FAIRLEIGH DICKINSON UNIVERSITY

Henry P. Becton School of
Nursing and Allied Health

**HENRY P. BECTON
COLLEGE OF NURSING
AND
ALLIED HEALTH**

Bylaws and Policy Manual

2025 Edition

This Bylaws and Policy Manual (AKA "Manual" or "Bylaws Document") has been developed
for the faculty, administrative staff, and leadership of the
Henry P. Becton College of Nursing & Allied Health (CoNAH) at Fairleigh Dickinson University (FDU)
to provide guidance for procedures unique to CoNAH and not otherwise addressed in the
FDU Faculty Handbook or other FDU policies.

The Manual was developed in 2001 and has undergone various revisions (i.e., 2007, 2011, 2016, 2023, 2024, 2025). It is subject to further revision to remain aligned with the FDU Faculty Handbook and other FDU policies and meet the evolving needs of CoNAH. The Manual includes processes and procedures established by CoNAH faculty which have been subject to the approval of the Dean and the University Provost, and have been examined to assure alignment with the current FDU Faculty Handbook. The FDU Faculty Handbook is recognized to supersede this Manual in providing guidance.

The Manual has been reviewed by faculty, administrative staff, and leadership of CoNAH as described in the CoNAH Faculty Staff Assembly meeting minutes.

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I.   Overview, Mission, and Goals

Overview

In 1942, Fairleigh Dickinson University (FDU) was founded as a two-year junior college with the opening of its first "Rutherford Campus" in Rutherford, NJ. The college, named for its early benefactor, Fairleigh S. Dickinson, enrolled one hundred and fifty-three students. Over the next eight-plus decades, this independent, nonsectarian institution grew to become a significant regional and international provider of higher education with three campuses in two countries.

In 1948, approximately six years after its founding, Fairleigh Dickinson Junior College expanded its curriculum to offer a four-year program when the GI Bill and veterans' money encouraged restructuring as Fairleigh Dickinson College. In 1954, the first graduate program - a master's degree in business administration - was offered, and the 400-student Bergen Junior College (now the site of Metropolitan Campus) was purchased as a second location in Teaneck-Hackensack, NJ. In that same year, the school received accreditation from the Middle States Association of Colleges and Schools. In 1956, the organization gained university status and became known as Fairleigh Dickinson University. Approximately a year later, in 1958, the 178-acre Vanderbilt-Twombly estate was acquired to serve as a third campus (now known as Florham Campus) in Madison, NJ.

In 1952, the Department of Nursing became an integral part of the organization when an associate degree in nursing (ADN) program was offered within the College of Liberal Arts, on its Rutherford campus. After 16 years as an ADN program, the baccalaureate of science in nursing (BSN) degree program was established on the Metropolitan Campus in 1968. This was for students without any previous nursing education background. A BSN completion track (RN to BSN) was offered in 1972 as an option for registered nurses who were graduates of associate degree or diploma nursing programs and seeking a baccalaureate degree. An "accelerated" (ABSN) track of the BSN program was launched in 1985, designed for non-nurses holding baccalaureate degrees in other disciplines.

In 1992, the College of Liberal Arts merged with the College of Science and Engineering to become University College. In 1993, as part of a larger plan to cut operating costs and invest in expansions at the Teaneck and Madison campuses, FDU closed its Rutherford Campus. University College was further reorganized in 1996 to include eight departments/schools: (1) Education; (2) Criminal Justice; (3) History and Political Science; (4) Psychology; (5) Computer Science and Engineering; (6) Nursing; (7) Natural Sciences; and (8) English, Literature, and the Humanities. In summer 1993, the Department of Nursing was designated a School of Nursing, while remaining a department within University College. In June 1995, following a generous gift from the Becton Dickinson Company, the School of Nursing was designated as the Henry P. Becton School of Nursing.

Also in 1995, a Master of Science in Nursing (MSN) program to prepare Family Nurse Practitioners was launched and admitted the first group of students to a graduate nursing program. In 1996, the American Association of Colleges of Nursing established the Commission of Collegiate Nursing Education (CCNE) as an autonomous nursing accreditation arm to facilitate quality standards in nursing education, under which the Henry P. Becton School of Nursing was offered initial accreditation. Continuous CCNE accreditation will be maintained for the next 30 years.

In 1996, offerings in allied health joined the nursing programs to form the Henry P. Becton School of Nursing and Allied Health (SNAH) on the Metropolitan Campus. Between 1996 and 2000, the Bachelor of Science in Allied Heath Technologies, Bachelor of Science in Clinical Laboratory Science, Bachelor of

Science in Medical Imaging Science, and Bachelor of Science in Radiologic Technology degree programs were established. Several specializations were offered in collaboration with University of Medicine and Dentistry of New Jersey School of Health-Related Professions (UMDNJ-SHRP), including diagnostic medical sonography, nuclear medicine, respiratory care, and vascular technology.

Numerous new graduate degree offerings followed, including a Master of Science in Medical Technology. In 2004, the Doctor of Physical Therapy (DPT) degree was established as a joint program in collaboration with UMDNJ-SHRP. In 2007, the SNAH Doctor of Nursing Practice (DNP) program opened its doors to students.

In 2009, the Bachelor of Science in Health Information Management (HIM) degree program was established, also as a joint program in collaboration with UMDNJ-SHRP. In 2012, Rutger's University absorbed UMDNJ-SHRP, and all joint programs with SNAH transitioned to become joint programs with Rutgers University.

In 2011, a donation from the Hearst Foundation supported a major renovation of the SNAH skills laboratory into a state-of-the art simulation room on the Metropolitan Campus. Video equipment, computers, and monitors were installed in the control room to serve as the faculty observation and debriefing rooms. The renovated laboratory included an eight-bed unit with a nursing station. The addition of two more high fidelity simulators - *SimMom (*Noelle) and *SimBaby* - complemented the laboratory's 3-G and basic *SimMan*, expanding the scope of simulated learning experience for students.

In 2015, another new SNAH degree program was approved: the Bachelor of Science in Health Studies, with a pre-nursing ("General") track and a pre-med/pre-graduate ("Science") track. Also in 2015, the BSN program expanded to a second location at FDU's newly-leased 230 Park Avenue building (Florham Park, NJ) for Florham Campus students. The MSN Program expanded advanced practice nurse/nurse practitioner offerings, to include post-graduate certificate programs and concentrations in (Family) Psychiatric-Mental Health, and Adult-Gerontology Primary Care. Processes to accept transfer students into the BSN program and into the Bachelor of Science in Health Studies program also expanded.

In 2018, FDU partnered with The Learning House (TLH, later Wiley Online) to offer degree programs online. SNAH offered the RN to BSN, the MSN in Education, and the MSN in Family Nurse Practitioner programs through TLH/Wiley. In 2023, SNAH ended its academic program partnership with TLH/ Wiley.

FDU underwent another reorganization in 2019. University College was dissolved, and Becton College of the Florham campus absorbed the liberal arts and sciences courses offered in University College. The university structure emerged to have two colleges (Becton College of Arts and Sciences and the Silberman College of Business) and seven independent professional schools: (School of Nursing and Allied Health, School of Computer Sciences and Engineering, School of Education, School of Hospitality, Sports and Tourism Management, School of Pharmacy, School of Psychology, and the School of Public and Global Affairs).

In 2019, during the COVID pandemic, all programs within SNAH were moved to online formats. Following the pandemic, advanced-level nursing and completion degree programs remained primarily online, and entry-level programs were regularly offered in hybrid formats. In 2021, FDU was named as a Hispanic Serving Institution (HSI) by the Fulbright Program. In 2023, SNAH was recognized by the Board of Trustees as a college within FDU and transitioned in leadership from Director to Dean.

The SNAH celebrated its 70th anniversary in 2023. In the same year, with the inauguration of FDU's ninth president and under a new dean, SNAH underwent further transformation. Additional concentrations (Exercise Science and Global Health) were added to the Bachelor of Science in Health

Studies degree program. Certificate (e.g. Phlebotomy) and ANCC-approved continuing education programming were launched. A master's-level RN pre-licensure program was launched (MSN-Entry to Practice), and a fourth concentration in Women's Health was added to the advanced practice nurse/nurse practitioner offerings.

In 2024, SNAH sought and achieved full accreditation from the Accreditation Commission for Education in Nursing (ACEN) for its Baccalaureate Nursing Program, Master's Nursing Program/Post Master's Certificate Program, and Clinical Doctorate Nursing Program. In 2025, SNAH was recognized as a top 50 Best Nursing Schools in the country for master's programs in the 2025 U.S. News & World Report Graduate School Rankings.

Also in 2025, FDU underwent a comprehensive academic restructuring that transformed its organizational structure to enhance interdisciplinary connections among health and health-adjacent education programs, expand academic collaboration, and to increase efficiency. The nine colleges and schools were reorganized into six integrated colleges: Maxwell Becton College of Liberal Arts and Education, Gregory H. Olsen College of Engineering and Science, Silberman College of Business, Henry P. Becton College of Nursing and Allied Health (CoNAH), College of Pharmacy and Health Sciences (CoPHS), and the College of Psychology and Counseling (CoPC). FDU's three health-focused colleges (CoNAH, CoPHS, and CoPC) were collectively branded as "FDU Health."

In the same year, FDU/CoNAH received provisional accreditation from the Commission on Accreditation for Respiratory Care (CoARC) to prepare respiratory therapists at the BS degree level. Associate of Arts (AA) and Associate of Science (AS) degree programs with concentrations in health studies were added to the CoNAH portfolio. A five-year AA to BSN pathway was established for Latino Promise program students. Enrollment expanded across allied health and nursing programs with numerous new articulation agreements. A focus on grantsmanship yielded several new sources of funding, including a $3.2 million HRSA award to support advanced practice nursing students and programming for underrepresented students, and a state appropriation of $753,000 to support the development of an Acute Care Simulation Clinic at the Metropolitan Campus.

Further details about the history of FDU can be found at: [Our History | Fairleigh Dickinson University](#).

Accreditation (2025)

FDU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and licensed by the New Jersey Commission on Higher Education. CoNAH programs are approved by the New Jersey Board of Nursing. The Baccalaureate Nursing Program, Master's Nursing Program/Post Master's Certificate Program, and Clinical Doctorate Nursing Program are accredited by the Accreditation Commission for Education in Nursing (ACEN). Our Allied Health programs include collaborations with other units (e.g., Rutgers University, regional hospitals) that maintain accreditations from appropriate bodies, including the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP), in accordance with our collaboration agreements with regional partners. The FDU Respiratory Care program (BS in Allied Health Technologies/Respiratory Care concentration) is provisionally accredited by the Commission on Accreditation for Respiratory Care (CoARC).

Further details about FDU program accreditation can be found at: [Accreditations | Fairleigh Dickinson University (fdu.edu)](#).

Mission

In 2000, the FDU Board of Trustees affirmed and approved Mission of FDU:

FDU is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture.

In 2025, The faculty of the CoNAH revised and affirmed the CoNAH mission, which is consistent with the FDU mission:

The College of Nursing and Allied Health educates and trains future health professionals and people pursuing health-related careers so that they can elevate human health locally, regionally, and nationally. Our commitment to academic excellence is achieved through strong commitment to interprofessional and interdisciplinary collaboration, and the promotion of critical thinking, information literacy, ethical reasoning, leadership capacity, and transcultural understanding. We commit to academic excellence in education and training so that our graduates are optimally prepared to thrive as providers, supporters, and change-agents in healthcare systems throughout the world.

Goals and Expected Outcomes

In 2022, the FDU Faculty Senate approved a university-wide General Education Curriculum of 40 credits (42 including first-year seminar courses) and 7 *general education learning outcomes*. CoNAH undergraduate program outcomes support attainment of the General Education learning outcomes.

Health Studies program outcomes are consistent with the university general education learning outcomes with additional focus on health.

Nursing program outcomes (entry-level and advanced-level) are additionally consistent with several guiding documents, including The Essentials (AACN, 2021); ANA Scope and Standards of Practice (4th Edition); ANA code of Ethics (2025); QSEN Competencies (2007); AONL Nurse Leader Core Competencies; and Healthy People 2030. Our curriculum supports the achievement of the end-of-program student learning outcomes and role-specific competencies for each degree level. Nursing program outcomes are congruent with the domains and competencies that are essential to nursing practice and which guide the nursing curricula at the BSN, MSN, and DNP levels.

Allied Health program outcomes are additionally consistent with each program's professional education standards.

II.   Administration and Governance

FDU's Colleges are spread across two primary campuses (Metropolitan Campus in Teaneck-Hackensack, NJ and Florham Park Campus in Madison, NJ) and a branch campus (Vancouver, BC). The organizational structure for FDU includes a University President, who serves as Chief Executive Officer, and a Vice President for Academic Affairs/University Provost, who serves as FDU's Chief Academic Officer. FDU's academic units are currently organized as six colleges as designated by the Board of Trustees. Each of these academic units has a dean who is an Academic Officer of the University.

The Dean acts as the administrative and academic officer of CoNAH. The authority of the Dean is outlined in the Faculty Handbook and in other university policies. At the time of this Manual revision,

CoNAH does not have a department structure (and therefore does not have appointments of department chairs).

The administrative structure within CoNAH is flexible to meet the needs of its programs and students. This structure is depicted in **Appendix A** (CoNAH Organizational Chart). Leadership roles may include (but are not limited to) the following positions:

- Track Director
- Director
- Senior Director
- Associate Dean
- Dean

Administrative structure also includes a variety of roles for administrative staff (i.e., full-time employees who are not faculty) to meet the needs of the CoNAH programs and students:

- Administrator for Clinical Affairs and Contracts
- Administrative Coordinator for Academic Affairs
- Administrative Coordinator for Student Affairs
- Administrative Coordinator for Personnel and Finance
- Administrative Coordinator for Grants and Sponsored Programs
- Administrative Coordinator for Graduate Admissions and Student Success
- Administrative Coordinator for Curriculum and Integration
- Administrative Clerk
- Laboratory Services Clerk

The Faculty of CoNAH shall act in accordance with the FDU Faculty Handbook and this Manual. Conflict in language between this Manual and the Faculty Handbook shall be resolved in favor of the Faculty Handbook. Consistent with the Faculty Handbook, CoNAH faculty include all individuals holding full-time faculty appointments within CoNAH. The Faculty of CoNAH can hold rank as:

- Professor
- Clinical Professor
- Associate Professor
- Clinical Associate Professor
- Assistant Professor
- Clinical Assistant Professor
- Lecturer/Senior Lecturers
- Instructor

III. Faculty-Staff Assembly (FSA)

The Faculty Handbook directs the standing committees of CoNAH to report to the faculty at least once a year. To facilitate this requirement and provide for other accreditation and communication procedures, CoNAH faculty and CoNAH administrative staff shall assemble approximately once a month during the Fall and Spring semesters.

CoNAH Faculty-Staff Assembly (FSA) meetings are generally held on the first Wednesday of the month, during the academic year, in a time frame of approximately two hours. The meetings are held on campus and/or via Zoom to provide for the broadest faculty and administrative staff representation. Special FSA meetings may be scheduled as needed during the academic year by the Dean, within five

days of a written request. Emergency meetings may also be scheduled, at the discretion of the Dean or Provost.

Membership of the FSA includes all full-time faculty and full-time administrative staff of CoNAH. Student representatives and other stakeholders do not regularly attend FSA, however, may be invited by the presiding officer to inform specific strategic discussions.

The objective of the FSA is to assure relevant information sharing across standing committees, workgroups, faculty and administrative staff; to develop consensus; and to discuss strategic goals. Efforts are made to reach consensus at FSA.

FSA also provides a structure for accomplishing faculty voting for members of SLPR and the Faculty Evaluator, as outlined in the Faculty Handbook. Other issues to be voted on at FSA by its entire membership include the following:

- Changes to the mission of CoNAH
- Addition of a new degree level
- Approval of self-study reports prepared for accreditation

The Dean is the presiding officer at FSA meetings. If needed, the Dean may delegate the responsibility of presiding officer. A quorum shall consist of a majority (50% plus 1) of the eligible voting members at any meeting of the FSA. FSA members on leaves of absence/sabbatical are not included when determining a quorum and are not eligible to vote. If a quorum is not attained, discussion on issues may take place but voting on said issues will not occur. If quorum is not attained for two consecutive meetings, decision may be rendered by the Dean. For an issue requiring a vote, the majority (51%) vote shall rule.

The agenda for FSA meetings shall be set by the presiding officer and is made available for faculty and administrative staff prior to the FSA meeting. Faculty requesting an item added to the agenda shall submit a request to the presiding officer. The minutes of FSA meetings shall be made available for faculty and administrative staff following the FSA meeting.

Generally, Order of Business shall be:

1. Call to Order
2. Review/Approval of prior minutes
3. Informational Matters
   - Upcoming events
   - New FDU/CoNAH Appointments & Leadership Positions
   - Reports from CoNAH Leadership
       Associate/Assistant Deans
       Directors
       Track Directors
       Student Nursing Association Advisor
       Ad hoc Committee/Workgroup leaders
   - Faculty/Administrative Staff Development Opportunities
4. Consensus Matters
   - Program Evaluation Committee
   - Educational Planning Committee
   - Other
5. Strategic Matters
       Dean's Report
6. Administrative (i.e., next meeting, review of new items)
7. Adjournment

IV.   Standing Committees

Faculty are expected to serve conscientiously on committees to which they are elected, to act as a resource to student organizations, and to attend commencement exercises (FDU Faculty Handbook, Section XVI).

Consistent with the Faculty Handbook, faculty establish bylaws, subject to the approval of the College Dean and the University Provost. Such bylaws, at a minimum, establish:

- Educational Planning Committee (EPC)

These CoNAH bylaws also establish the formation of:

- Program Evaluation Committee (PEC)

All CoNAH faculty shall be assigned to either the EPC (in accordance with FDU Faculty Handbook processes) or PEC. Any faculty shall be eligible to serve as chairperson of the standing committee on which they serve.

A CoNAH administrative staff member will be assigned to each standing committee to provide support in developing minutes, records, reports, and compiling recommendations from the committees. The standing committees shall meet regularly, at appropriate intervals, to achieve their objectives.

Educational Planning Committee (EPC)

The composition, responsibilities, and operation of the EPC are defined in the Faculty Handbook. Specific to CoNAH, the following applies:

Composition and Selection
The size and composition of the EPC shall be determined by CoNAH faculty, in consultation with the Dean (or Dean's designee), and subject to the following provisos:

(a) EPC shall have at least five (5) members and up to eight (8) members.
(b) EPC shall have enough total members to accomplish the work of the committee, with balanced and sufficient representation of relevant programs and perspectives.
(c) Membership in the EPC is open to tenured or tenure-track CoNAH faculty. In years where there are fewer than five (5) tenured or tenure-track faculty at the time of election, EPC membership can include clinical faculty from CoNAH to reach a membership of at least five (5) members and up to eight (8) members.
(d) If there are fewer than (5) tenured or tenure-track faculty available to serve on EPC, these faculty will all be assigned to serve on EPC by the Dean, without the need for an election.
(e) If there is a need for clinical faculty to serve on EPC, the EPC will solicit volunteers. If there are an insufficient number of volunteers, clinical faculty will be assigned to serve on EPC by the Dean.

The members of EPC are endorsed annually by the CoNAH faculty at the first FSA meeting of the academic year, no later than September 15th (or as needed, if there is an unexpected vacancy). All full-time faculty members shall be eligible to endorse EPC membership.

The chairperson of the EPC is assigned by the Dean from among members of the prior academic year EPC. The chairperson is a voting member of EPC and included in the number of members. The chairperson of EPC will be assigned workload release time, the amount to be at the discretion of the Dean. The Dean will serve as a non-voting ex-officio member of this committee.

Student representatives may be invited to EPC meetings and excused when confidential matters are discussed. Student representatives, who are non-voting members of the committee, should broadly represent the CoNAH academic programs, and should be consistent throughout the academic year. The number of student representatives invited is to be determined by the committee but should not exceed four (4) for the academic year. The names of the student representatives for the year should be noted in the meeting minutes, no later than October 15th.

Responsibilities

The EPC shall engage in short-term and long-term planning for CoNAH. This should include faculty composition requirements, equipment needs, facility's needs, new or modified academic programs, and how enrollment and workforce pattens accommodate and promote CoNAH's academic programs.

The EPC, in cooperation with the Dean, shall annually prepare, review, and/or revise a Planning Document to collect and prioritize proposals submitted to the EPC. The EPC shall review proposals submitted through the Planning Document for the introduction, improvement, modification, or elimination of academic programs, curricula, and courses. In reviewing each proposal, the EPC shall seek to propose continuation or modification of educational policies, academic standards and requirements, and/or admissions standards, within the framework of FDU policies.

In addition, the chair of the EPC will oversee the voting process for Faculty Evaluator, FLPR and SLPR at the first FSA meeting of the year, as outlined in (see Section VI of this Bylaws Manual).

Operations

The EPC may generate proposals on CoNAH academic matters directly or through subcommittees. In addition, any CoNAH stakeholder can submit a request for proposal review by the EPC using the Educational Planning Committee Proposal Review Request Form. The EPC shall perform its responsibilities in close coordination with the CoNAH Dean. The EPC may invite subject matter experts from outside of the EPC to a scheduled meeting to provide guidance on matters under consideration.

Recommendations of the EPC shall be submitted to the Dean and made available to the CoNAH faculty. The Dean shall inform the EPC of acceptance, suggestions for modification, or rejection of each EPC recommendation. The chairperson (or designee) of EPC shall present recent recommendations at FSA meetings and bring matters requiring broader consensus to FSA for discussion. EPC's final recommendations will depend on the consensus reached at the FSA.

The Dean then meets with the Provost. Both the Dean's and the EPC's recommendations on the matter will be presented to the Provost for review and decision. The Dean shall inform the EPC of the final decision with respect to its recommendations. Appeals of administrative actions shall be directed through the Dean to the Provost. The Provost shall, after undertaking the requested review, make a final determination, providing detailed reasons in writing to the Dean for transmission to the EPC.

All regular meetings of the EPC shall be posted on the CoNAH calendar and made open to CoNAH faculty and administrative staff. The EPC may also meet in executive session. A copy of the minutes of all meetings of the EPC shall be made available to the CoNAH faculty and administrative staff.

Program Evaluation Committee (PEC)

The composition, responsibilities, and operation of the PEC are outlined in this Manual, and subject to revision to meet the evolving needs of CoNAH.

Composition and Selection

The size and composition of the PEC shall be determined by CoNAH faculty, in consultation with the Dean (i.e., Dean or Dean's designee), and subject to the following provisos:

(a) PEC shall have enough total members to accomplish the work of the committee, with balanced and sufficient representation of relevant programs and perspectives.
(b) Full-time CoNAH faculty who are not serving on the EPC shall be members of the PEC, unless assigned to an alternate administrative responsibility by the Dean.

The members of PEC are endorsed annually at the first FSA meeting of the academic year, no later than September 15th. All full-time faculty members shall be eligible for membership. The chairperson of the PEC is assigned by the Dean (and is included in the number of members).

Regular meetings of the PEC shall be posted on the CoNAH calendar and made open to CoNAH faculty and administrative staff. The PEC may also meet in executive session. A copy of the minutes of all regular meetings of the PEC shall be made available to the CoNAH faculty and administrative staff. The chairperson of PEC will be assigned workload release time, the amount to be at the discretion of the Dean.

Student representatives may be invited to PEC meetings and excused when confidential matters are discussed. Student representatives, who are non-voting members of the committee, should broadly represent the CoNAH academic programs, and should be consistent throughout the academic year. The number of student representatives invited is to be determined by the committee but should not exceed four for the academic year. The names of the student representatives for the year should be noted in the meeting minutes, no later than October 15th.

Responsibilities
The PEC shall engage in developing and planning evaluation of all CoNAH programs/tracks that are consistent with the mission, accreditation requirements, and program outcomes of the CoNAH.

The responsibilities of the PEC include (but are not limited to):

- Annually review and/or revise the overarching CoNAH Systematic Plan for Evaluation (SPE);

- Monitor measures described in the SPE;

- Review clinical agency and clinical laboratory measures and data in consultation with relevant Directors or designees;

- Review Nursing Entry-Level Program measures and data in consultation with the CoNAH Director of Entry-Level Nursing Programs or designee;

- Review Graduate Program measures and data in consultation with the CoNAH Director of Graduate Programs or designee;

- Review Allied Health and Health Studies Program measures and data in consultation with CoNAH Director of Allied Health and Health Studies Program or designee;

- Recommend program changes to the Dean and faculty based on data-informed evaluation;

- Collaborate with the Dean, administrative staff, and relevant CoNAH/FDU offices to assure that CoNAH data is presented for accreditation and reporting purposes, as requested and required for CoNAH (e.g., for ACEN, COARC), for FDU (e.g., for MSCHE, US News & World Report) and for external partners (e.g., for New Jersey Office of the Secretary of Higher Education);

- Establish workgroups as necessary to carry out the tasks to meet the PEC's objectives and goals.

Operations
The PEC shall perform its responsibilities in close coordination with the CoNAH Dean; CoNAH Program and Track Directors, FDU Provost's Office, and FDU Office of Institutional Research and Assessment. Program and Track Directors shall be invited to meet with the PEC to assess relevant measures and analyze data.

The PEC may seek the advice of the CoNAH faculty, CoNAH administrative staff, or other stakeholders to inform SPE revisions under consideration. Recommendations and findings of the PEC shall be discussed at FSA. Items for faculty consensus should also be presented at FSA.

V. Additional Advisory Workgroups

The Dean or PEC chairperson may form additional/ad hoc advisory workgroups (e.g., Task Forces, Councils) but shall seek approval for policy recommendations from the relevant standing committees of the CoNAH. The composition of these additional advisory workgroups depends upon the objective(s), which shall be approved as appropriate by the Dean. Student representation is in accordance with the goals of the workgroup, at the discretion of the workgroup leader. Student invitation may be either ad hoc/provisional or until completion of the academic year.

For consistency in nomenclature, the following terms apply to additional/ad hoc advisory workgroups within the CoNAH:
- Task Force: Workgroup formed to address specific time-bound issues within the CoNAH.
- Board: Workgroup of stakeholders who inform the mission/strategic plan of the CoNAH.
- Council: Workgroup formed to advance specific aspect of the CoNAH mission/strategic plan.

Advisory workgroups specific to the CoNAH may include:
- Self-Study Task Force
- Entry-Level Nursing Workgroup
- Advanced-Level Nursing Workgroup
- Allied Health and Health Studies Workgroup
- Experiential Learning Workgroup
- Administrative Coordinators Workgroup
- Dean's Advisory Council
- Dean's Advisory Board

Workgroups shall meet regularly, at intervals, to achieve their objectives.

VI. Peer Review Committees

First Level Peer Review Committee (FLPR) & Faculty Evaluator

Composition and Selection
The composition, responsibilities, and operation of the FLPR are defined in the Faculty Handbook (Section IX). Specific to CoNAH, the following applies:

The size and composition of the FLPR shall be determined by CoNAH faculty, subject to the following provisos:

a) Prior to identifying FLPR membership, CoNAH faculty shall elect a tenured faculty as Faculty Evaluator.

b) In a unit with fewer than 6 tenured members, all tenured members must serve except the designated Faculty Evaluator. In this case there's no need for an election for FLPR (but still a need to elect the Faculty Evaluator).

c) There must be at least 4 members on the FLPR to do business.

d) If there aren't four (4) tenured members, the CoNAH will make up the shortfall by inviting tenured faculty from any other unit with expertise that relates to the discipline of CoNAH so to bring the membership up to no less than four (4) and no more than six (6).

e) Such additional members shall be chosen by majority vote of CoNAH's tenured members. The invitation will be communicated by the Dean. (e.g., If there are two tenured faculty, whoever the two of them can agree on is who is invited by the Dean).

f) Faculty who participate in and/or vote in a faculty status matter at any level (FLPR, SLPR) shall not be eligible to participate and/or vote on the same faculty status matter at a different level.

The Faculty Evaluator is elected annually by the CoNAH faculty, and members of FLPR are elected annually by the CoNAH faculty (unless fewer than 4 tenured faculty members, in which case FLPR members are assigned), using a secret ballot, at the first FSA meeting of the academic year, no later than end of the second week of the fall semester. All full-time faculty members shall be eligible to vote. The chair of the EPC will oversee the voting process.

The FLPR shall elect a FLPR Chair at its first meeting of the academic year which shall be convened by the CoNAH Dean, no later than October 1.

Operations
The operations of FLPR are outlined in the Faculty Handbook (Section IX).

Processes
The processes of FLPR are outlined in the Faculty Handbook (Section IX).

Second Level of Peer Review Committee (SLPR)

Composition and Selection
The composition, responsibilities, and operation of the SLPR are defined in the Faculty Handbook (Section IX). Specific to CoNAH, the following applies:

The three Colleges that are the primary constituents of FDU Health (CoNAH, CoPC, CoPHS) form a single "FDU-Health SLPR," composed of nine (9) tenured faculty members: in principle, three (3) from each of the three Colleges. If ever any of the Colleges does not have at least three tenured faculty available to serve, a shortfall of one (1) or two (2) members can be made up through an election by the faculty of the three Colleges jointly, as long as no one College ends up with more than four (4) representatives, so that five (5) members of the SLPR are always available to vote after recusals. For the same reason, a larger shortfall would need to be made up by "borrowing" faculty from a different College entirely.

In the case where CoNAH have fewer than three (3) tenured faculty members, one will serve on the CoNAH FLPR, the other will serve as the Faculty Evaluator, and both are required to be on the SLPR, as defined in the Faculty handbook (Section IX.2.1.4).

Members of the FDU-Health SLPR are elected annually by the CoNAH faculty (unless fewer than 4 tenured faculty members, in which case SLPR members are assigned), using a secret ballot, at the first FSA meeting of the academic year, no later than end of the second week of the fall semester. All full-time faculty members shall be eligible to vote. The chair of the EPC will oversee the voting process.

The FDU-Health SLPR shall elect a SLPR Chair at its first meeting of the academic year which shall be facilitated by the CoPHS Dean, no later than October 1.

Operations
The operations of SLPR are outlined in the Faculty Handbook (Section IX).

Processes
The processes of SLPR are outlined in the Faculty Handbook (Section IX).

VII. Faculty Appointments, Renewal, Tenure, and Review

Processes for recruitment and appointment of new faculty are outlined in the Faculty Handbook (Section VII).

Processes for faculty appointment, including criteria for rank and tenure, are outlined in the Faculty Handbook (Section VIII).

Process for faculty renewal is outlined in the Faculty Handbook (Section VIII).

Process for faculty status review is outlined in the Faculty Handbook (Section IX).

Specific to CoNAH, the following applies:

Reappointment/Promotion of Clinical Faculty

CoNAH uses the following criteria for reappointment and promotion of clinical faculty (Assistant Clinical Professor, Associate Clinical Professor, Clinical Professor):

Clinical Assistant Professor: For appointment to the junior rank of Clinical Assistant Professor, the candidate must meet the requirements for appointment as a Lecturer and, in addition, have at least three (3) years of substantive teaching experience (i.e., clinical and classroom, in-person and online); demonstrate the capacity for academic scholarship relative to one's profession. There should be substantive evidence of leadership potential and concern for the welfare of students.

Clinical Associate Professor: For promotion or appointment to the senior rank of Clinical Associate Professor, the candidate must possess the qualifications for Clinical Assistant Professor and, in addition, an earned doctorate degree. There should also be substantive evidence of academic leadership and concern for the welfare of students, and a record of substantial service beyond the department or equivalent unit, at least at the College level.

Clinical Professor: The rank of Clinical Professor represents the highest recognition that can be bestowed upon a faculty member with a clinical practice focus. For promotion or appointment to the rank of Clinical Professor, the candidate must possess the qualifications of a Clinical Associate Professor and, in addition, offer a distinguished record of clinically relevant scholarship or other externally recognized work appropriate to the discipline. The cumulative achievements of the candidate for appointment or promotion to the rank of Clinical Professor must be such as to demonstrate substantial accomplishments within the University, sound judgment and creativity, intellectual breadth and leadership, and a mature record of professional advancement. There must be a clearly recognized record of teaching proficiency and concern for the welfare of students.

Reappointment/Promotion of Lecturers

CoNAH uses the following criteria for reappointment/promotion of lecturers (Lecturer, Senior Lecturer):

Lecturer: For appointment to the teaching position of Lecturer, the candidate must have earned a master's degree in a health-related discipline and an active, unencumbered professional license

required for clinical teaching in their field; evidence or substantial promise of effectiveness as a teacher, both in the classroom and in the guidance of students in the clinical setting; demonstrate the capacity for professional growth; and possess the ability to work constructively with members of the University community.

Senior Lecturer: For promotion or appointment to the rank of Senior Lecturer, the candidate must possess the qualifications for Lecturer and, in addition, have at least three (3) years of substantive teaching experience (i.e., clinical and classroom, in-person and online) and an earned doctorate degree.

VIII. Faculty Workload

Faculty workload is defined and described in the Faculty Handbook (Section XIV).

Faculty are expected to keep informed of contemporary developments in their field of specialization through scholarly activity and research, to manifest objectivity and fairness in their relationships with members of the FDU community, to participate in student advising and in the academic review process, and to maintain reasonable adherence to course descriptions in accordance with the representations of the University Bulletin and other official FDU publications.

During the academic year, all full-time faculty shall also spend sufficient hours on campus as part of their academic workload responsibilities to cover at least three (3) office hours per week, as well as appropriate committee assignments and scheduled meetings (Faculty Handbook, Section XVI).

Specific to CoNAH, the following also applies until Departments/Chairs are established:

- The standard annual academic load consists of 12 contact hours/workload units per semester (Fall and Spring) for 9-month Faculty, and 12 contact hours/workload units per semester (Fall, Spring, and Summer) for 12-month Faculty.
- Program Directors shall be granted release time for performance of administrative duties. This workload reduction may range from three (3) contact hours/workload units per academic year to six (6) contact hours/workload units per semester, depending upon the size and complexity of the program.
- Track Directors shall be granted release time for performance of administrative duties. This workload reduction is typically three (3) contact hours/workload units per semester, depending upon the size and complexity of the track.
- Faculty members with 12-month appointments are expected to devote full-time to university activities during the summer months, except for a one (1) month vacation period. Workload reduction for performance of administrative duties for 12-month Track Directors and Program Directors may apply during the summer semester.

IX. Research and Travel

Processes for reviewing faculty research programs, grant applications, and related travel expenses are outlined in the Faculty Handbook (Section XV).

Request forms to support research, scholarship, and associated travel can be found in **Appendix B** (Request for Support of Funded Project or Funded Research) and **Appendix C** (Request for Support to Disseminate Funded Project or Funded Research) of this Manual.

X.   FDU and CoNAH Academic and Curricular Policies

Faculty are expected to be familiar with and adhere to FDU and CoNAH policies and procedures for implementing overall curriculum. These include but are not limited to:

- Faculty Handbook
- University Bulletins
- Academic Calendar
- Academic Policies
- Research Policies and Procedures
- CoNAH Student Manual

FDU and CoNAH subscribes to the 1940 Statement of Principles on Academic Freedom, and the 1940 and 1970 Interpretive Comments issued thereon, formulated jointly by the Association of American Colleges and the American Association of University Professors. CoNAH believes that institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution. Teachers are entitled to freedom in the classroom in discussing their subject. As scholars and educational officers, they should also remember that the public might judge their profession and their institution when they speak or write as citizens; they should always be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

CoNAH faculty are expected to provide students with didactic and experiential learning opportunities that support engagement and progression for diverse students with varied learning styles. CoNAH faculty members are expected to:

- Respond to student/CoNAH faculty/CoNAH administrative staff queries within 2 business days.

- If instructing a course, maintain faculty name, contact information, and accurate office hours in *Webcampus* course shell throughout the duration of the course.

- Update each syllabus and *Webcampus* course shell of each assigned didactic course each semester and ensure compliance with FDU syllabus policy.

- Adhere to established conventions for grammar, spelling, and punctuation in communications to ensure clarity, credibility, and respect for the audience.

- Provide clear and concise instructions for tests and exams using questions that are fair, accurate, reliable, and objective.

- Grade course work submissions in a timely fashion, adhere to CoNAH grading policies, and to University policy for posting final grades.

XI.   Manual Modification and Endorsement

The Faculty shall recommend modifications and amendments to this Bylaws and Policy Manual, as necessary and appropriate. The Dean or designate will be authorized to make editorial and non-substantive changes to the Manual regarding numbering, headings, cross-references, organizational titles, details of style, and similar items. Minor revisions to the Manual may be recommended at any regular or special meeting of the FSA. Major revisions shall require endorsement by the FSA and approval by the Dean or designee. A copy of the latest CoNAH Bylaws and Policy Manual shall be published on the CoNAH website.
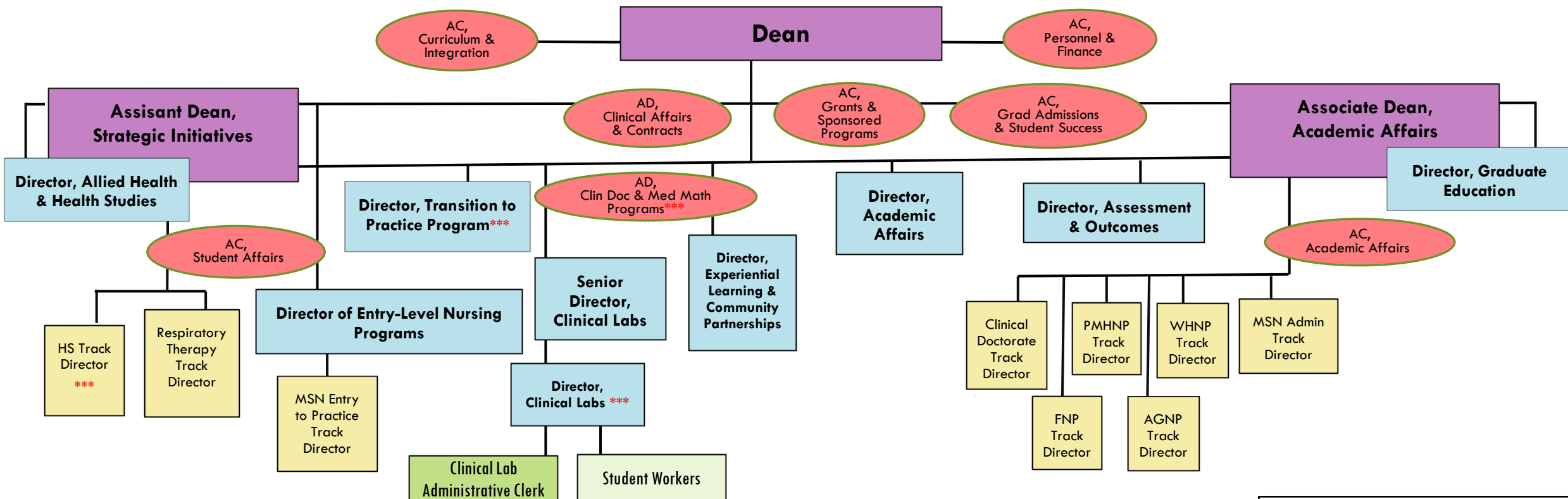
APPENDIX:
CoNAH TABLE OF ORGANIZATION
(D2D OPERATION & SUPPORT)

UPDATED: 08/15/2025
*** PLANNED

INSTRUCTIONS:
Please fill out form completely and submit by email to Dean (with cc to Zoila Paredes) at least 1 week in advance of proposal submission with the following attachments:
- o **A copy of call for proposals/notice of funding opportunity**
- o **A copy of proposal narrative and budget**

For interprofessional projects, please anticipate additional time to work out an interdepartmental plan for project support.

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Henry P. Becton College of
Nursing and Allied Health

APPENDIX B: REQUEST FOR SUPPORT OF FUNDED PROJECT or FUNDED RESEARCH

Faculty Name(s):

Funding Organization:

Brief description of project:

Term of funding (budget attached):

Workload release/facilities/equipment/access requested:

Approvals (provide brief details)	Approved/Will Need/NA
Office of GSP:	
IRB:	
Other academic department(s):	
University facilities/equipment:	
Other Director:	

APPROVAL:

This funded scholarship activity is approved as follows:

Signed:_____

Annie J. Rohan, PhD RN FAANP FAAN
Dean & Professor
Henry P. Becton College of Nursing & Allied Health
Fairleigh Dickinson University

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Henry P. Becton College of
Nursing and Allied Health

APPENDIX C: REQUEST FOR SUPPORT TO DISSEMINATE FUNDED PROJECT or FUNDED RESEARCH, or SUBSTANTIVELY REPRESENT CoNAH at a PROFESSIONAL MEETING

Faculty Name:

Dates (inclusive of travel) of planned activity:

Name/location of conference/meeting:

Nature of participation (e.g., poster/podium presentation, organization officer, discussant/session moderator):

How will responsibilities be covered during your absence?

Requested Reimbursement (provide brief details)	Estimated Cost
Travel:	
Conference costs:	
Food/lodging:	
Miscellaneous:	
TOTAL AMOUNT REQUESTED	

APPROVAL:

This dissemination/promotion activity is approved for the amount of **$_____.**

Signed:_____

Annie J. Rohan, PhD RN FAANP FAAN
Dean & Professor
Henry P. Becton College of Nursing & Allied Health
Fairleigh Dickinson University