.

Sincerely,

  
Daniel J. Sullivan  
Superintendent of Schools

k

MAR 13 1979

MCCC OFFICE OF  
PART-TIME STUDY



State of New Jersey  
CORRECTIONAL INSTITUTION FOR WOMEN  
DRAWER E  
CLINTON, N. J. 08809

TELEPHONE: 201-735-7111

FEB 26 1979

MCCC OFFICE OF  
PART-TIME STUDY

February 16, 1979

Dr. Gregory Gagnon  
Director of Training and Extension Program  
Mercer County Community College  
1200 Old Trenton Road  
Trenton, New Jersey 08690

Dear Dr. Gagnon:

This is to advise you that the Board of Trustees of the Correctional Institution for Women at Clinton has reviewed the proposal for the establishment of the Garden State Campus and would like to hereby indicate our endorsement of the project.

We are happy that the proposed project would include the participation of female inmates from this institution as we believe that this project will meet a long-standing need for some of our residents.

At our February 16, 1979 meeting, Richard Svec, Assistant Superintendent, presented an overview of the program and was able to answer questions posed by members of the Board. We are pleased to find that the proposal is well-designed and quite comprehensive.

It is our sincere hope that both the Department of Corrections and the Department of Higher Education will lend their approval and support to this proposal and also that the appropriate funding sources are found in order to make it operational.

Dr. Gregory Gagnon

Page 2

2/16/79

Mr. Carroll Wilson, who is the chairman of the Board's Educational Committee, was nominated by the Board to be a candidate for membership to the Garden State Campus' Advisory Commission. Mr. Wilson has experience in the correctional education field, and is presently a faculty member of the Somerset County Community College.

Enclosed is the resume of Mr. Wilson.

Very truly yours,

*E. B. Schley*

Elizabeth B. Schley, Chairman  
Board of Trustees  
CORRECTIONAL INSTITUTION FOR WOMEN

ES:ava

cc: Mr. Robert Walton  
Mr. Richard Svec  
Ms. Briget Chukumba  
Mr. Carroll Wilson  
file

attachment



State of New Jersey  
CORRECTIONAL INSTITUTION FOR WOMEN  
DRAWER E  
CLINTON, N. J. 08809

TELEPHONE: 801-735-7111

January 4, 1979

Dr. Gregory Gagnon  
Director of Training and Extension Programs  
1200 Old Trenton Road  
Mercer County Community College  
Trenton, New Jersey 08690


Dear Dr. Gagnon:

This letter is written in order to document my endorsement of the joint proposal for the establishment of the Garden State Campus of the Mercer County Community College at the Youth Correctional Institution at Annandale. I have reviewed the preliminary and re-drafted proposal and Mr. Svec has kept me abreast of Task Force activities. I feel that the proposed program would be realistic in approach and very worthwhile.

As you know, the proposal involves inmates of the Correctional Institution for Women and, at times, the use of certain facilities at the Correctional Institution for Women for specific Activities. It is my intention to insure that this Institution cooperates with the Annandale program and upholds its end of the agreement.

It is my sincere hope that the Department of Corrections, the Department of Higher Education and Mercer County Community College are able, through their joint efforts, to implement the program.

Very truly yours,

  
S. PHIL DWYER  
Superintendent

RFS/SPD/dci  
cc: Richard F. Svec, Assistant Superintendent

JAN 8 1979

MCCC OFFICE OF  
PA STUDY



State of New Jersey  
YOUTH CORRECTIONAL INSTITUTION  
ANNANDALE, N. J. 08801

PHONE: 638-6191  
AREA CODE 201

November 2, 1978

Chancellor T. Edward Hollander  
Department of Higher Education  
225 West State Street  
Trenton, New Jersey 08625

Dear Chancellor Hollander:

On October 25, 1978, Dr. Edward Goldberg, Director, Office of Community College Program, Department of Higher Education and two other members of the Department of Higher Education met with representatives from Mercer County College, Garden State School District and Youth Correctional Institution at Annandale, New Jersey. The Annandale Residential College Task Force, as the group was called met, with the main goal in mind, "to develop a residential college within the Correctional facility at Annandale."


After reviewing the objective of the project, tasks and areas of responsibilities were assigned and a housing unit selected as the proposed site. Annandale has committed itself to cooperate in planning for and to assist in the operation of the program.

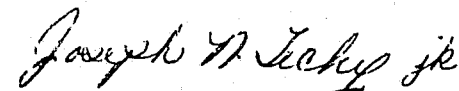
A program such as is described can only be construed as encouraging positive attitudes in the inmate-resident-students. Although we realize that education, by itself, does not rehabilitate; education does lead to rehabilitation.

We, as correctional staff members, are encouraged by the support and commitment, indicated by Dr. Goldberg and the Department of Higher Education. The Mercer County College representatives as well as the Garden State School District member, also extended their support of the project.

The administration and staff at the Youth Correctional Institution, Annandale appreciate the opportunity to be a part of the Residential College Project. We will cooperate and offer our support in the planning and operational stages necessary to make this program successful.

Very truly yours,

  
Stephen M. Domovich  
Superintendent

  
Joseph N. Tichy



NEW JERSEY STATE  
**POLICEMEN'S BENEVOLENT ASSOCIATION**  
LAW ENFORCEMENT OFFICERS LOCAL No. 105



February 21, 1979

Gregory O. Gagnon, Director  
Training and Extension Services  
Mercer County Community College  
Administration Building, Room #105  
1200 Old Trenton Road  
Trenton, New Jersey 08690

Dear Mr. Gagnon:

As per our conversation of February 9, 1979, please be advised that as President of P.B.A. Local #105, I am in support of the pending Annandale/Clinton educational program for Correction Officers.

In view of the fact that a program such as the one being planned for the Garden State Campus could be of great value to officers who are interested in career advancement, I would encourage as many correctional staff members as possible to take advantage of both the credit courses and the non-credit training programs.

I am confident that the people who are responsible for the planning and execution of this program will be most thorough. However, should the College and/or Mr. Fauver's office feel that I could be of any assistance in some aspect of the planning of the program, either from a security or an academic standpoint, please contact me.

At this time, I would like to recommend that Senior Correction Officer Robert White of the Trenton State Prison Vroom Readjustment Unit be appointed to the Advisory Commission of the Garden State Campus. As Vice President of P.B.A. Local #105, Mr. White has proven himself to be a responsible individual, and is in my estimation, fully capable of handling the responsibilities that accompany the position. As per your request, his resume will be forwarded to the Board of Trustees at a later date.

Very truly yours,

*Joseph Baranyi*  
Joseph Baranyi, President  
N.J.P.B.A. Local #105

jb:mb:mb  
cc file



State of New Jersey

DEPARTMENT OF CORRECTIONS  
WHITTLESEY ROAD  
POST OFFICE BOX 7387  
TRENTON, NEW JERSEY 08628

WILLIAM H. FAUVER  
Commissioner

JUDITH A. NALLIN, ESQ.  
Deputy Commissioner

February 15, 1979

Dr. Gregory O. Gagnon  
Director of Training and  
Extension Programs  
Mercer County Community College  
1200 Old Trenton Road  
Trenton, New Jersey 08690

Dear Greg:

Recently, I learned of the M.C.C.C. proposal to establish a college program for both inmates and staff at the Youth Correctional Institution at Annandale, New Jersey.

I would like to advise you of my support for this proposed program. I have been involved in administering the training program for employees in the Department of Corrections. The concept of establishing an opportunity to provide staff development experiences for Departmental employees is an excellent one.

I sincerely hope that you will get favorable support for this program soon.

Please accept my very best wishes.

Sincerely yours,

Albert Elias, Assistant Commissioner  
Division of Policy & Planning

AE:pmp

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PROPOSED COURSES TO MEET DEGREE REQUIREMENTS  
GARDEN STATE CAMPUS  
MERCER COUNTY COMMUNITY COLLEGE

The list of courses below meets the requirements for the Associate in Arts Degree. These courses may be changed as student needs dictate but will remain consistent with the requirements for the degree.

Required Courses

English Composition II	3 Credits
Intermediate Algebra	3 Credits
College Mathematics	3 Credits
Man and His Environment	3 Credits
Information Processing and The Computer	3 Credits
Physical Fitness Concepts	2 Credits
Introduction to Psychology	3 Credits
Introduction to Sociology	3 Credits
Literature Courses	6 Credits
Atmospheric Science	3 Credits
	<u>32 Credits</u>

Electives (Humanities/Social Science)

21 Credits

A variety of courses selected in this area will be offered. Individual students will be assisted to select those courses most appropriate to post-release plans. Courses will meet the remaining Social Science and Humanities requirements as required for the Associate in Arts Degree. Some of the courses will be:

Journalism  
History (Ethnic/World American)  
Political Science  
Criminal Justice  
Psychology  
Visual Arts  
Foreign Language and Culture

Specialty Option

9 Credits Minimum

As described in the proposal, students, will be required to take sequences of courses preparing them for employment after release or for transfer to a four-year college. Possible options are:

1. Computer Operations

Basic Computer Hardware	3 Credits
Computer Operations I	3 Credits
Computer Operations II	3 Credits
Computer Operations III	3 Credits
Computer Operations Management	3 Credits

2. Accounting

Accounting I	4 Credits
Accounting II	4 Credits
Intermediate Accounting I	3 Credits
Intermediate Accounting II	3 Credits

3. Business

Principles of Management	3 Credits
Administrative Office Management	3 Credits
Small Business Management	3 Credits
Business Communications	3 Credits
Business Organization and Management	3 Credits

Summary

Required General Education Courses	32 Credits
Electives (Humanities/Social Science)	21 Credits
Specialty Option	<u>9 Credits</u>
	62 Credits

NOTE: Although the courses listed meet the A.A. degree requirements, the program of the Garden State Campus is not constrained by these requirements. In addition to extensive non-credit preparation which will be the equivalent of eighteen additional credits, most graduates will exceed the sixty-two (62) credit minimum requirement for the A.A. degree.

## COLLEGE ADVISORY COMMISSIONS--

## APPOINTMENTS, RESPONSIBILITIES &amp; MEETINGS

I. PURPOSE

Describes procedures for the recommendation of appointments, reappointments, and replacement of members of College Advisory Commissions for approval by the President and Board of Trustees; for the holding of meetings and the submission of recommendations from the Advisory Commissions to the President; and for the Annual Advisory Commissions Dinner and Formal Meeting. Defines the responsibilities of officers.

II. POLICY

There are two types of Advisory Commissions: Career Advisory Commissions and Special Advisory Commissions. Appointment of members of the College Advisory Commissions is an official act of the Board of Trustees upon the recommendation of the President. Commission members are appointed for a term of one to three years on a rotating basis and according to specific membership categories. The Commissions should meet a minimum of twice per year plus at the Annual Advisory Commissions Dinner with the President and Board of Trustees.

(OMB 701)

III. DEFINITIONSA. Career Advisory Commissions

Career Advisory Commissions consist of representatives from Consumer/General Public, Students, Alumni, Business/Industry, Professional Personnel, Special Interest Groups, and Other Educators concerned with specific occupations or careers.

B. Special Advisory Commissions

Special Advisory Commissions are created, as required, on either an ad hoc or permanent basis. These Commissions serve the College and the community in a manner and with representatives similar to the Career Advisory Commissions, except that their specific areas of concentration and advice are not curricular but related to the special programs and services of the College.

C. Membership Categories

Each Advisory Commission has unique requirements for differing expertise in its membership. The mix of backgrounds of the members should reflect these requirements. In addition, membership is also chosen from recognized general categories. Insofar as possible, one member is appointed from each general membership category in order to achieve a balanced representation:

1. Consumer/General Public
2. Students
3. Alumni
4. Business/Industry
5. Professional Personnel
6. Special Interest Groups
7. Other Educators

D. Chairperson

Each Advisory Commission has a chairperson who is elected by the Commission members.

E. Commission Secretary

Each Advisory Commission has a secretary, appointed by the President, who is the appropriate department chairperson, director, program coordinator, or staff member.

The President's Office maintains a central file and directory of Commission members and minutes of all Commission meetings, and advises each Commission secretary of the length of term and the expiration date of each member.

V. PROCEDURES

A. Recommendation for the Appointment of Members

1. Members of each Advisory Commission, including the Commission secretary, are appointed on an annual cycle coinciding with the fiscal year. The Commission secretary is responsible for timely submission of appointment/reappointment recommendations.
2. Advice on appointments may be received from a number of sources consistent with College policy but are to be submitted through the appointed secretary of the Advisory Commission.
3. The Commission secretary prepares the Recommendation for Appointment Schedule and the biographical sketch of the nominee for appointment.
4. Once all the pertinent information is provided, the secretary submits the Recommendation for Appointment through the appropriate divisional dean to the President for submission to the Board.
5. Recommendations must be received by the President's Office a minimum of three weeks prior to a scheduled public Board meeting.
6. Nominees for appointment are advised that they are being considered for appointment, in order to ascertain a desire and commitment commensurate with the responsibilities of membership, but the final decision on appointment rests with the Board of Trustees.

7. Each Advisory Commission elects, by simple majority vote of its members, a chairperson who serves a one-year term and is eligible for reelection.

B. Recommendation for Reappointment & Replacement of Members

1. Reappointments to a Commission are handled in the same manner as appointments.
2. In a nomination for reappointment, a record of the nominee's attendance and highlights of his or her contribution to the Commission must be indicated.
3. A retiring Commission member may recommend but does not designate his or her replacement.
4. If a vacancy occurs in a Commission's membership during the fiscal year, members of that Commission may propose a replacement. The Appointment Schedule is used, and the member selected replaces the outgoing member in terms of the length of the appointment and the membership category.

C. Meetings & Responsibilities of Officers

1. The President's Office publishes an Annual Advisory Commission Handbook & Directory for distribution to all Commission members. The Handbook includes the MCCC Statement of Philosophy, Mission, and Goals; the approved Board policy regarding the Advisory Commissions (OMB 701); the organizational chart; annual objectives; and factual information on the College.
2. Minutes of every meeting are submitted to the appropriate division dean and to the President's Office by the Commission secretary.
3. The Commission secretary has the immediate administrative responsibility for the Advisory Commission. The date, time, place, and purpose of each meeting is clearly noted and stated in the Commission's annual plans.
4. The appropriate division dean is responsible for assuring that the meetings are scheduled and conducted.
5. The division dean is expected to attend and participate in at least one of the Advisory Commission meetings held by the individual Commissions during the year. The President shall attend as many Commission meetings as is practical.

6. Minutes are a record of what was accomplished rather than a verbatim account of proceedings. The minutes shall be reviewed at subsequent meetings and any corrections or changes recorded.
7. All Commission recommendations are submitted to the President through the respective division dean.
8. Faculty and staff of the College are given opportunities to suggest agenda items to the chairperson or Commission secretary and to attend Commission meetings.
9. The Commission secretary prepares an annual report for submission to the division dean and the President describing Commission accomplishments.

D. Annual Advisory Commissions Dinner

1. All members of the Commissions shall be invited by the President to the Annual Advisory Commissions Dinner.
2. The President's Office coordinates the Annual Dinner and Meeting and sets the program, agenda, and arrangements for same, in cooperation with the Commission secretaries.
3. All Commission secretaries and all members of the President's Executive Council shall attend the Annual Dinner Meeting.
4. The President shall award a Certificate of Appreciation to members of each Commission whose terms are expiring and who are either retiring or being reappointed.

**END**